



CHARTER RENEWAL APPLICATION COVER SHEET

NAME OF CHARTER SCHOOL SEEKING RENEWAL: IMAGINE SCHOOLS AT NORTH LAUDERDALE ELEMENTARY

CHARTER SCHOOL LOCATION NUMBER: 5171

DATE: November 30, 2011

NAME OF GOVERNING BOARD: The Learning Excellence foundation of East Broward County, Inc.

Provide the name of the person who will serve as the primary contact for this renewal application. The primary contact should serve as the contact for follow-ups, interviews, and notices regarding this renewal application.

CONTACT PERSON: Dave Gordon **TITLE/RELATIONSHIP TO GOVERNING BOARD:** Principal

MAILING ADDRESS: : 1395 South State Road 7, North Lauderdale, Florida 33068

PRIMARY TELEPHONE: (954) 973-8900

ALTERNATE TELEPHONE: (954) 554-5793

E-MAIL ADDRESS: Dave.Gordon@imagineschools.com

NAME OF EDUCATION SERVICE PROVIDER (if any): Imagine Schools

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

Faye Douglas
Printed Name

Faye Douglas
Signature

11/29/11
Date

Broward County Public Schools Charter School Renewal: Indicators and Standards

In accordance with Florida Charter School Law, a charter school may be renewed provided that a program review demonstrates that the school has successfully fulfilled the terms of its contract [1002.33(7)(a)(17)]. In conducting a renewal program review, the sponsor will focus its analysis on the school's performance in three categories:

- Educational performance
- Financial performance
- Organizational performance

The following defines specific indicators (the types and level of information and data that will be collected) and standards (the benchmark by which such indicators will be measured) that will be analyzed and evaluated within these three categories. It is a school's performance within these indicators that inform a charter renewal decision.

Furthermore, should a charter school meet the standards for renewal, The School Board of Broward County, FL will also review future Educational, Financial and Organizational plans submitted as part of this application for the term of its subsequent contract. Any modifications/adjustments/amendments it proposes to make to its current contract that would take effect over the subsequent contract term will be negotiated during the contract phase.

Important Reminders

- All renewal applications must be submitted electronically, as one continuous PDF file per school, to charterapplications@browardschools.com by 5:00 PM Wednesday, November 30, 2011.
- Only electronic applications, submitted as one continuous PDF file, will be accepted. Please scan the appendices as part of the PDF file.
- Renewing schools must clearly name and include their location number on all documents submitted, including the completed renewal application and all appendices referenced in their application
- Scan application and appendices as one continuous PDF file and include the school's name and location number when saving (Ex. HappyCharter6868; SunnyCharter7878, etc.)
- Renewal applications must contain a table of contents, clearly outlining all required components, and identifying the pages where the sections are discussed.
- Applicants are to number all pages and ensure that pagination is in sequential order
- Applicants are to submit a 5-year budget as an Appendix.

Name of Charter School Seeking Renewal: Imagine Schools At North Lauderdale Elementary Location Number: 5171

NOTE: Renewal applications will be reviewed as submitted; additional documents will not be accepted after 5:00 PM Wednesday, November 30, 2011.

TABLE OF CONTENTS

| Section | Page |
|------------------------------------|-------------|
| Educational Performance | |
| Federal Accountability | 4 |
| State Accountability | 8 |
| Mission-Specific Accountability | 15 |
| Educational Program Implementation | 19 |
| Financial Performance | |
| Financial Management | 70 |
| Financial Viability | 72 |
| Organizational Performance | |
| Student Enrollment and Conduct | 76 |
| Facilities | 82 |
| Governance, Staff and Parents | 86 |
| Appendices | |
| Educational Performance | 93 |
| Financial Performance | 94 |
| Organizational Performance | 95 |

EDUCATIONAL PERFORMANCE

| Focus Area | Indicator | Standard/Criteria | Sources of Evidence |
|--|--------------------------------|--|---|
| Federal Accountability | AYP School Improvement status | <p>The school has not been identified for School Improvement.</p> <p>The school has been identified as a School In Need of Improvement (SINI) with a Differentiated Accountability (DA) Correct II Status because of our “F” school grade.</p> | <p>FCAT, State AYP Standards</p> <p>State AYP Standards</p> <p>Data Chat Subgroup & Instructional Grouping Analysis</p> |
| | AYP attainment | <p>The school has achieved its AYP target.</p> <p>The school did not meet AYP.</p> | <p>Mini-BAT Data Analysis</p> |
| | Sub-group(s) attainment of AYP | <p>The school has achieved its AYP targets in identified student sub-group(s).</p> <p>The school met 82% of its 2010-2011 AYP criteria.</p> <p>The faculty and staff have determined the amount of growth needed for each sub-group to attain AYP via Safe Harbor during 2011-2012 year.</p> <p>Curriculum Coaches facilitate bi-weekly data chats with teachers to assess student mastery of NGSSS and use mini-BAT data to drive instruction.</p> <p>Instructional focus calendars keep instruction on target.</p> | <p>CIM Calendar</p> <p>Teachers-Observing-Teachers Calendar</p> <p>Teachers-Observing-Teachers Peer Observation Sheet</p> <p>Professional Development</p> <p>Calendar with Sign-in Sheets and Sample Documents</p> <p>Professional Learning Plan</p> <p>2011-2012 School Improvement Plan</p> |
| <p>Narrative from charter school explaining how these standards have been met, or reasons and explanations if they have not. List any Appendices.</p> | | | |

Include your plan to increase and/or maintain your AYP status for the upcoming term of your charter.

As a result of 2010-2011 FCAT performance, Imagine Charter at North Lauderdale Elementary has been identified as a School In Need of Improvement (SINI) with a Differentiated Accountability (DA) Correct II Status.

Imagine Charter North Lauderdale Elementary met eighty-two percent (82%) of the 2011 Adequate Yearly Progress (AYP) criteria, as measured by the Florida Comprehensive Assessment Test (FCAT). During 2010-2011, the school’s population composes had two subgroups: Economically Disadvantaged and Black. The percentage of students who qualified for the Free and Reduced Lunch program rose to ninety-six percent (96%), the highest in school history. Eighty percent (80%) of tested students fell into the Black subgroup –the highest proportion in this subgroup’s history. Therefore, student achievement equates to majority achievement at Imagine Charter at North Lauderdale Elementary due to the fact that the bulk of our students fall into both subgroups of Economically Disadvantaged and Black. Consequently, if the school is unable to sufficiently reduce the percentage of students achieving below level, it will fail to demonstrate subgroup achievement in **both** subgroups. Analysis of the achievement results, indicate that the 2010-2011 initiatives intended to move students to grade-level proficiency were not intensive to target student needs as assessed on the more rigorous FCAT 2.0. Although all fourth grade subgroups maintained grade level proficiency in FCAT Writing, the school was unable to meet Safe Harbor criteria when measured with the new FCAT 2.0 Reading and Math standards. When grade level proficiency requirements are unmet in any one subject area, both subgroups failed to make AYP, therefore, neither Economically Disadvantaged nor Black subgroup criteria were met.

Subgroup proficiency is a challenge in the overall North Lauderdale community. North Lauderdale Elementary, a district-run school with nearly identical subgroup demographics (96% Economically Disadvantaged and 82% Black), also failed to meet AYP criteria for Economically Disadvantaged and Black subgroups, in both reading and math. The same is true at Morrow Elementary, another district-run school in North Lauderdale. Although Morrow Elementary has a smaller proportion of Economically Disadvantaged (92%) and Black (72%) students, neither subgroup met AYP criteria in reading or math. Likewise, Broadview Elementary, a district-managed Ft. Lauderdale school failed to meet AYP criteria in both reading and math for their smaller Economically Disadvantaged (86%) and Black (41%) subgroups. Somerset Preparatory Academy Charter School at North Lauderdale also failed to meet reading and math AYP criteria in their Economically Disadvantaged (81%) and Black (78%) subgroups.

Although subgroup proficiency is a struggle throughout the North Lauderdale community, the newly established administrative team at Imagine Charter at North Lauderdale Elementary is committed to implementing the intensive interventions necessary to boost students to grade level proficiency during the 2011-2012 school year. Our determined goal is to make AYP via Safe Harbor for Black, Economically Disadvantaged, and Total subgroups, in Reading, Math, and Writing. Safe Harbor is achieved by reducing the percentage of students who are below the proficiency target by at least ten percent (10%). Our Safe Harbor targets are for Reading and Math are outlined in the table below:

Imagine Charter at North Lauderdale Elementary's Safe Harbor Targets

2011-2012

| <u>Reading</u> | <u>2011 % Proficient</u> | <u>2011 % Below Grade Level</u> | <u>10% of BL</u> | <u>2012 BL Target%</u> | <u>2012 OL Target%</u> |
|----------------|--------------------------|---------------------------------|------------------|------------------------|------------------------|
|----------------|--------------------------|---------------------------------|------------------|------------------------|------------------------|

| | | | | | |
|-----------|----|----|-----|----|-----------|
| Total | 37 | 63 | 6.3 | 56 | 44 |
| Black | 38 | 62 | 6.2 | 55 | 45 |
| Econ. Dis | 35 | 65 | 6.5 | 58 | 42 |

| <u>Math</u> | <u>2011 % Proficient</u> | <u>2011 % Below Grade Level</u> | <u>10% of BL</u> | <u>2012 BL Target%</u> | <u>2012 OL Target%</u> |
|-------------|--------------------------|---------------------------------|------------------|------------------------|------------------------|
| Total | 39 | 61 | 6.1 | 54 | 46 |
| Black | 36 | 64 | 6.4 | 57 | 43 |
| Econ. Dis | 37 | 63 | 6.3 | 56 | 44 |

In order to maintain our AYP status in Writing, at least ninety percent (90%) of our fourth graders within each subgroup must score a 3.0 or higher.

The School Improvement Plan (SIP) team has identified several initiatives aimed at meeting our AYP goals via Safe Harbor. Because Imagine Charter at North Lauderdale Elementary has been identified as a School Improvement Grant (SIG) recipient, therefore, SIG funds of over \$450,000, coupled with the insight, advice, and recommendations made from the Strategic Achievement Department, have already significantly impacted the restructuring of the school’s learning environment. Anticipated barriers to accomplishing our S IP goal have been addressed and potentially overcome through purchases and training provided through this funding. The newly reconstituted administrative team has taken several drastic steps to comply with SIG requirements and improve the quality of teacher professional development and student instruction.

During preplanning, the new administrative team made a concerted effort to reconstitute the school with highly qualified, certified teachers, who have a proven record of student academic achievement. Seventy-five percent (75%) of instructional staff members are new to the school. Additionally, our School Improvement Grant (SIG II) funded three Curriculum Coaches. This infusion of new instructional staff members has revitalized classroom instruction. Teachers collaborate, and their diverse instructional experiences have melded to form an academic environment that promotes learning and self-fulfillment at all levels – from students to administrators. Daily common planning time ensures that teachers have continuous opportunities to collaborate. School based coaches facilitate grade-level common planning three out of five days a week. Intermediate teachers receive extended common planning time (60 minutes a day) to allow for disaggregating the FCAT 2.0 benchmarks and designing lessons that address the content and cognitive requirements of the FCAT 2.0. Intermediate teachers also use FCAT 2.0 Test Specifications to develop higher-order questions that align with FCAT 2.0 question stems. This collaboration to disaggregate benchmarks, prioritize content, and increase rigor specifically addresses one of 2010-2011’s shortfalls – resource teachers were using test-prep materials that were *not* aligned with the more rigorous FCAT 2.0 standards through “pull-out” intervention groups. This year, student interventions are in full alignment with NGSSS FCAT 2.0 Test Specifications and follow a “push-in” strategy where students receive additional small-group support *within* their general education classroom.

The administrative team has specified the expectation that Marzano's high yield instructional strategies, grounded in scientifically-based research best practices, are to be implemented in the classroom on a daily basis. Emphasis on higher order questioning, using Webb's Depth of Knowledge Wheel and Bloom's Taxonomy when planning instruction results in actively engaged students, and the administration team has clearly stated that active engagement is the expectation.

The School Improvement Plan is another area in which goals have been met. The school has developed school wide goals with specific action plans for success. Continuously, the plan is revised and initiatives are modified based on need. All areas of instruction and assessment, including data analysis, have been reflected on and areas of concern were addressed and resolved. Meeting the goals of the School Improvement Plan, Curriculum Coaches have infiltrated the staff with quality professional development. Staff development, designed based on student needs determined from test results, teacher request, or administrative choice, is provided by school based coaches and the Regional Curriculum Coordinator. Professional Development sessions have addressed effective instructional delivery during Reading/Writing blocks, The Daily 5, and Explicit and Rigorous Instruction using Gradual Release of Responsibility Model. Each teacher writes a Professional Learning Plan identifying an area for improvement in teaching practice. Staff development topics have addressed CHAMPS, Marzano's High Yield Instructional Strategies, Science Based Standards Instruction Data Analysis, Higher Order Questioning, Reading and Math Centers, Items Specification for FCAT, process writing, Standards Based Curriculum Instruction, FAIR, reading centers and teacher directed centers, Cooperative Learning, and Depth of Knowledge. Teachers have regular opportunities to observe their colleagues through our Teachers-Observing-Teachers initiative. A permanent substitute provides classroom coverage so that teachers can observe effective instructional strategies taking place in other elementary classrooms. Observing teachers complete a "Peer Observation Form" so observations are focused and purposeful. CRISS strategies are modeled by school based coaches and the Regional Curriculum Coordinator, and the teachers have embraced the collaborative effort supporting the improvement of teaching pedagogy.

Several initiatives have been implemented to increase student achievement. Three Curriculum Coaches have been added to the new administration. The coaches and content area teachers collaborate weekly to readjust skills on the focus calendars, to study and share best practices, to plan rigorous activities and to determine data based student success. Designing extended learning opportunities and supplemental programs to address the needs of the students continuing to demonstrate skill deficiency is part of the instructional cycle. Monitoring progress is consistent and reteaching for mastery is the expectation. This is especially apparent in the school's Continuous Improvement Model (CIM) in which thirty (30) minutes each day are devoted to re-teach, clarification, or deepening the knowledge of a skill. Student placement during CIM interventions remain fluid due to the continuous formative assessments providing data on individual student. The school, through Title I funds, has the availability of two part time resource teachers. One strategy used to focus on these students is a pull out model where students who have like areas of need are provided explicit remediation. These students remain fluid due to the continuous formative assessments providing data on individual student mastery. The school provides SES (Title I funded) tutoring on Tuesdays and Thursdays to continue to support students in reading and math. The school has also been provided with ELO (Extended Learning Opportunity) funds from School Improvement Grant funds to offer additional tutoring to students who are not in our SES program.

Each classroom is uniform in its expectations; All classrooms post a board configuration including the instructional focus for each subject posted in student friendly terms as well as the essential question at the front of the room. Essential questions should be able to be answered by all students at the conclusion of the lesson. Daily, these are readjusted reflecting the progression of learning achieved. A board configuration in

Name of Charter School Seeking Renewal: Imagine Schools At North Lauderdale Elementary Location Number: 5171

every room includes the homework for the day, a “Do Now”, and an evaluation tool. The teachers follow a master schedule which adheres to the state mandated minutes for all core subject areas. The school uses state adopted Treasures and Go Math textbooks which emphasize student centered activities and provide extra practice for all AYP sub-groups as well as providing extension activities for students who are above level.

To enhance student achievement, the school has chosen to departmentalize in grades 3, 4, and 5. This configuration provides students with teachers who demonstrate content expertise. In third grade, the students are divided for reading only with struggling students in classes with smallest class size allowing for more individualized instruction. The students return to a more heterogeneous grouping for the rest of the subject areas. In grade 4 and 5, students are departmentalized for language arts, science, and math with all teachers teaching reading. By dividing into these three groups, teachers hone in on writing techniques, math applications, and hands on science lessons. Each room is equipped for the subject that the teacher specializes in so students are engaged in quality instructional activities.

Federal Accountability documents Found in Educational Performance Appendices:

- A. State AYP Reports
- B. Data Chat Subgroup & Instructional Grouping Analysis
- D. Continuous Improvement Model Calendar
- E. Teachers-Observing-Teachers Calendar
- F. Teachers-Observing-Teachers Peer Observation Sheet
- G. Professional Development Calendar with Sign-in Sheets and Sample Documents
- H. Professional Learning Plan
- I. 2011-2012 School Improvement Plan
- J. State A+ Plan Report
- PP. School Improvement Plan

Statutory References: 1002.33(7)(a)(4)

| Focus Area | Indicator | Standard/Criteria | Sources of Evidence |
|----------------------|------------------|---|--|
| State Accountability | FCAT achievement | Students are progressing towards meeting proficiency in subjects tested (mathematics, reading, writing and science). During 2010-11, the percentage of fourth graders achieving proficiency in reading increased by 8% | FCAT - State A+ Plan Report with Grade Level Details |

| | | | |
|--|--|---|--------------------------------------|
| | | <p>proficiency increased by 1% (63% to 64%).</p> <p>Students did not make progress towards meeting proficiency in science (12% in 2010-11 and 2009-10).</p> <p>The percentage of students making progress decreased in the following areas : writing (5%), third grade reading (19%), fifth grade reading (5%), and fifth grade math (19%).</p> | |
| School grade | | The school grade for the 2010-11 school year fell from a “D” to an “F”. | School grade as determined by FL DOE |
| Annual student gains | | <p>Students are making one-year’s worth of growth annually in mathematics and reading.</p> <p>During 2010-11, the percentage of fourth graders who made one-year’s worth of growth in reading increased by 13% (67% to 80%).</p> <p>The percentage of students making one year’s growth decreased in the following areas (amount decreased): fourth grade math (2%), fifth grade reading (10%), and fifth grade math (37%).</p> | FCAT |
| Annual gains of students achieving in the bottom 25% | | <p>50% make one-year’s worth of growth in reading.</p> <p>53% of our bottom quartile students made one year’s worth of growth while 50% made one year’s worth of growth in math.</p> | FCAT |
| % of students tested | | <p>The school is appropriately administering applicable state standardized tests to its students.</p> <p>The school continues to test more than the required number of students. In the 2010-11 school year, 99% of the students were tested.</p> | FCAT |
| Relative performance | | The school’s performance meets or exceeds the | FCAT |

| | | | |
|--|--|--|--|
| | | <p>performance of schools with comparable student demographics in the N. Lauderdale community.</p> <p>In terms of Florida’s A+ plan criteria, in most areas, the school has not yet attained the status of neighboring schools. Our percentage of fourth graders who met the state writing standard (73%) exceeded North Lauderdale Elementary’s (70%) and Somerset Preparatory Academy’s (54%).</p> <p>Subgroup proficiency is a challenge in the overall North Lauderdale community. North Lauderdale Elementary, a district-run school with nearly identical subgroup demographics (96% Economically Disadvantaged and 82% Black), also failed to meet AYP criteria for Economically Disadvantaged and Black subgroups, in both reading and math. The same is true at Morrow Elementary, another district-run school in North Lauderdale. Although Morrow Elementary has a smaller proportion of Economically Disadvantaged (92%) and Black (72%) students, neither subgroup met AYP criteria in reading or math. Likewise, Broadview Elementary, a district-managed North Lauderdale school failed to meet AYP criteria in both reading and math for their smaller Economically Disadvantaged (86%) and Black (41%) subgroups. Somerset Preparatory Academy Charter School at North Lauderdale also failed to meet reading and math AYP criteria in their Economically Disadvantaged (81%) and Black (78%) subgroups.</p> <p>Our reconstituted administrative team and instructional staff members are committed to collaboratively analyzing student data to drive instruction and continuously improve students’</p> | <p>See Educational Program Implementation Appendices for Curriculum Related Documents</p> |
|--|--|--|--|

| | | |
|--|-----------------------|--|
| | academic achievement. | |
| <p>Narrative from charter school explaining how these standards have been met, or reasons and explanations if they have not. List any Appendices. Include your plan to increase and/or maintain your student achievement, school grade, learning gains and relative performance for the upcoming term of your charter.</p> <p>Our school grade for the 2010-11 school year was designated an “F” by the Florida Department of Education through our test scores on the Florida Comprehensive Assessment Test (FCAT) and the FCAT 2.0. We accumulated a total of 353 points on the School Grades scale. Clearly, this grade was a disappointment to all stakeholders of the school.</p> <p><u>Strengths:</u></p> <p>The overall grade for Imagine Charter at North Lauderdale Elementary School was significantly lower than anticipated and desired; however, the percentage of fourth graders that met high standards was encouraging. Fifty-two percent (52%) of fourth graders met high standards in Reading and fifty percent (50%) reached high standards in Mathematics. Moreover, we are extremely pleased with the Learning Gains our fourth graders attained in Reading last year, as eighty percent (80%) made at least one year’s worth of growth. Although writing scores were not as high as desired, students did achieve seventy-three percent (73%) scoring at the Level 4 or higher.</p> <p>Additionally, third grade Mathematics scores were promising: sixty-four percent (64%) of students met high standards. A another strength from 2010-11 was that students met the minimum state-required threshold of at least half the students in the bottom quartile making Learning Gains in both Reading [fifty-three percent (53%)] and Mathematics [fifty percent (50%)].</p> <p><u>Challenges:</u></p> <p>Only thirty-five percent (35%) of students made learning gains in math which provides the new administration and staff with a challenge for improvement and the attainment of deserved achievement recognition resulting from the instructional concentration in mathematics.</p> <p>Also contributing to the disappointing school grade of an “F”, were the overall fifth grade scores. Only thirty-two percent (32%) met high standards in Reading, thirteen percent (13%) met high standards in Mathematics, and twelve percent (12%) met high standards in Science. Only twenty-two percent (22%) of fifth graders made Learning Gains in Reading and twenty-two percent (22%) made Learning Gains in Mathematics.</p> <p>Another area of concern is inconsistent performance within third and fourth grades. Though 64% of third graders met high standards in Mathematics, only thirty-one percent (31%) met high standards in Reading. Additionally, fourth graders made substantial growth in Reading, but only forty-seven percent (47%) of those students made Learning Gains in Mathematics.</p> <p>While it is difficult to determine one factor that led to this school grade, various forms of instruction implemented last year have been recognized as ineffective, thus the reconstituted administrative team has established effective, researched based programs outlined in the curriculum section of this Charter. Additionally, a School Improvement Grant (SIG) from the federal government was awarded to Imagine Schools at North Lauderdale Elementary allowing the school to obtain valuable funds necessary to improve instruction resulting in increased academic</p> | | |

performance. Three years of funding will be provided as long as eighty (80%) to ninety (90%) percent of school based goals are met yearly. With this funding, the new administration has purchase valuable technology including Promethean interactive whiteboards for all intermediate teachers as well as document cameras for all instructional teachers which are rotated among teachers. These funds have addressed our technology challenges successfully providing us with success in meeting the needs of providing instructional technology to our teachers and students.

The SIG grant clearly states that teachers are to be re-hired only if he or she is considered highly effective educators. Highly effective is defined as sixty-five percent (65%) of their students' achieving learning gains, on average, over a three year period. The selection of four new members composing the leadership team as well as hiring fifteen new teachers supports our success in this area. The six remaining instructional staff members are being closely monitored to ensure they are implementing the required components of our 2011-2012 School Improvement Plan (SIP). It is important to note only one of the six remaining teachers is instructing an FCAT tested grade. This teacher has demonstrated student academic achievement as she instructed forty third grade students' in math where sixty-four percent (64%) met high standards.

The school based curriculum coaches for Reading/Writing, Math, and Science are responsible for coaching and monitoring student and teacher success using various methods. To assist with teacher instruction, coaches provide weekly professional development targeting observed areas of concern. Twice a week for one hour teachers meet in a Professional Learning Community format to reflect on current teaching practices and plan rigorous instruction. Additionally, coaches use the state's recommended coaching cycle to help improve and assist teacher instruction. Cooperative lesson planning sessions, held three days a week, also allow coaches to monitor and assist teachers in the areas of explicit and direct educational strategies. In addition, to monitor the areas of student success, coaches work with small groups of pre-identified students requiring intensive academic interventions to increase mastery as well as referring to data from mini-benchmarks. These interventions occur in rooms, as compared to 2010-2011 year in which pull outs were the primary practice to conduct small group interventions. Data chats are also conducted to continuously monitor student achievement and drive educational instruction.

Overall, the school's commitment to fostering academic success is evidenced in the increase of instructional time in all subject areas. For all intermediate classrooms, reading instruction is two hours, math is an hour and a half, writing is an hour, and science and social studies is half an hour. It is important to note that the areas of Science and Social Studies are to also be integrated in all areas of the curriculum. The exception for science is in the fifth grade where instruction is for one hour. A school wide initiative of the Contentious Improvement Model (CIM) was incorporated into the daily schedule for grades three through five. During this time, students are grouped based on ability. Students are retaught using interventions, provided support to obtain mastery, or for pushed beyond if the student has demonstrated concept mastery. Additionally, teachers have daily common planning to ensure all are teaching the appropriate standards and adhering to the district Instructional Focus Calendar.

Reading achievement is paramount, therefore, the school's new administrative team has adopted a new philosophy for reading instruction. The teachers' goal is to increase students' love of reading, therefore, teachers instruct with authentic texts and incorporate authentic text into all areas of the curriculum. Last year's approach of using student workbooks, not aligned with the FCAT 2.0 specifications, proved unsuccessful, and regression in some cases. Therefore, the new administration has aggressively modified this practice and has implemented instructional approaches entrenched with authentic student learning. Resources are utilized that not only align with current standards but also engage our students and nurture a love of learning. A specific reading initiative implemented is the Daily Five reading model. This model indicates five components that students must do daily in order to be successful in reading. Students must read to self and they must have a specific purpose

Name of Charter School Seeking Renewal: Imagine Schools At North Lauderdale Elementary Location Number: 5171

students and nurture a love of learning. A specific reading initiative implemented is the Daily Five reading model. This model indicates five components that students must do daily in order to be successful in reading. Students must read to self, and they must have a specific purpose while reading. When reading to self, students are reading texts that they choose and that are on their reading level. This encourages student choice and helps students practice reading. The next element in the Daily Five is having students read to someone else. Reading to someone allows for the students to practice strategies as well as improve fluency. Additionally, students must also listen to reading. When students hear good examples of fluent and expressive readers, they will learn more words and vocabulary thus, becoming better readers. Word Work is also a component. During this time, students practice spelling and becoming more fluent writers. Writing about reading is the final component of the Daily Five. During this time, students practice writing and improve elaborative writing.

The use of authentic texts is a targeted focus this year. Previously, the schools approach was to use FCAT practice passages to instruct students in reading. This year, the approach is to move away from practice passages and instruct students using authentic, interesting pieces of literature. Using authentic texts will not only improve instruction but also increase the students love of reading. Using pieces of interest for these students provides a connection to the text, increases student engagement, and encourages them to read more. Additionally, using authentic texts prepare students for the reading stamina required for FCAT Reading and practices students in their ability to persevere with text complexity. The usage of authentic texts also allows teachers to incorporate other areas of the curriculum throughout reading instruction. When students are reading about science or reading about math, important connections are established, thus, building background knowledge which is a critical area that students evidence most deficiency. The district's adoption of the Treasures Reading series is also being used to help guide instruction and provide interventions for those students who need further clarification.

An increase in the instructional time compared to last years, helps teachers provide effective reading instruction. This additional time allows guided reading groups for an extended period of time, and is especially beneficial for those students who are in need of interventions. This time also allows teachers to effectively instruct in all areas of reading including vocabulary.

In Math, Imagine Schools at N. Lauderdale Elementary School continues to use the Go Math series. Due to our increase in instructional time, teachers use the general instructional strategies explained in the series. Additionally, teachers pull groups based on individual student needs. These groups are fluid and change based on student need. The increase in instructional time coupled with the small group differentiated instruction will result in greater student achievement evidenced on FCAT when compared to last year when math instruction was limited to just one hour. Math interventions that are needed are being pulled from the re-teach sections in Go Math. Math centers also provide extended learning and focused instruction with math skills.

While analyzing current data, the reconstituted administrative team identified problem solving skills as an area of deficiency. Thus, teaching problem solving strategies and ways in which to identify key vocabulary words are now a daily occurrence. Students are responsible for solving a problem of the day in which students have to detect key words and identify meanings. The teacher reviews the problem, and students are expected to rework the problem collectively to determine the answer.

Exposure to a Problem of the Day will prepare students for FCAT type questions. During common planning, teachers use the FCAT 2.0 specifications to develop various Problems of the Day. To increase rigorous activities within mathematics instruction, students are also encouraged to create their own mathematical problems using the FCAT 2.0 specifications as a guide.

This computerized program is designed to develop students' recall of basic math facts and is appropriate for all students.

The previous year's data reflects Science as an area of concern, therefore, several initiatives have been implemented this year to increase the level of rigor in science instruction in all grade levels, particularly fifth. The lack of hands on materials has been addressed through the SIG funds; materials are now in place and students are actively participating in rigorous, interactive scientific experiments. These materials help facilitate students growth in applying science to their everyday lives. Students are also able to conduct an experiment on their own in order to participate in the Annual Imagine Science Fair.

As mentioned before, students lack extensive background knowledge necessary for grade level scientific learning. Due to this, our teachers have been using science based texts to help teach reading. Students are learning about science in all subjects. We also use a research based, National Science Teachers Association resource known as Picture Perfect Science. This inquiry based program uses student friendly picture books to teach the five E model of science instruction. The students are not only learning scientific content but also the steps involved in the scientific process.

Lack of technology also proved to be a detriment for students during the 2010-2011 school year. To correct this area, the new administration allotted SIG funds to purchase ample instructional technology. The Promethean boards in science instruction provide interactive science through the use of various educational science sources. These include United Streaming, BrainPop, and BrainPop Jr. The school's science coach is facilitating various data chats to help teachers monitor student understanding as each area is taught. She is also providing push-in support to the fifth grade team to ensure these students are fully grasping the content.

Last year's data also identified writing as an area of deficiency. Therefore, the school based coaches and the Regional Curriculum Coach have aggressively addressed this area by modeling writing process strategies and providing researched based strategies promoting effective writing instruction. Writing process including all phases is critical in developing a student's written communication skills. Teachers are allotting time for conferencing with fidelity resulting in specific goals for the student. The FCAT Writes rubric has been taught to the students and teachers are utilizing the rubric to score student work. Formative rubrics assessing the areas of Focus, Elaboration, Support and Conventions are utilized as well. Learning logs have been implemented requiring students to convey their learning in complete thoughts. Writing across the curriculum has been infused with short answer requirements and rubric scoring. Teachers have modeled and the students have developed class exemplars of narrative expository, and persuasive writing samples. The state anchor papers have been analyzed by students and used as a model for their writing. Reading writing connections generate a personal response that students take through the process, prewriting to publishing, with ample mini lessons addressing Support, Focus, Conventions, and Organization. School based coaches and the Regional Curriculum Coach regularly model teach lessons, conferencing strategies, rubric development and scoring. Teachers collaborate on writing assignments and determine specific areas of need. Students are grouped according to need and a "Writing Café" approach hones in on the deficit area by either a school based coach or Regional Curriculum Coordinator. These groups are fluid as students are introduced to new writing components and areas of need are identified.

In order to increase elaboration in student work, teachers are providing authentic examples in student literature to serve as a guide for students. We are using document cameras and whole class editing sessions to promote deeper thinking in our students. Students and teachers have engaged in an analysis of the different components of the FCAT Writes six point rubric making sure students are able to produce written work

reflective of a highly scored anchor paper.

State Accountability Found in Educational Performance Appendices:

- A = AYP Reports
- J = State A+ Plan Report
- PP = FCAT

Statutory References: 1002.33(7)(a)(3); 1002.33(7)(a)(4); 1002.33(16)(a)(2)

| Focus Area | Indicator | Standard/Criteria | Sources of Evidence |
|---------------------------------|--|--|--|
| Mission-Specific Accountability | Achievement of school/mission-specific goals | <p>The school is achieving, or making significant progress towards achieving, the school/mission-specific goals as defined in the school’s contract.</p> <p>The “Six Measures of Excellence” unite all of the nation’s Imagine Schools as part of the Imagine Schools’ family. Through the inspiration of our founders the Six Measures provide a framework for the school’s design against which achievement is measured annually. Schools are held accountable for providing viable activities which promote the Six Measures in order to ensure successful outcomes on annual evaluations. All faculty and staff members are active participants in various task forces which serve to promote the Six Measures. These task forces meet regularly, collaborate with administration and the governing board to enhance the overall success of the school. Imagine School Grades reflect that the school is achieving Imagine’s Six Measures of Excellence.</p> | <p>SACS CASI Accreditation Certificate</p> <p>Imagine’s Six Measures of Excellence</p> <p>SAT10 2010-11 Learning Gains</p> <p>2010-11 Parent Survey</p> <p>Parent Coach Brochure</p> <p>2010-11 Character Education Survey</p> |

Narrative from charter school explaining how these standards have been met, or reasons and explanations if they have not.

List any Appendices.

Include your plan to improve and/or maintain your goals for the upcoming term of your charter.

The mission of Imagine Charter at North Lauderdale Elementary states: *“Our mission is to unite our stakeholders in an effort to effectively educate our students morally, emotionally, and socially by making them citizens of character with excellent leadership skills and academic achievements.”*

The mission of Imagine Schools, Inc. (Educational service provider of Imagine Charter at North Lauderdale Elementary) states, *“Imagine Schools partners with parents and guardians in the education of their children by providing high quality schools that prepare students for lives of leadership, accomplishment, and exemplary character.”*

The key factors that we believe are our underlying philosophy of Imagine School's Six Measures of Excellence:

- Academic Achievement
- Shared Values
- Parent Choice
- Character Development
- Economic Sustainability
- New School Development

In addition to be graded on AYP, the Florida A+ plan, all Imagine Schools are also annually graded on the Six Measures of Excellence. Imagine Charter at North Lauderdale Elementary received a grade of an "A-" during the 2010-2011 year. The Six Measures are defined as:

1. Academic Achievement

The "Academic Achievement" is measured by Imagine Schools. Student's academic achievement is fundamental to the mission of our school and, accordingly, we maintain a rigorous, differentiated instructional delivery system that aligns with Florida's Next Generation Sunshine State Standards (NGSSS), The Common Core Standards Initiative (CCSI), and Imagine Schools' Standards-Based Curriculum. Imagine instills in us to teach our students about real life events and make them part of our students' daily studies. In addition, we help students learn to love reading by making reading fun. Finally, we develop relationships between students and adults that activate a love of learning.

All Imagine Schools are graded in Academic Achievement by measuring "same student" annual learning gains. A learning gain is a measure of the relative amount of growth that a student has made over a period of time (typically a school year). The expected measure of growth is 1.00. The Stanford Achievement Test 10th ed. (SAT-10), a norm-referenced test, is used to assess students in Total Reading and Total Math to compare their progress as related to their peers across the nation. SAT-10 data provides educators with an additional framework to consider when evaluating student academic achievement. While the FCAT 2.0 measures student mastery of Florida benchmarks, the SAT-10 assesses grade appropriate content that reflects both state and national standards. Additionally, SAT-10 test items measure up to four achievement parameters: content cluster, process cluster, cognitive level, and instructional standard. Each student in First through fifth grades is given the SAT-10 at the beginning *and* the end of the academic year. The difference between the Norm Curve Equivalent from the Fall and Spring batteries determines each child's annual learning gain. The school goal is for each child to show at least one school year's worth of growth noted by SAT as a 1.00 gain.

For the 2010-11 school year, the students' mean learning gain in reading was 1.00, and in mathematics, the students' mean learning gain was 1.03. Our SAT-10 scores indicate that primary and intermediate students are making at least a year's worth of growth when compared to a representative sample of students across the country. Imagine Charter at North Lauderdale Elementary received an Academic Achievement grade of a "B-" from Imagine Schools, Inc.

2. Shared Values of Justice, Integrity and Fun

The "Shared Values" measure is extremely important because of the values it encompasses – justice, integrity, and fun. Justice does not mean

sameness or equality, but that everyone is treated uniquely and appropriately. We treat each parent/guardian, student, and colleague as a special, unique individual.

Integrity means that every employee is responsible for the organization's results, both locally and nationally, for the good of the whole. Imagine stakeholders agree to do our best and accept responsibility for our actions. Adults model integrity for students on a daily basis.

"Fun" means creating a joyful environment in which stakeholders are empowered to make decisions that lead to meaningful teaching and learning. Decisions are shared, but not made by consensus. They are made by a decision maker who, after seeking advice and weighing all options, is empowered to make the decision and is held accountable for the decision. Many teachers and school leaders choose Imagine because they know they will be asked for advice and will have the opportunity to be the decision maker on critical issues that affect the entire school. Students also make decisions. When Mr. Bakke, CEO of Imagine, visited Imagine Charter at North Lauderdale Elementary, he asked a third grade class what "Fun" was in the Imagine Way, a little boy raised his hand and said "I have fun because I get to choose the center or project I want to do. My teacher allows us to make decisions". In 2010-2011, Imagine Charter at North Lauderdale Elementary received an "A-" in Shared Values.

3. Parent/Guardian Choice

"Parent Choice" impacts enrollment. Since the Charter school does not have assigned boundaries, faculty and staff have to win parents over so they "choose" the Charter school. Parents choose Imagine Charter at North Lauderdale for many reasons. Parents think the school is a K-5 elementary school with a middle school on the campus as well. Knowing that an older sibling can bring home a Kindergartener or first grader gives parents peace of mind. In addition, parents tell us frequently that they choose our school because we take the time to listen to them and help them as much as we can. Since the school is small, everyone knows the children and their parents. Parents feel comfortable coming into the school because they are called name. Parents are confident that their children are safe. Imagine Charter at North Lauderdale Elementary is a family, and the parents want to be part of that family.

The annual Parent Survey is one method used to measure Parent Choice. Administered each March, the survey asks Parents a variety of questions and the school is graded accordingly. Because parents are satisfied in choosing Imagine Charter at North Lauderdale Elementary as their child's educational institution, the school received an "A" in the measure of Parent Choice in 2010-2011. Part of the Parent Choice measure is how successfully parents are included in their child's education. Literacy, math, and science nights effectively educate and encourage parents to take an active role in monitoring their child's academic achievement. During 2010-2011, over seventy-six percent (76%) of parents reported the school offers activities to get involved with their child's education. In addition, seventy-seven percent (77%) of parents said they are satisfied with the quality of education their children are receiving. Seventy-two percent (72%) of parents said they are likely to recommend our school to others. But a score on a survey is only half of the measure. Parents also give written feedback such as, "I choose Imagine School for my child because the teachers and staff are very kind, loving, and caring. The teachers and staff make sure that my child understands the work that they give her to do and if she needs additional help with anything they are the first to help her." Another parent wrote, "I chose Imagine because of the great feedback I've gotten from other students and parents, saying how strong their kids' learning ability develop(s)." Parent satisfaction is crucial to our mission. Positive survey feedback and increased enrollment demonstrate that parents are satisfied with Imagine Charter at North Lauderdale Elementary's role in their child's education.

4. Positive Character Development

Imagine Schools at North Lauderdale Elementary emphasizes positive character development measured through student and parent survey results. Survey data reveals how effectively the character education programs impact the school climate in a positive manner. During the 2010-2011 year, seventy-nine percent (79%) of students said they resolve arguments and conflicts peacefully. Likewise, seventy-one percent (71%) of students feel they have chances to be leaders in class and at school. Seventy-two percent (72%) of parents said they see positive changes in their children's behavior as a result of our school's emphasis on character development. Our 2010-2011 Positive Character Development grade was an "A-".

To further develop students' character, a new initiative was implemented this year. Students now receive at least thirty minutes of Character Education enrichment a week. The Character Education curriculum includes "Character Counts – The Six Pillars of Character", authentic literature with trait-based themes, and interactive activities that give students the opportunity to model positive character development. Students who demonstrate the Character Trait of the Month are recognized on a centrally located bulletin board and celebrate their accomplishments at a Character Assembly.

Documenting and tracking discipline incidents is another method used to measure positive character development. This year, the new administrative team is committed to and has been diligent in documenting all behavioral incidents so identification of students in need of interventions is effective, accurate, and timely. Our Response to Intervention (RTI) process provides a system to meet students' emotional and social needs while maintaining a school climate that prioritizes safety and academic achievement.

5. Economic Sustainability

Living within our means, at Imagine Schools, is taken seriously. Imagine schools strive to be strong and vibrant for the children enrolled. Careful stewardship of limited financial resources is essential, as Imagine must have the funds to pay for buildings, salaries, computers, insurance, books, and other start-up and operating costs. Imagine Charter School at North Lauderdale Elementary employees work steadfastly to be economically sustainable and use funds so that they will most benefit teaching, learning, and school growth. Imagine schools expect every staff member from, administrators to teacher, to understand school's finances and to take responsibility for making wise spending decisions. Economic vitality and stability are as important as academic achievement in ensuring the school's continued success. The Economic Sustainability Committee maintains expenses in line with revenue without negatively impacting the educational program.

6. New School Development

New School Development involves expanding the school's facilities and programs. As an established school, Imagine Charter at N. Lauderdale Elementary is not graded in this area; however, an active committee that focuses on forming partnerships and raising awareness of this Imagine school in the community, takes new school development seriously. This committee facilitates community partnerships and strives to network with families to recruit students for upcoming school years. Additionally, New School Development committee members provide insight into class configuration, using space wisely, outfitting classrooms for twenty-first century technology, and maintaining the overall school grounds.

Name of Charter School Seeking Renewal: Imagine Schools At North Lauderdale Elementary Location Number: 5171

Mission Documents found in Educational Performance Appendices

- K. SACS CASI Accreditation Certificate
- L. Imagine’s Six Measures of Excellence
- M. SAT10 2010-11 Learning Gains
- N. 2010-11 Parent Survey
- O. Parent Coach Brochure
- P. 2010-11 Character Education Survey

Statutory References: 1002.33(7)(a)(3)

| Focus Area | Indicator | Standard/Criteria | Sources of Evidence |
|------------------------------------|---|---|--|
| Educational Program Implementation | Implementation of the mission | The school is implementing its mission as defined in the school’s contract. The mission of Imagine Charter School at North Lauderdale is dedicated to helping parents and guardians educate their children by creating a safe, stimulating, and nurturing environment which encourages participation, creativity, and enthusiasm for learning. This mission statement is posted throughout the school, stated regularly on the morning announcements and discussed at board, faculty and student government meetings. | SAT10 Grouping Report SAT10 Class Summary Report SAT10 Grade Level Summary Report SAT10 Home Report SAT10 Student Report SAT10 Individualized Learning Plan Master Schedule Reading Scope & Sequence (grades 3-5) |
| | Implementation of curriculum and instructional techniques | The school is successfully implementing curriculum and instructional techniques as defined in the school’s contract. All teachers at Imagine Charter at North Lauderdale Elementary continuously review student data Curriculum Coaches, taking into consideration strengths and weaknesses, in order to plan instruction for all students, making sure to give special consideration those ELL, ESE and below grade level students. Within the classrooms, teachers differentiate instruction using centers that enable them to work with small groups on their instructional level and target each student’s individual needs. We refer to the district’s | Sample Broward County Instructional Focus Calendars: Reading, Writing, Math, Science Science Big Ideas – Benchmarks to Remediate Lesson Planning Guide Sample Lesson Plan S.T.A.R. Strategic Targets for Academic Rewards Targets and Measurements S.T.A.R. Strategic Targets for Academic |

| | | | |
|--|--|--|--|
| | <p>Implementation of specialized instruction for students, particularly of those below grade level</p> | <p>lessons and progress monitor, At the beginning of the year, teachers use the SAT 10, FAIR, and BAT to place students correctly, plan instruction appropriately and scaffold differentiated activities accordingly.</p> <p>The school implements demonstrably effective instructional techniques that support struggling students achieve grade level. Students that struggle with the Tier I Core initial instruction will receive additional support within the classroom with our push-in design. Those who do not gain success in this Tier II Intervention Instructional Model will receive an additional 30 minutes of instruction in their weak areas. These triple iii students receive additional teaching using an intervention program. Reading intervention incorporates the Florida Reading Formula stressing phonemic awareness, phonics, fluency, vocabulary and comprehension. Our students performing below grade level in math also receive an additional block of time for work on the skills needing reinforcement and re-teaching. Teachers provide practice activities on the tested benchmarks during their instructional blocks by grouping students by level and also by skill mastery as indicated on the BAT, mini-BATs, and GO Math assessments.</p> | <p>Learning Opportunity (ELO) Curriculum Advance Reading Challenge RtI Behavior Plan RtI Collaborative Problem Solving Team Minutes RtI Faculty Presentation PMP Parent Letter RTI Student Performance Evaluation– Plan, Do, Check, Act Student Sample Common Planning Time Schedule Weekly Leadership Team Meeting Agendas ESOL Paraprofessional Schedules ESOL Faculty Presentation Imagine Schools Curriculum Guide Sample</p> |
| | <p>Data-driven decision-making</p> | <p>The school competently uses qualitative and quantitative data to inform and guide instructional planning and practice aligned with Sunshine State Standards.</p> <p>At I magine C harter S chool at N orth L auderdale, teachers in various grade levels use a v ariety of data to plan i nstruction. S creening a nd pr ogress m onitoring assessments such FAIR and SAT 10 are administered in the fall t o grades K-5. T he s creening da ta is used t o assist in planning i nstruction, and is given a gain in the spring t o de termine i ndividualized s tudent g rowth. Benchmark A sssessment Tests a re g iven to students in grades 3-5 to assist teachers in planning instruction, and the FCAT is administered according to state guidelines.</p> | |

| | | | |
|--|---|---|--|
| | | <p>In addition, teachers also assess students via criterion referenced tests, project based learning, and portfolio assessments. Teachers also have access to the BEEP program, which is a computer based resource tool, available through the Broward County Public School System. This program assists with lesson plans, various resources, and mini-BAT tests (focus tests). We are including students in these data driven decisions. Teachers conference with students in order to provide with timely feedback, set goals, and monitor progress. Students discuss their misconceptions, and set future goals. We believe that by involving students, we can encourage them to participate actively in and take responsibility for their own learning.</p> <p>We also include parents in discussion involving student data. Teachers communicate with parents of ten. Progress reports go home each quarter, as do report cards. We also conduct three parent teacher conferences a year. Teachers, parents and students complete goals, strategies and informational comments on Student Performance Plans (SPPs).</p> <p>All test data and assessments are used to set appropriate goals and implement effective strategies for continuous improvement.</p> <p>Please see the appendix where forms demonstrate how teachers utilize assessment data in order to plan instruction.</p> | |
| | <p>Implementation of exceptional education programs</p> | <p>The school provides quality services for exceptional students as defined in the school's contract and as required by applicable law.</p> <p>Imagine Charter at North Lauderdale Elementary employs a full-time ESE teacher who works with the students with disabilities either in the classroom or in small pull-out group. A paraprofessional assists with required paperwork. The school follows all state and</p> | |

| | | | |
|--|--------------------------------------|---|--|
| | | <p>federal mandated requirements for ESE as required by law. Broward County School District provides a school psychologist who tests students and works with parents. The school contracts the services of a speech and language pathologist for students who have articulation problems or a language delayed. These individuals work closely together with the classroom teachers to ensure that all students are receiving the appropriate instruction, as well as the necessary accommodations and/or modifications as stated in their IEP's.</p> | |
| | <p>Implementation of ELL program</p> | <p>The school provides quality services for English Language Learner students as defined in the school's contract and as required by applicable law. Students at Imagine Charter at North Lauderdale Elementary are a very diverse population. All teachers who work with the ELL population are currently enrolled in ESOL classes or are ESOL endorsed. Our students are tested at registration based on parent information regarding home language. Students are then tested and classified ELL if applicable, within the first 20 days of school.</p> | |
| <p>Narrative from charter school explaining how these standards have been met, or reasons and explanations if they have not. List any Appendices. Include your Educational Program Implementation plan for the upcoming term of your charter.</p> | | | |

Statement from charter school and list of attached appendices indicating that standard has been met, or explanation if it has not.

Implementation of our Mission as defined in our charter contract

The mission of Imagine Schools at North Lauderdale is to help parents and guardians educate their children by creating a safe, stimulating, and nurturing environment encouraging participation, creativity, and enthusiasm for learning. This mission statement is posted throughout the school, stated regularly on the morning announcements and discussed at board, faculty and student government meetings. We believe we have met this standard, but continue to strive for improvement so that our culture and philosophy is witnessed by anyone entering our school.

Part 1 of the school's mission speaks to Imagine's dedication to ***parents***. Through parenting workshops, effective conferences, and family events, we have accomplished our goal. The automated call system, Parent Link, has enabled us to improve school to home communication resulting in greater parent participation. Evidence of our success in this area can be seen through the attendance at our meet and greet meetings, open house, science night, and holiday dinner in collaboration with the holiday shop. Imagine's Family Literacy Night affords parents and students to obtain library cards. Community partnerships with neighboring grocery stores encourage family math activities, educating the whole family in basic mathematical concepts. The annual Parent Book Fair has proven to be successful in providing opportunities for parent involvement in the educational setting of Imagine North Lauderdale. Our Parent Choice Committee evaluates the success of these endeavors and makes adjustments to improve the school's next family event. Additionally, the new administration and the Parent Choice Committee is committed to developing a stellar website that provides parents with timely news and events involving Imagine Charter at North Lauderdale Elementary as well as the events of the entire school community.

Secondly, our mission seeks to provide a ***safe and nurturing environment***. Through a concerted effort of school staff and parent community, the school now securely gates the facility along the front entrance being monitored and patrolled constantly, protecting our students within the walls of our safe harbor. Additionally, an arrival and dismissal plan ensures safety and has reduced incidents of behavioral infractions. The CHAMPS program is another school-wide initiative resulting in fewer behavioral infractions. Teachers model and provide consistent procedures for specific activities throughout the day. Administration provides support and guidance through frequent walk-throughs and teacher conferences. A discipline matrix provides consistent responses to behavioral concerns. The Response to Intervention Plan provides a vehicle for tiered intervention monitored through constant communication between the involved parties. A support team provides teachers with effective behavioral management strategies and counseling techniques for specific students. Additionally, Behavior Intervention Sheets track student behavior. The Daily Student Planner provides yet another communication tool to report incidents of behavioral concerns as well as behavioral commendations. The Character Education Program recognizes student achievements both academically and socially. Students are nurtured to reach their full potential by engaging them in various service learning projects; the Harvest Drive connects Imagine students with needy families within our local society. Classrooms reflect positive promotion of learning through student work samples, student of the week displays birthday recognitions and active student leadership councils. The newly reconstituted administrative team has instituted a Principal's Book Club where students engage in book talks with the principal and visit local book stores for the reward of participating in the Book Club, exposure to the world of literature, and for the positive relationships fostered through education.

The school's learning environment is stimulating and encourages participation, creativity and enthusiasm for learning with the continuation of the

recent initiative of the S.T.A.R. (Strategic Targets for Academic Rewards) lesson planning process. This planning process engages teachers in a thoughtful study of the instructional process resulting in the use of varied instructional techniques that actively engages the students. When walking through classrooms, one will see a board configuration which includes an essential question, student friendly objectives for each specific subject being taught and the daily schedule posted so that students are aware of the focus and pacing for the day. The instructional delivery encompasses a hook to introduce the lesson and then specifies the explicit, modeled and guided instruction. Higher order questioning and activities developed using the Depth of Knowledge Wheel is evidenced in the lessons. The concluding part of the lesson planning initiative focuses on student practice and active engagement. Students become more responsible for their learning and achievement by participating in collaborative structures encouraging consistent checking for understanding of the lesson's objective. Additionally, this initiative provides time for the teacher to thoroughly check students understanding and record observations through a checklist, learning log or anecdotal notes. This initiative is monitored through administrative walk-throughs as well as classroom observations from the curriculum coaches and the education director. Teachers are given constant feedback on their effectiveness. Professional development plans also correlate to this initiative. Professional Learning Communities (PLCs) have been developed to focus on the key components of an effective lesson.

Implementation of curriculum and instructional techniques

Our school is successfully implementing curriculum and instructional techniques as defined in our school's contract.

All teachers at Imagine Schools at North Lauderdale elementary review student data collaboratively weekly with support personnel, taking into consideration strengths and weaknesses, in order to plan instruction for all students, making sure to give special consideration to ELLs, ESE students and below grade level students. Within the classrooms, teachers differentiate instruction using centers that enable them to work with small groups on their instructional level and target each student's individual needs. Centers are also differentiated by learning modalities in order to reach a large range of student strengths and weaknesses. We have had professional development workshops and lesson studies as designed by the state emphasizing guided reading and skill practice. The teacher center is where the teacher gets valuable time for reading instruction through guided reading techniques. The secondary benchmark center is individualized for every student according to their weakest benchmark identified by data pulled from FCAT, BAT, FAIR and SAT 10 assessments. We refer to the district's struggling student charts for reading and mathematics. Teachers are all given a binder titled, "Teacher's Assistant." This binder is the "go to" guide for data chats with the principal, coaches, students and parents. This binder also contains the curriculum map for each subject, Next Generation Sunshine State Standards, student data, intervention techniques, and PLC resources.

Imagine Schools implements a "standards-based curriculum" which is aligned with state standards. This proprietary curriculum guide created and revised annually by a team of subject area experts is characterized by challenging academic standards that lead to high achievement for all students. In addition to the standards, the guide contains resources for planning and preparation that illustrate the use of researched based best practices. All classrooms utilize differentiated instruction, hands-on learning and multiple modes of instruction to reach all learners. The narrative below gives a detailed description of our curriculum and instructional techniques. Imagine Schools at North Lauderdale supports the curriculum with state adopted resources which are aligned to the Next Generation Sunshine State Standards. Research-based programs provide assistance for the varying levels of our diverse learners.

The Imagine Schools Core Curriculum describes a central set of competencies resulting from effective teaching and learning. Additionally, the

SBBC publishes a Core Curriculum utilized by our teachers. Teaching the core curriculum is a spiraled process that deepens and expands learning each year on the essential elements of the Curriculum.

The Imagine Schools' Standards-Based Curriculum is characterized by challenging academic standards that lead to high achievement for all students. Imagine Schools standards were recently revised to correlate with the national common core standards and also have been specifically aligned to Florida's Next Generation Sunshine State Standards (NGSSS) in order to ensure all students are well prepared in terms of what they should know and be able to do at each grade level. Additionally, all teachers are supported in accessing and using the NGSSS Crosswalk which provides a correlation to recently revised standards in the core curriculum. The curriculum is presented through the *Imagine Schools' Curriculum Guide*, a valuable resource supported through professional development to ensure teachers and students are well-prepared to achieve the Next Generation Sunshine State Standards, and high levels of performance on the Florida Comprehensive Assessment Test (FCAT).

The Imagine Schools' Standards-Based Curriculum Guide is grade-level specific and sub-divided into the core content areas of Reading/Language Arts, Mathematics, Science, and Social Studies. The curriculum guide also contains standards for enrichment courses such as Physical Education, Health, Visual Arts, Music, and Media/Information Literacy. Imagine Schools also believes that promoting Character Education and Financial Literacy is core to the success of every child and has included standards for these areas in the Curriculum Guide. Within the guide there are also teacher resources for Planning and Preparation, Accommodating the Diverse Learner, and Assessment Tools and Practices. These resources, along with the standards, provide a tool for teacher professional development and can also be used by staff to develop personal mastery as educators.

Building upon a solid content base in each academic subject, students expand their prior knowledge through a spiraled curriculum, which focuses on inquiry and project-based applications of key concepts and universal ideas. Standards are clearly articulated and aligned to the Sunshine State Standards at each grade level to guide teachers, students and their parents toward high levels of learning. Furthermore, for each standard, a description is clearly delineated and described by the content (what students should know) and the application (what students should be able to do). The content and the applications lead towards mastery of the standard. The standards of the core curriculum, both content and application, are the primary guides that help decipher what to teach and what to assess. Student learning of these standards is the nucleus of the Imagine Schools' classroom experience.

The sample below explains each item on the organizational chart of the curriculum. The curriculum design serves as an instructional guide, and is intended to facilitate lesson planning and the development of thematic units to enrich student attainment of standards.

| CONTENT (What Students Should Know) | APPLICATION (What Students Should be Able to Do) | PERFORMANCE TARGETS (What specific targets students should meet during the year) |
|---|---|---|
| <p>The STANDARD: This is a general statement of expected student achievement or outcomes. Each standard is coded, and identified by a black strip that precedes the grade level content knowledge and performance applications.</p> | | |

Content Knowledge states what each student should know (information and/or skills) at each grade level. These items are numbered for easy reference.

Performance Applications are student applications of content knowledge. These statements may address one or more items of Content Knowledge, but always relate directly to the standard highlighted in black. Instruction is designed to address:
 “I Do”
 “We Do”
 “You Do”

Performance targets reflect examples of assessments and evaluation expectations.

Core Academic Area Strands

The four core academic areas of reading and language arts, mathematics, social studies, and science are divided into strands that organize them into essential information and skills needed by all students. The Curriculum Guide also contains essential questions that assist teachers in interdisciplinary, thematic planning for student learning.

The following table lists the strands for each of the core disciplines.

| Discipline | Strands |
|---------------------------|---|
| Reading and Language Arts | Reading, Writing, Listening and Speaking, Viewing and Presenting |
| Social Studies | History, Geography, Civics and Government, Economics |
| Mathematics | Number Sense, Concepts, Operations, Algebra, Geometry, Measurement, Data Analysis and Probability |
| Science | Life Science, Physical Science, Earth Science, Space Science, Science and Technology, History of Nature and Science, and Health |

Imagine Schools believes that Reading and Language Arts are the cornerstones of the school’s academic program. Hence, effective literacy skills are central to our Charter School curriculum, weaving their way among the content and skills introduced and developed through Reading; Writing; Listening and Speaking, Viewing and Presenting. Communication skills and literacy strategies are intertwined, strengthening the strands that lead from content and concepts to connections among people and disciplines. The Next Generation Sunshine State Standards Language Arts Standards establish specific curricular content for the reading process, literary analysis, the writing process, writing applications, communication, and information and media literacy. The standards include distinct grade level expectations for the core content knowledge and skills that a student is expected to have acquired by each individual grade level from kindergarten through grade 5. The language arts standards also identify significant literary genres and authors that encompass a comprehensive range of historical periods.

Reading is the integrator of the curriculum. Students will be strong readers by the time they leave the primary grades, having opened doors to good

literature that crosses the boundaries of subjects, cultures, and times. In addition to literary and expository texts read in class, students read independently from a comprehensive list of leading works prepared for each grade level, including Good Fit Books. This strand produces strong, fluent, lifelong readers.

Language Arts' goal is to help students build a basic understanding of the mechanics and structure of the English language in order to express themselves and communicate with others. The language arts program is infused into all areas of the curriculum and emphasizes the formation of good listening, writing and speaking skills. Teachers provide daily opportunities to apply skills learned in both writing and speaking activities. All students participate in activities which develop important basic concepts and creative expression. Spelling, grammar and vocabulary development are continued and composition skills are extended through both formal and creative writing assignments. Teachers and peers evaluate writing pieces using the state writing rubric. Students refine and apply their skills through process writing opportunities, journal writing, reviewing current events, studying mathematical word problems and enjoying literature. Writing is an exercise in thinking; students write to express points of view and share information, and use writing as an avenue for self-discovery and self-expression.

Listening and Speaking play a valuable role in the curriculum, as students receive information from a variety of sources and practice presenting it for a variety of purposes. Socially interactive environments foster a love of language that encourages students to listen, question, discuss, debate and share all that they learn. This strand produces articulate, expressive students.

Viewing and Presenting experiences instruct students to observe different forms of media from a critical perspective and to be responsible and effective users of innovative communication tools and technology. Making sense of their information rich environment requires visual literacy as well as a fine-tuned ear.

Primary Reading Language Arts (K-2)

Kindergarten students are transitioned to the Common Core Standards. Students are able to make connections between letters and words, and words and ideas. They progress from the rhythms and cadences of nursery rhymes to the designs and patterns of poetry, from the telling of stories to the performance of plays, and from fables and folktales to real life adventure. As active participants in a culture of inquiry, primary students extend their appreciation of literature to include the communication skills and strategies necessary to comprehend and respond to what they read, hear, and see.

Features of the Primary Reading Language Arts Program:

- ✓ Explicit and systematic instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension through a core comprehensive reading program
- ✓ Differentiated instruction through whole group, small group, and learning station strategies and materials
- ✓ Multiple opportunities to interact with print, including shared reading, read-alouds, language experience charts, word walls, classroom libraries, decodable books, and predictable books
- ✓ Exposure to various genres, including non-fiction, fiction, drama, multicultural tales, poetry, classic, and contemporary works of literature through a literature-based approach
- ✓ Introduce spelling, grammar, punctuation, sentence structure, and content as essential writing elements

- ✓ Oral language development through a comprehensive listening and speaking program, including opportunities for read-alouds, readers' theater, oral presentations, and performances
- ✓ Opportunities for writing in response to reading, including journaling, research, creative and expository writing, and publishing
- ✓ Access to technology and communication tools for research, editing, revising, and project development
- ✓ Individually kept writing portfolios and independent reading logs
- ✓ Understanding and application of skills for reading and writing as complementary processes

Intermediate Reading Language Arts (3-5)

Intermediate students are exposed to a wide variety of literary genres, including fiction, nonfiction, classic, and contemporary works. They write in response to what they read, questioning information presented in a variety of formats and predicting outcomes. Our intermediate students complete individual research reports and cooperative multimedia displays as they hone the skills needed to gather and present information using communication tools.

Features of the Intermediate Reading Language Arts Program:

- ✓ Refinement of essential tools related to reading, writing, listening, and speaking and integration of these tools as applicable to all subject areas
- ✓ Increased ability to comprehend a variety of texts and text structures, including trade books and subject area textbooks; poems; novels; drama; and short stories
- ✓ Increased understanding and use of comprehension strategies for before, during and after reading
- ✓ Development of critical thinking and problem solving techniques as they apply to print and non-print media
- ✓ Heightened sensitivity to other cultures and build cultural literacy
- ✓ Instruction on the rules and mechanics of Standard English, effective speaking skills, and oral presentations
- ✓ Robust vocabulary instruction that includes word origins, tiered words, opportunities to develop vocabulary through reading, writing, listening and speaking
- ✓ Refined research skills and narrative and expository writing skills and strategies
- ✓ Oral communication and critical thinking experiences, including speech and debate, recitations, and literature circles
- ✓ Published student works in the form of newsletters, books, and anthologies
- ✓ Introduction to writing process through various formats
- ✓ Specific strategies focusing on elaboration
- ✓ Instruction in the use of literary devices in works of literature and apply them in original writing assignments
- ✓ Independent and collaborative theme-related projects at each grade level
- ✓ Development of leadership abilities through peer evaluation and assessment
- ✓ Exposure to all content areas through literature

Mathematics Programs

The Imagine curriculum provides students with in-depth mathematics content that is standards-based and reflects the best thinking of mathematicians and teachers. It is the school's goal to ensure that every student achieves the essential skills needed for mathematical literacy. In

keeping with this challenge, our teachers in the Primary and Intermediate grades have a strong interest and background in mathematics. Teachers have mathematical knowledge beyond the curriculum that is taught and participate in ongoing professional development to better serve students.

What students learn is fundamentally connected to how they learn it. In response to this, the mathematics' program reflects a learning environment that emphasizes the unifying concepts of fundamental computational operations, communication, reasoning and proof, representation, problem solving, and connections. These are embedded in each of the content strands of Number Sense, Concepts, and Operations, Algebra, Geometry, Measurement, and Data Analysis and Probability, which are based on the NCTM (National Council for the Teachers of Mathematics) standards, CCSSM (Common Core State Standards for Mathematics) and the Next Generation Sunshine State Standards for Mathematics recommendations. The preeminent message in all of the NCTM *Principles and Standards for School Mathematics* (2000) and CCSSM and NGSSS are the importance of nurturing mathematical thinking and reasoning processes in our students. No bulleted list of specific content standards will hold together as a coherent, meaningful whole, or make any significant contribution to our students' growth in mathematics, without interweaving mathematical "practices". Mathematics curricula must show students the power of reasoning and sense making as they explore mathematical structures, of communication as they construct viable arguments, and of multiple representations as they engage in mathematical modeling. These new standards include in-depth content and teaching for mastery of fewer grade specific benchmarks than in prior years. We hope to see students with improved understanding of mathematics in the years to come.

Primary Mathematics (Grades K-2)

Students in the Primary grades participate in active, numeric-rich experiences in mathematics. Problem solving skills and computational skills are interwoven across lessons, subject areas, and mathematical strands. Students are introduced to foundations in geometry, algebra, data analysis, measurement, and number sense. We follow the Next Generation Sunshine State Standards and emphasize at each grade level the strands of importance and focus on the Big Ideas.

Features of Primary Mathematics Program include but are not limited to:

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

Intermediate Mathematics (Grades 3-5)

Intermediate students need active engagement in exploring mathematical concepts as well as the ability to applying a variety of mathematical strategies. Our students use opportunities in mathematics to develop methods of inquiry and application as they participate in the problem solving process in real-world contexts. Within the integrated curriculum, problem-solving strategies and higher order thinking is paramount.

Features of Intermediate Mathematics Program:

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

Research indicates that students learn mathematics best when accessing various tools that can assist in learning. Thus, teachers are expected to incorporate various math manipulatives when introducing math concepts. When applying these concepts to solve mathematical problems, students are encouraged to utilize the recently purchased math manipulatives. This is a philosophical shift from the previous year's mode of instruction, and teachers have embraced the active learning approach to math instruction. Teacher engaged in professional development at the beginning of the school year being taught how to properly select and use math manipulatives using the First 20 Days of Math training. Teachers then transferred this to the classroom and provided students the opportunity to select and investigate various manipulatives also determining how and when they should be used. During daily math instruction, students are utilizing math manipulatives to increase their mastery of mathematical concepts.

Science Programs

Effective science education begins in early childhood when parents and teachers respond to a child's natural curiosity about the world around him or her. Imagine Charter at North Lauderdale School offers a science curriculum that reflects the practices of scientists by providing hands-on, minds-on opportunities for students to apply the scientific method. Students inquire, explore, analyze, classify, and test hypotheses in the classroom and in their environment. The science curriculum is based on national academic standards presented in the strands of Life Science, Physical Science, Earth Science, Space Science, Science and Technology, History of Nature and Science, and Health. Unifying concepts of systems and organization, evidence and explanation, constancy and change, and form and function link content between strands and across disciplines. We revise our curriculum guide annually and were pleased when Florida revised their standards. The school's believe that the Next Generation Sunshine State Standards address the problems with the previous standards: 1) low student performance on state, national, and international achievement measures, 2) Persistent achievement gaps among demographic subgroups 3) Lack of preparation of graduating seniors for post-secondary education and the workforce. The school's goal is for students to excel in science and technology so that they can make substantial contributes to the emerging knowledge-based economy as well as to rise to the challenge of new international competitors in science and engineering while meeting the demands of the 21st century.

The Next Generation Sunshine State Standards Science Standards as well as the Imagine Curriculum is designed to develop students' capacity to:

- Explain concepts, principles, and theories fundamental to understanding the natural world in which we live
- Develop the ability to read, understand, and analyze current science articles, books, and presentations from both a analytical and ethical viewpoint

- Observe and describe events as they occur during scientific investigations and draw conclusions based on evidence and scientific studies
- Design and implement scientific investigations
- Demonstrate the ability to integrate mathematical concepts and technology with scientific principles
- Understand the interrelationships between the branches of science and its defining strands
- Introduce significant events, discoveries, careers, and personalities as they relate to content presented through the science curriculum

Primary Science (Grades K-2)

The primary grades' science curriculum captures, nurtures, and guides the spontaneity that characterizes young children's interaction with their surroundings. Students participate in guided exploration activities in which they handle simple objects, organisms, and scientific tools to satisfy their sensory and intellectual curiosity about these items. During these periods, teachers and students share thoughts, findings, and questions. Through these initial phases of scientific exploration, the students' naturally inquisitive natures are directed toward the more sophisticated problem-solving situations. The new state standards are being phased in during the primary years this year. The overarching themes of importance will be emphasized in the corresponding grades.

Features of Primary Science Program will include but not be limited to:

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

Intermediate Science (Grades 3-5)

The Intermediate grades provide an environment where students feel comfortable observing, describing, classifying, pondering, and communicating with fellow investigators to learn about their world. The integrated curriculum provides a model well suited to the nature of young students. Children, who study coastal ecosystems, graph the number of organisms within a square meter, paint a landscape, and research the interactions of plants and animals in their natural habitat are exposed to meaningful experiences.

Features of Intermediate Grades Science Program:

- ✓ Structure and function of living things
- ✓ The impact of evolution and heredity
- ✓ Ecosystems and their components
- ✓ Earth changes

- ✓ Stars, galaxies, and the universe
- ✓ Energy transferred and transformed
- ✓ Environmental problems and solutions
- ✓ Technological solutions and design
- ✓ Desirable health habits
- ✓ Systems of scientific investigation
- ✓ The science and mathematics connection

Inquiry based learning is the school's current philosophy for science instruction which is another philosophical shift for teachers that will result in academic growth. Throughout the year, students will engage in short term as well as long term inquiry based science experiments. Teachers are currently facilitating these experiments using the 5E model. Teachers are using the Five E Model for Science instruction; teachers engage, explore, explain, elaborate and evaluate with the students. Teachers engage the students with a quick investigation via reading text, demonstration followed by predicting an answer to a question in the science journal. When the teacher progresses to the explain stage, teachers provide students with cooperative exploration activities, giving them common, concrete experiences that help students construct concepts and develop scientific skills. Students build models, collect data make and test predictions, or form new predictions. In the explain stage, students share ideas in their own words and listen to their peers' ideas. The teacher clarifies the students' concepts, misconceptions, and introduces scientific terminology as well as connecting the students' explanations to experiences they had in the engage and explore stages. The elaboration stage assists students correct remaining misconceptions and results in a deeper understanding of concepts. Students engaged in activities that challenge them to apply, extend, or elaborate concepts and skills in a new situation. Teachers evaluate students' understanding of concepts and various skill proficiency. Teachers use a variety of formal and informal assessments to monitor understanding and progress toward learning outcomes. Students also check their own understanding and skills through written reflections.

Students participate in an annual science fair where teachers will help students plan, develop, and implement a scientific experiment within the school day. An evening workshop will provide an opportunity for parent involvement in this scientific endeavor. Together, parents, students, and teachers will investigate a student chosen topic using the scientific method. An additional initiative this year not afforded to students last year includes a Science Coach. This coach provides teachers with current approaches to teaching science and is presently model teaching inquiry based science instruction. The Science Coach is in the classroom daily and conferences with teachers providing focused feedback on instruction. Teachers adjust their instructional practice to incorporate rigor within the much needed presentation of back ground knowledge for students at Imagine Schools at North Lauderdale Elementary.

Social Studies Programs

The newly revised Social Studies Imagine Standards-Based Curriculum incorporates several fields, using literature, science, technology, and the arts to enrich the canvas on which students learn. Personal and global perspectives are essential elements throughout the four social studies strands of History, Geography, Civics, and Economics. Embedded within these strands are themes ranging from cultures to environments, providing for the integration, extension, and application of knowledge to active participation in a global society. The Next Generation Sunshine State Standards are organized by grade levels for grades K-5, and the strands represent a formulation of time-based content in history, geography, economics, humanities, civics, and government. Humanities will have a strong requirement for cross curricular content with emphasis in language arts, fine arts,

and music through non fiction texts.

Primary Social Studies (Grades K-2)

The Primary grades Social Studies curriculum presents history as a great story. Students learn about the beliefs of early people by reading myths and legends; about the similarities and differences among cultures by acting out folktales; and about the symbols and values of citizenship as part of a classroom community.

Features of the Primary Social Studies Program:

- ✓ Interactive environment to promote democratic principles and social skills
- ✓ Integration of disciplines and incorporation of technology and fine arts through hands-on, minds-on activities
- ✓ History as a story to include myths, legends, folktales, biographies of leaders, and tales of great adventures of the past
- ✓ World and American history to include the study of Ancient Egyptian pyramids, explorers of the new world, and other key historical structures, events, and ideas
- ✓ People, places, beliefs, and traditions of other times and cultures
- ✓ People, places, beliefs, and traditions that tie us together as a nation
- ✓ Resources to explore current as well as past events
- ✓ Tools of geography
- ✓ Decision making and being good consumers
- ✓ Simulations related to grade level theme
- ✓ Service projects related to grade level theme

Intermediate Social Studies (Grades 3-5)

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

Features of the Intermediate Social Studies Program:

- ✓ Active learning environment with a variety of media resources
- ✓ Culture of inquiry where students study implications of social, political, and economic events as they impact the present and future
- ✓ In-depth study of social studies topics in which students make choices about what they study and produce
- ✓ Significant issues and events of U.S. and history, the history and culture of diverse social groups, and the environment
- ✓ Historic literacy with exposure to key concepts related to history and geography
- ✓ Dynamics of geography as it relates to people, places, and time
- ✓ Key concepts of state and federal government
- ✓ Leaders from various fields, cultures, and times
- ✓ Fundamental concepts of economics as they relate to individuals, institutions, and societies

- ✓ Collaboration and respect for others with project-based activities
- ✓ Presentation of information and findings using current resources and technology
- ✓ Simulations related to grade level theme
- ✓ Participation in a service projects related to grade level theme

Our instructional resources are researched-based and address various learning styles and differentiated levels:

- Reading: MacMillan Treasures Program. The Daily Five Reading Philosophy
- Mathematics: Houghton Mifflin Harcourt Go Math Program and Fast Math
- Picture Perfect Science and Social Studies
- Intervention Reading: MacMillan Triumphs

Instruction

All classrooms utilize differentiated instruction, hands-on learning and multiple modes of instruction to reach all learners. Teachers have had professional development on effective instructional strategies, monitored regularly by the leadership team. They have increased time on task and requiring teachers to improve their delivery and methodology. These key instructional techniques have provided continuity, order and consistency throughout the school.

- *Higher order questioning techniques:* The Planning and Preparation Section of the Imagine Curriculum Guide is a resource for higher order questions. Teachers are encouraged to use and post appropriate questions when working on specific skills. These questions are also in their lesson plans. Teachers use questions to clarify, probe assumptions, probe reasons and evidence, ask for viewpoints and perspectives, provide implications and consequences and questions that encourage students to explain their thinking. Teachers teach students to ask questions of themselves and their peers. This creates and sustains an intellectually stimulating classroom environment that values student participation and thoughtfulness.
- *Clearly Written Objectives and Timely Feedback:* Teachers have daily objectives for each lesson on the board written in student friendly language. Students are able to explain what they learned for each lesson during the day. Webb's Depth of Knowledge and Bloom's Taxonomy provide a model for teaching critical thinking skills in any subject area. Teachers use the taxonomy to plan lessons and activities with the whole class and small groups that keep lesson engaging. Setting objectives provides students with direction for their learning. Criterion-referenced feedback, assessment feedback, peer feedback, self assessment feedback keep students informed of their progress.
- *Positive Reinforcement:* Teachers deliberately, through lessons and examples of historical people, show the connection between effort and achievement. Students chart effort and achievement through progress reports and report cards. Focused discussions on students' attitudes and beliefs provide the avenue to change behavior through our character education program which recognizes and rewards positive attitudes and behavior. Effort and recognition speak to the attitudes and beliefs of students, and teachers must show the connection between effort and achievement. Instructional strategies include sharing stories about people who succeeded through repeated effort, giving and having students keep a log of their weekly efforts and reflecting on those achievements often. We focus on symbolic recognition where students will have a way to remember a significant event that produced a rewarding result. According to research, recognition is most effective if it is contingent on the achievement of a certain standard. We believe symbolic recognition works better than tangible rewards.
- *Differentiated Instruction:* Teachers differentiate the assignments and centers for students on grade level, approaching grade level, and beyond grade level. We strive to effectively reach students of varying readiness, interests and experiences in the world. Teachers engage

students through different learning modalities and use varying instructional approaches matched to student learning styles and needs.

- *Learning Centers:* Teachers prepare activities and materials designed to teach, reinforce, and extend a particular skill or concept. Activities address specific learning levels and learning styles. Learning centers motivate students to be self-directed with their explorations of topics.
- *Integrated Technology:* Technology is a critical tool for learning and is part of the daily routine in each classroom. Every classroom is equipped with computer workstations with Internet access, on-line access to reference material and access to the school's instructional software collection. Students have access to programs to review information or to prepare individual and group assignments.
- *Project-Based Learning:* Project-based learning is central to our incorporation of multidisciplinary instruction. Projects allow students an opportunity to apply the skills and concepts mastered in class to real world problems or situations. *Critical thinking and problem solving*, required through the projects, engage student in activities that require them to inquire, conjecture, invent, create, produce and find answers to relevant problems.
- *Cooperative Grouping:* Grouping students to work collaboratively and cooperatively offers benefits for learners. In small groups, students can share strengths and also develop their weaker skills. They develop interpersonal skills and learn to deal with conflict. Cooperative groups are guided by clear objectives; students are engaged in numerous activities that improve their understanding of subjects explored. Benefits of cooperative learning include improvements in communication, decision making, and conflict-resolution skills.
- *Modeling Using Concrete Tools:* Modeling will be employed as an integral part of instruction at every level, in every discipline, and for every purpose. Such techniques as "Read and Say", picture maps and KWL charts will be among the daily tools for teaching students to embrace the skills. Graphic organizers will be used to help transform the 'invisible into visible' information. Students will break a concept into its similar and dissimilar characteristics using T-charts, Venn diagrams, cause and effect links, and compare and contrast organizers. Research shows that knowledge is stored in two forms: linguistic and visual (nonlinguistic). The more students use both forms in the classroom, the more opportunity they have to achieve. We believe use of non linguistic representations not only stimulates but also to increases brain activity.
- *Home Learning:* Homework provides students with the opportunity to extend their learning outside the classroom. Our home learning varies by grade level and is based on data. Home and school works closely together to ensure student academic success. Our homework reinforces classroom lessons, provides for individual instruction, improves student performance through practice, helps establish effective study habits and involves parents in the education process.
- *Checking for Understanding Collaborative Structures:* Checking for students' understanding of important ideas and concepts helps instructors gauge what students are getting and what they need to work on more. It also provides useful feedback to help you plan ways to better meet your students' needs. Instructors who check for understanding usually feel more connected to their students' learning and have a better sense of what to expect from their students' writing.

Implementation of specialized instruction for students, particularly of those below grade level

Our instructional program emphasizes differentiation or rather a specialized instruction for students that focus on their specific needs. We do not adhere to a one size fits all method of instruction. Our teachers follow the "I do, we do, you do" gradual release model which emphasizes a well planned whole group lesson with systematic student engagement and practice in order to have frequent checks for understanding. Teachers record observations through anecdotal notes or skill checklists to document student responses. We do not leave observations during the practice times up to a teacher's memory. Once noted that students are struggling with the grade level content taught during the whole group lesson, teachers will design specialized lessons addressing the students needs.

We implement the Response to Intervention Model. Response to Intervention, most often identified as a three-tiered approach (Tier 1, Tier 2, Tier 3), is recommended as a way to integrate educational problem-solving school wide. By using the “Response to Intervention (RtI) model we provide high-quality instruction and intervention matched to student needs, monitor progress frequently to make decisions about changes in instruction or goals and apply child response data to important educational decisions. RtI is applied to decisions in general, remedial and special education, creating a well-integrated system of instruction/intervention guided by child outcome data.

As we conference with each student on their learning successes and challenges, we design instructional plans to address these needs. We are committed to educating the students of Imagine School at North Lauderdale in ways that will meet and exceed reading expectations for life-long learning. Specific goals of our reading program are to increase the number of students reading at and above grade level, and to reduce the number of students reading below grade level. These goals are supported by classroom daily schedules that provide at least 90 minutes of uninterrupted reading instruction for every student, an additional 30 minutes of instruction for those students reading below grade level, and an integration of reading strategies across the curriculum. The goals are further supported by high-quality instruction with the use of a Comprehensive Core Reading Program (CCRP) correlated to all Reading and Language Arts Sunshine State Standards and the five areas of reading stipulated by the Florida Formula (5+3+ii+iii), the use of data to guide instruction, a set of strategies for students reading at grade level or higher, and immediate intensive intervention for those students that are reading below grade level. The goals and features of our reading curriculum reflect the philosophy of the Just Read, Florida! Office to use Scientifically Base Reading Research (SBRR) found in the National reading Panel Report and in the No Child Left Behind legislation (2001), and complement the philosophy of the Broward County School District. We are committed to educating the students of Imagine Charter School in ways that will meet and exceed reading expectations for life-long learners.

Two Hour Reading Block

| | | | |
|---------------------|------------|-----------------------------------|--|
| Initial Instruction | 10 minutes | Whole Group | Engaging Read-Aloud |
| | 10 minutes | “I Do” | Explicit Instruction |
| | 20 minutes | “We Do” | Shared Instruction |
| | 80 minutes | Differentiated Center Instruction | Small Group Differentiated Instruction |

Initial Instruction

We believe that initial instruction is the first line of defense against reading difficulties. As illustrated in the schedule above, this portion of reading instruction is designed to meet the needs of all students through the use of the Comprehensive Core Reading Program designed to support explicit and systematic teaching of grade-level skills and concepts, and to meet the needs of students working either above or below grade level through differentiated instruction delivered through the flexible grouping and learning centers model. Below is a detailed description of our initial instruction components.

Core Benchmark Instruction for All Students

Initial Instruction with the Core Curriculum Reading Program

Examples of programs implemented at *Imagine Charter* include MacMillan Treasures. *Imagine School* implements a Core Curriculum Reading Program (CCRP) from the state’s approved list of materials and resources. This program, selected by the academic task force, is on the level of the majority of students in the class. The program correlates to all Reading and Language Arts Sunshine State Standards and effectively addresses each of the five areas of reading: phonological awareness, phonics, fluency, vocabulary, and comprehension.

The teachers of *Imagine Charter School* are trained in a systematic, explicit approach for teaching reading, especially for students learning to read and for struggling readers. The instructional routines and classroom management routines of the CCRP support the delivery of scaffolded instruction that is explicit and systematic, delivered through teacher modeling, and shared practice, guided practice, and independent application. This “I do, we do, you do” instructional routine provides a gradual release of responsibility to ensure that students sufficiently master skills so they can read independently on schedule at each grade level. The CCRP also incorporates research based strategies and materials such as reading routines, teacher read-alouds, practices for introducing new skills and reviewing skills formerly taught, leveled materials for guided reading and explicit skill instruction, and classroom libraries. The CCRP also includes strategies for differentiated instruction, such as specific practices for teaching the same skill to students reading at, below, or above grade level. Examples of these strategies might include repeated reading for students below grade level, and question generation for those reading above grade level. Programs such as MacMillan also include Assessment tools and schedules (screening, progress monitoring, diagnostic, and formal assessments) to support teachers with flexible grouping, identification of skills for review/reteaching, and progress monitoring to ensure all students are on track to meet reading goals.

The five essential components of reading instruction are explicitly and systematically taught during initial instruction of the reading block, and through differentiated strategies and supports for those students identified as needing additional time above and beyond the 90 minute uninterrupted reading block.

| Component | Instructional Approach | Resources |
|--------------------|--|---|
| Phonemic Awareness | Instruction teaches students to manipulate phonemes (segment sounds, blend sounds) while using the letters of the alphabet. Phonemic awareness and phonics instruction are coordinated so teachers teach letter-sound correspondence after students demonstrate phonemic awareness of the sound. | MacMillan Treasures and Triumphs, Riverdeep-Destination Reading, Foundations, Early Success |
| Phonics | Explicit and systematic instruction will teach skills such as sound-letter relationships, blending and decoding, and phonics related spelling. Teachers ensure that students understand the goal of phonics instruction is reading connected text. | MacMillan Treasures and Triumphs, Riverdeep-Destination Reading |
| Fluency | Instruction provides models for fluent reading through guided oral reading opportunities such as shared reading, interactive read-alouds, partner reading, and independent reading of “just right” text. Repeated reading to build automaticity and phrasing activities with oral and | MacMillan Treasures and Triumphs |

| | | |
|---------------|--|--|
| | written language are also used to improve fluency. | |
| Vocabulary | Instruction deepens students' knowledge of word learning strategies for listening, speaking, reading and writing vocabulary. Robust vocabulary instruction through direct teaching, rich contexts, read alouds, word parts and relationships using graphic organizers, and multiple exposures to new words highlight this component. | MacMillan Treasures and Triumphs, Great Source Reader's Handbook, content based generated vocabulary lists |
| Comprehension | Instruction explains and model the use of effective strategies such as using prior knowledge, generating questions, self-monitoring, fix-up strategies, cooperative learning, and graphic and semantic organizers. Students are provided with multiple opportunities to practice pre-reading, during reading, and post-reading strategies. | MacMillan Treasures and Triumphs, Great Source, novel studies, SRA Corrective Reading Series |

Strategic Instruction for All Students

For many students, core lesson plans for initial instruction and cumulative review are not sufficient to impact student ability in learning to read. The CCRP is designed to accommodate struggling readers with additional targeted instruction in small groups. Since the instructional targets are determined by assessment results, the membership of the small groups will constantly change throughout the school year. Differentiated instruction always begins with student data and, therefore, remains flexible in order to align instruction with the specific needs of each child.

Supplemental reading programs and resources that enhance the instruction of the CCRP may be necessary to support the reading growth of students. These programs are selected from state approved resources, and based on progress monitoring data such as FAIR and the Broward Assessment Tests and bi-monthly focus tests to meet the needs of flexible groups of children. Materials provide teachers with explicit instructional sequences and research based strategies to ensure student success in the five components of reading. MacMillan Triumphs, SRA Corrective Reading, Foundations, Early Success, and Soar to Success intervention programs, technology programs, Great Source Vocabulary, and novels are materials that provide a range of leveled, skill-based and high-interest to support differentiated reading instruction.

Guided reading in small groups with centers which focus on reading skills is the delivery system that is the perfect complement to the CCRP and facilitate teachers in differentiating instruction, and maximize the time students have for on-target, on-time learning. The teacher center will provide opportunities for teachers to meet with flexible groups of students, while other students are working at various pre-determined centers to practice previously taught skills and concepts.

Reading Centers

| | |
|-------------------|--|
| Teacher Center | Individual or small group tutorials (Screening, progress monitoring, diagnostics, guided reading, etc.) |
| Computer Center | Skill practice (phonemic awareness, phonics & fluency, vocabulary & comprehension) |
| Word Study Center | Skill practice through hands-on activities – May include instruction (Sound-segmenting, word |

| | |
|---------------------|--|
| | building, blending, etc.) |
| Read to Self Center | Deep thought processing (Comprehension, activating prior knowledge, brainstorming, semantic mapping, building schemas, elaborating, paraphrasing, etc.) |
| Listen to Learn | Application (Comprehension, fluency, oral language, decodable books, choral reading, read-along books, leveled classroom libraries, etc.) |
| Write About Reading | Skill and concept practice (Sound-letter relationships, dictation & spelling, vocabulary, comprehension, etc.) |

Teacher Center for Small Group Instruction

Instruction for proficient readers is informed by screening and progress monitoring assessments and is differentiated during small group guided reading at the Teacher Center. The needs of these students are met through the use of the CCRP leveled texts for guided reading as well as through multi-leveled classroom libraries. Opportunities are provided for students to practice and apply strategies in text that provides enough challenge for them to be successful with teacher support, develop fluency and comprehension, interact with one another through strategies such as reciprocal teaching and responding to text. At the teacher center, we use the following reciprocal teaching procedure with students sharing a common text or leveled reader.

1. *Questioning*: A student assumes the role of "teacher" and reads aloud a segment of a passage as group members follow along silently. The group members then pose questions that focus on main ideas.
2. *Summarizing*: The "teacher" answers and summarizes the content.
3. *Clarifying*: The group discusses and clarifies remaining difficulties in understanding.
4. *Predicting*: The group then makes a prediction about future content. Next, a second student takes on the role of teacher for a subsequent segment of text.

Students reading below level as identified by FAIR screening and progress monitoring assessments using mini BATs meet with the teacher and/or a coach during center rotation time of the reading block. Students needing immediate intensive intervention receive an additional 30 minutes of instruction beyond the uninterrupted 90 minute reading block between three and five times a week. This additional intervention time are described in the intervention paragraphs at the end of this section. Teachers use progress monitoring data to form flexible groups of students based on reading levels, assessment levels, or a need for instruction related to a specific skill. These groups remain small in number (5-7 students), and change as needed based on on-going progress monitoring. Due to a need for explicit, systematic teaching of skills and concepts for these small groups, one day a week the small group teacher center instruction is often a skills-focused lesson that targets specific gaps or needs identified through our focus assessments as our secondary benchmark. Imagine has use Broward County's "Instructional Grouping/Instructional Strategies Chart" to determine frequency of additional intensive interventions. Students classified as Category 5 or 6 receive daily additional intensive interventions. Category 3 and 4 students receive additional intensive interventions up to three days a week.

Reading Center

Teachers plan systematic instruction so that skills and concepts are taught in a logical progressive sequence. Students work at learning centers on

carefully designed tasks that provide opportunities for practice and application. Multiple practice opportunities are intended to help students master and retain new skills and concepts. Assessments are designed and used in a timely fashion to monitor skill acquisition as well as students' ability to apply new skills, to retain them over time, and to use them independently.

Teachers utilize data to produce each center's curriculum objectives and students' instructional levels as well as address the learning modalities. Teachers use FAIR data to determine students' instructional levels (Lexile levels) and mini-BAT assessments to progress monitor student proficiency with New Generation Sunshine State Standards. Advantages of this approach are:

- Effectiveness of a small group delivery system for initial instruction
- Teacher center for daily flexible group instruction
- Learning center task cards correlated to Sunshine Standards and CCRP objectives
- Learning center task cards to effectively address each of the five essential reading components
- Supplemental task cards to address any gaps within the CCRP
- Learning style task cards to support all learning modalities
- Correlated software to support curriculum objectives
- Maximized time due to sustained instructional routines and organization of environment
- Student empowerment and responsibility to motivate learning
- Collaborative environment to support learning with and from one another

Students struggling in mathematics also receive intervention through extended time, instructional technology and special programs. Our baseline data for math from the SAT 10 are disaggregated by the problem solving strands: number sense, geometry, measurement, data and probability and procedures which include all computations. An emphasis on proficiency with key topics and a focused, coherent progression of mathematics learning is the norm at our school.

- The term *focused* = engage with adequate depth in the most important topics
- The term *coherent* = marked by effective, logical progressions from earlier, less sophisticated topics into later, more sophisticated ones
- The term *proficiency* = students should understand key concepts, achieve automaticity as appropriate (e.g., with addition and related subtraction facts), develop flexible, accurate, and automatic execution of the standard algorithms, and use these competencies to solve problems

Mathematics centers allow teachers to work with small groups on areas of need reflected from the data. Explicit instruction with students who have mathematical difficulties has shown consistently positive effects on performance with word problems and computation. Results are consistent for students with learning disabilities, as well as students who perform in the lowest quartile. The term *explicit instruction* means that teachers:

- Provide clear models for solving a problem type using an array of examples
- Provide extensive practice in use of newly learned strategies and skills
- Provide opportunities to think aloud (i.e., talk through the decisions they make and the steps they take)
- Provide extensive feedback

- Some of this time should be dedicated to ensuring that these students possess the foundational skills and conceptual knowledge necessary for understanding the mathematics they are learning at their grade level

Students rotate from these homogeneous groupings for direct teacher instruction to heterogeneous groups. Research has been conducted on a variety of cooperative learning approaches. One such approach, Team Assisted Individualization (TAI), has been shown to improve students' computation skills. This highly structured pedagogical strategy involves heterogeneous groups of students helping each other.

Research on instructional software has generally shown positive effects on student achievement in mathematics as compared with instruction that does not incorporate such technologies. These studies show that technology-based drill and practice and tutorials can improve student performance in specific areas of mathematics. Students also use FCAT explorer to review skills in the state testing format. Our emphasis to improve mathematics instruction for all students especially those that are struggling can also be seen in our use of other resources such as Fast Math.

The reasons for computational fluency are multifaceted. They include

- Quantity and quality of practice
- Emphasis within curriculum
- Parental involvement in mathematics learning
- Textbooks that are focused on our state standards with less repetition from grade to grade and problems that are challenging and sufficient practice that ensures fast and efficient solving of basic fact combinations and an understanding of the concepts that are the foundation for mathematical achievement.

We implement the following ten best strategies in mathematics for all our students, but especially those who are struggling.

- 1) Provide Opportunity to Learn (OTL): The extent of the students' opportunity to learn mathematics content bears directly and decisively on student mathematics achievement. Students participate in a ninety minute mathematics block. Those students who do not succeed with the regular core curriculum and given additional support in Tier II additional support using supplemental material and support from our math coach. Great Source Math Success and Great Source Math at Hand are supplemental materials that give students extra practice with the math strands: geometry, measurement, data and probability, number sense and algebra.
- 2) Focus on Meaning: Focusing instruction on the meaningful development of important mathematical ideas increases the level of student learning. We make connections between and within concepts (i.e. relate subtraction to addition). We make connections to prior knowledge. We make connections with other subjects and support students intuitive notions and methods.
- 3) Teach new concepts and skills while problem solving: Students can learn both concepts and skills by solving problems. Research shows that students who develop conceptual understanding early perform best on procedural knowledge later. Our teachers simultaneously work on skill development and problem solving. There is evidence that if students are initially drilled too much on isolated skills they have a harder time making sense of them later on.
- 4) Provide opportunities for both invention and practice: Giving students both an opportunity to discover and invent new knowledge and an opportunity to practice what they have learned improves students' achievement.
- 5) Be open to student solution methods and student interaction: Teaching that incorporates students' intuitive solution methods can increase student learning, especially when combined with opportunities for student interaction and discussion.

- 6) Institute Small Group Learning: Received help was most effective when it was in the form of elaborated explanations rather than just the answer and then applied by the student to the current problem or to a new problem.
- 7) Facilitate Whole Class Discussion: Whole-class discussion following individual and group work improves student achievement. Research suggests that whole-class discussion can be effective when it is used for sharing and explaining the variety of solutions by which individual students have solved problems.
- 8) Concentrate on Number Sense: Teaching mathematics with a focus on number sense encourages students to become problem solvers in a wide variety of situations and to view mathematics as a discipline in which thinking is important.
- 9) Use Concrete Materials: Successful teaching requires teachers to carefully choose their procedures on the basis of the context in which they will be used, available research suggests that teachers should use manipulative materials in mathematics instruction more regularly in order to give students hands-on experience that helps them construct useful meanings for the mathematical ideas they are learning.
- 10) Use calculators thoughtfully: Using calculators in the learning of mathematics can result in increased achievement and improved student attitudes.

Teachers plan instruction with the end in mind. Assessment is an integral part of the instructional cycle. As with the Next Generation Sunshine State Standards, our Imagine Curriculum Guide outlines what students should know and be able to do by the end of the year. Some examples of our expectations for mastery include:

Fluency With Whole Numbers

- 1) By the end of Grade 3, students should be proficient with the addition and subtraction of whole numbers.
- 2) By the end of Grade 5, students should be proficient with multiplication and division of whole numbers.

Fluency With Fractions

- 1) By the end of Grade 4, students should be able to identify and represent fractions and decimals, and compare them on a number line or with other common representations of fractions and decimals.
- 2) By the end of Grade 5, students should be proficient with comparing fractions and decimals and common percents, and with the addition and subtraction of fractions and decimals.

Geometry and Measurement

- 1) By the end of Grade 5, students should be able to solve problems involving perimeter and area of triangles and all quadrilaterals having at least one pair of parallel sides (i.e., trapezoids).

A math and science resource lab has been established for teachers to check out resources for hands-on activities. The lab includes tools and instruments for science experiments as well as math manipulatives. To emphasize inquiry and exploration, the school participates in an annual school-wide science fair. In grades K-3, whole class and group projects are displayed. In grades 4 and 5, students create an individual project. The first and second place winners in ten categories for grades 4 and 5 move on to compete in a regional fair and state fair where they compete against other Imagine Schools. Students are encouraged to solve problems through inquiry and investigations using the scientific method. Many of our classrooms are equipped with technology resources, such as promethean boards and document cameras. Teachers are encouraged to use many resources and materials to engage students in learning. Maps, globes and other visual aids add reference points to a child's toolkit for learning. Our media center contains a variety of books in all genres for students to check out and for teachers to target for units of study.

Accelerated Reader, Book It and Imagines' Advanced Reading Challenge are used to promote independent reading. By providing these literacy rich incentives, students are encouraged to take responsibility for their learning. Imagine's Advanced Reading Challenge is open to Imagine students in grades 3 -12 and encourages student responsibility for independent work. After reading each book from the Imagine Schools Advance Reading Challenge list, the student creates a new entry in the Reading Portfolio Table of Contents. From an array of choices encompassing oral, kinesthetic, written, visual and graphic modes, students select how best to convey their understanding of the literature. Specific titles representing classic texts are provided to the student who is required to read 25 total books. Each finished product is shared with the class through an oral presentation. All completed projects are maintained in the students' portfolio. The goal of the Advanced Reading Challenge is to challenge students to read 25 books over the course of one school year and complete short projects to demonstrate understanding of the text.

Intensive Intervention Models for Students Below Grade Level

Intervention is an additional targeted intense instruction, scheduled for students who continue to struggle with learning despite efforts to meet their needs during the conventional allocated classroom time. We analyzed our 2009-2010 data and found that our intervention model for math was more effective than that for reading. When addressing the barriers in our School Improvement Plan, we were able to replicate our math model for reading. Certified teachers provide the additional time for our struggling readers and mathematicians. We have a schedule for push-in and pull out support. Students are strategically placed in these support groups depending on their needs as disaggregated from our SAT 10 baseline data, previous year's FCAT scores and BAT data. With the reports from these three sources, we were able to pinpoint gaps in learning, needs for additional practice and changes in instructional delivery methods. Each support teacher is equipped with an intervention plan folder designating the day's lesson and reporting back to the teacher the student's mastery outcomes. This procedure for communication provides a seamless avenue toward academic success. The goal of our supplemental education program is to provide a structured system that is well organized for the tutor/pull out teacher and provides constant communication between that support staff and the classroom teacher. Careful scheduling maximizes student time on task in their weak areas. Part of the system includes student folders are organized in a blue crate in each classroom. Teachers use the materials when they target small groups in their teacher centers and our "pull-out" support teacher also uses these materials during an additional time that doesn't interrupt the students' core subject instruction. Teachers seamlessly continue with the prescribed lessons designated in the folders following the sequence that the "pull-out" teacher has initiated. Students progress is monitored on each targeted lesson quantitatively by recording the assessment score and qualitatively by writing a brief description of the child's experience that day. This progress monitoring tool follows the student each time he/she is "pulled out"; the progress monitoring form is filed in the student folder and placed back in the blue crate for reference. Teachers dedicate a weekly planning period to support lowest quartile students in reading and math. In science, teachers have targeted fluent readers who are most able to comprehend difficult content and higher text complexity. Tutorials for these groups 2-3 times a week proved beneficial last year. We also have teachers meet with the same group to repeat one of the lessons we did in Pull-Out sessions once a week. This promotes communication between the Pull-Out Teacher and Classroom Teacher about the specific children more often and proved to reap reward. "Two heads work better than one."

In addition to this daily support, students are also given options to attend after school tutoring and Saturday School. We have a comprehensive three hour program each Saturday that addresses the strand in reading and math through a rotating schedule. In Saturday school, we are targeting *fluency* through the use of high interest novels and *vocabulary* through strategic instruction. We know that comprehension is far more than recognizing words and remembering their meanings, we also believe that if a reader does not know the meanings of a sufficient proportion of the words in the text, comprehension is impossible. That is why we are focusing our instruction on these two areas during our supplemental programs on Saturday.

One of the most enduring findings in reading research is the extent to which students' vocabulary knowledge relates to their reading comprehension. The National Reading Panel concluded that comprehension development cannot be understood without a critical examination of the role played by vocabulary knowledge. Given that students' success in school and beyond depends in great measure upon their ability to read with comprehension, we feel the urgency to provide instruction that equips students with the skills and strategies necessary for lifelong reading.

This is true in mathematics as well, therefore, fluency and vocabulary are being targeted in Saturday school for math. Educators and cognitive scientists agree that the ability to recall basic math facts fluently is necessary for students to attain higher-order math skills. We know that our students have fixed limits on the attention and memory necessary to solve math problems. Many of our students are constantly stopping to compute basic facts answers, so less of their thinking capacity can be devoted to higher level concepts which are required with our Next Generation Sunshine State Standards. One way around these limits is to have certain components of a task become so routine and over-learned that they become automatic. Targeted lessons focus on making computation automatic so that the critical concepts involved in sorting out the necessary information from mathematical word problems can be where students use their brain power. We also strive to foster a rich and robust vocabulary that will enhance students' ability to solve problems. Through fluency with math facts and a broadening of mathematical vocabulary, the school is making great strides with young, struggling mathematicians through our Saturday School Program.

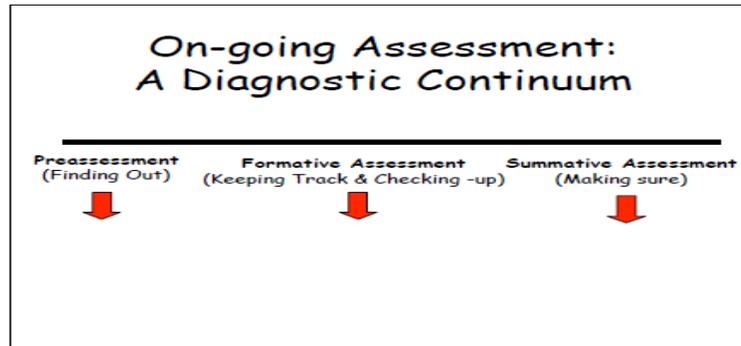
The newly reconstituted administrative team has initiated two after school programs. The Chancellor Supplemental Educational Services Program, called PC PLUS replicates the researched-based Project CHILD (Changing How Instruction for Learning is Delivered) student centered approach. PC (Project CHILD) PLUS (Pathways Leading to Ultimate Success) incorporates a triangulated system of three learning stations: computer, hands-on and paper/pencil. This system provides active student engagement at the end of the day, when other approaches might not keep a student's learning level high. It fosters an enthusiastic learning experience, adapts to differentiated learning styles and fosters character development. This program provides a "Learning Gain Success Plan" for each student by designing a unique learning path dependent on their individual progress monitoring assessments. The second after school program we offer is Rocket Learning. This program incorporates instructional methods and curricula that have been proven to help diverse groups of learners achieve significant academic gains in a relatively short period of time. The instructional materials used are "Lift off in Literacy" and "Lift off in Math". Rocket Learning provides learning plans and a curriculum that are customized to handle the learning needs of students with disabilities and limited English proficiency. "Take off in Literacy" - focuses on reading and writing, and helps students develop their capacity to comprehend, analyze and produce oral and written messages. "Take off in Math" - helps students develop their quantitative skills and apply them in practical situations. This program makes ample use of manipulatives and focuses on helping students formulate and solve word problems. In groups of no more than eight, teachers can not only work on the skills but build confidence. This constructivist program fosters the learning process through the execution of practical exercises that are entertaining and engaging for students from a variety of backgrounds. In both of these supplemental educational services, teachers are provided with all of the materials (books, manuals, manipulatives, school supplies) required to implement the programs effectively. Teachers are also thoroughly trained on the practical implementation of the programs. Program directors/liaisons of each of the programs are teachers on our staff. This provides the continuity from the school day to the after-school support that the students are offered.

Data-driven decision-making

We use qualitative and quantitative data to inform and guide instructional planning aligned with the Next Generation Sunshine State Standards. We provide opportunities for summative and formative assessments designed with a specific purpose for a particular audience.

| | |
|---|--|
| Summative Assessment “ <i>of</i> ” Learning | <input type="checkbox"/> Given periodically to determine at a particular point in time what students know and do not know. <input type="checkbox"/> Associated with standardized tests such as state, district and classroom programs. <input type="checkbox"/> An accountability measure that is generally used as part of the grading process. |
| Formative Assessment “ <i>for</i> ” Learning | <input type="checkbox"/> Part of the instructional process <input type="checkbox"/> Provides the information needed to adjust teaching and learning while they are happening. |

In addition to the district and state assessments, Imagine Schools has developed a comprehensive assessment program using an on-going assessment diagnostic continuum.



Imagine strategically uses the assessments made available through Imagine, Broward County School Board, the Florida Department of Education and various publishers to provide teachers with the necessary tools and reports that will lead to productive data driven decisions about effective instruction. Results are made available to the staff as soon as their scanning, scoring and reports have been generated by Imagine Schools. Depending on the grade level, other instruments are used to collect baseline data during the opening weeks: FAIR, FLKRS, ECHOS, DAR, STAR, BAT and our focus tests and the mini-BATS are among them. Professional development ensures that teachers are conversant with and competent in the analysis of all data.

We determine a student’s academic level at the beginning of the year with our SAT 10 administration. Information we receive from our SAT 10 assessments include:

- Learning Gain Report
- Multi-Test Class Report
- Class Clusters Summary Report

- Instructional Grouping Report
- Item Analysis – containing the description of the Benchmark Content Cluster

Administrative reports: Summarize for principals and the leadership team the progress of whole grade levels in reading: word reading, word study, vocabulary and comprehension and the key areas of mathematics

Problem Solving: Summarizes mathematical strands of geometry and measurement, algebra, data and probability and number sense and operations and *Procedures* which includes computational skills working with rational and irrational numbers. Teachers and administrators are able to see where students begin to struggle with conceptual knowledge on the reporting areas of communication and representation, reasoning, and making connections. Grade level leaders and curriculum support receive reports indicating strengths and weaknesses within grade levels impacting curriculum maps, pacing and focus calendars. Professional development is differentiated based on these results and also are able to enhance our teacher mentor programs by seeing teachers who are having successes and those who may struggle with certain concepts. These reports indicate class gains. Individualized plans can be created from the student reports, which compare students to the national norm.

Student Reports: A detailed account of how students performed by clusters; such as structural analysis, phonetic analysis of consonant sounds and vowel sounds as well as specific vocabulary delineations of synonyms, multiple meaning words and context clues. The comprehension strand is broken down by the genres of literacy, informational and functional text in which the process skills are assessed such as: recalling details, main idea, classification, compare and contrast, author's purpose, fact and opinion, and drawing conclusions.

Mathematics Report: Account of student proficiency that builds on the comprehensive foundation built by the NCTM (National Council of Teachers of Mathematics). Each item on the test is classified first by its mathematics content and then according to the mathematics process it assesses. Number Sense includes all operations as well as fractions, decimals and percents. Algebra includes recognizing and completing patterns. Geometry and Measurement includes estimates of sizes, comparing of figures and working with time and money, Data and Probability include interpreting tables and graphs as well as identifying possible outcomes and the probability of simple events.

Grouping Report: Sort students by an achievement score within each clustered skill. This allows teachers to form skill groups based on individual student need.

Parent Reports: Parents are asked to attend conferences where they discuss their child's data with the teachers and assume an active role in their child's learning. Parents will receive a spring report also so that they can see their child's growth for that given year. Because learning gains is of most importance to teachers and staff, Imagine expects students to make more than the expected a school year's growth.

Data-driven decision making using two complementary assessment processes is emphasized. Formal Assessments which are large scale standardized assessments and Classroom-based Assessments are selected or designed and implemented by the classroom teacher.

Formal Assessments include:

Standardized Tests - Standardized tests, taken by each student semi-annually, are used to plan improvements in program delivery. The state and

district tests are administered according to the provisions of the district's policies and the state's educational legislation

School Climate Surveys - An annual School Climate Survey of parents, students, and staff is conducted in each grade level and will be taken into consideration by Imagine when calculating an annual Imagine school grades. The purpose of the survey is to gather information regarding what students, parents, and staff think about the school and their ideas on how the school can be improved in areas such as curriculum, leadership, parent support, student learning, school safety, and facilities. Survey results will provide us with critical feedback on stakeholder perceptions and will serve as a guide for improving school services.

Standards-based Unit Tests - These tests measure student achievement on the Imagine Schools grade-level standards-based curriculum content. Unit tests are given to all students at the end of each nine-week period in reading language arts, mathematics, science and social studies.

Writing Assessments - *Imagine Schools at North Lauderdale* administers monthly writing assessments to measure student writing proficiency. The tests require students to write responses to assigned topics in a single testing period. Teachers and students will use diagnostic feedback to guide teaching and learning.

Diagnostic Base-line Tests - These are administered to collect base-line information in order to assess academic levels for student's academic level.

Imagine Benchmark Assessment Tests - The *Imagine Benchmark Assessment System* was developed as a support instructional placement decisions. *Benchmark Assessments* have been designed to advance teaching and learning in several important ways. First, they provide teachers with quick, reliable feedback twice a year on how students are progressing toward state and national standards. Second, they provide schools with timely information about the strengths and weaknesses of classes and grade levels on the major standards of reading and mathematics. And, most importantly, they provide teachers with targeted strategies for helping students learn those things that the *Benchmarks* indicate they still need to master. *The Imagine Benchmark Assessments* are available online through an internet-based system that enables tests to be created, delivered, and reported electronically. Online delivery of the *Imagine Benchmark Assessments* will allow schools to administer the assessments on a continuous basis using any school computers that are equipped with Internet access. Tests are automatically scored and the results of multiple-choice assessments are automatically reported.

Classroom-based Assessments include:

Performance-Based Assessments:

- Rubrics describe the specific criteria used to assess projects and/or performances.
- Observation Checklists identify the critical attributes of specific activities and indicate the levels of mastery individual students have gained.
- Learning Logs demonstrate how well students express ideas, organize thoughts, interpret data and apply skills. Students keep logs for independent reading, journal writing, science notes and observations.
- Anecdotal Records describe observations of student interactions, participation, learning styles and strategies.
- Student – Teacher Conferences highlight strengths and weaknesses in student performance.
- Audiotapes and videotapes show authentic individual and/or collaborative performances. Student and/or group tapes can include drama

performances, speeches, interviews, debates, demonstrations, oral readings and musical productions.

Traditional Assessments:

- Skills tests are designed to test mastery on specific skills taught during a unit of study in the core subjects. They include:
- Reading anthology unit tests
- Mathematics chapter tests
- Spelling tests
- Science and Social Studies chapter tests
- Math fact tests

Test Formats include:

- Multiple Choice and True/False
- Performance Tasks
- Fill in the Blank
- Gridded Response

Annually, a School Improvement Plan (SIP) is developed by the staff. The goals and objectives on the SIP aligned with the Florida School Accountability Indicators and include an objective in reading, mathematics and writing. Additionally, an objective in reading is earmarked for the bottom performing group at the school. The SIP is aligned fiscally and human resources structured to meet the stipulated objectives, including detailed action plans for each of the stated objectives. Moreover, strategies which address the academic needs of the subgroups stipulated by the No Child Left Behind legislation are incorporated. The implementation of the SIP is monitored by the newly reconstituted administrative team to gauge progress and to provide technical assistance to the School. A formal mid-year check and end-of the year evaluation is conducted annually to determine adequate progress. The SIP is a document that is shared with the stakeholders and an annual report is generated documenting the progress made by the School in meeting the stated objectives. The report is then shared with the stakeholders and approved by the Governing Board. The school improvement process is based on a continuous improvement model and is driven by a student/school data collection system, ongoing assessment, school climate assessment and a data interpretation system, ongoing data analysis that enables the instructional and administrative staff to make informed decisions and to develop educationally sound action plans. Monthly, school improvement progress is reported to Governing Board members at monthly Governing Board meeting.

At Imagine Schools at North Lauderdale, teachers continue to monitor student progress using a variety of data to plan instruction. Screening and progress monitoring assessments such as Concepts of Print and FAIR are used in the Kindergarten. Benchmark Assessment Tests are given to students in grades 3-5 to assist teachers in planning instruction, and the FCAT is administered according to state guidelines. In addition, all teachers assess students via criterion referenced tests, project based learning, and portfolio assessments. The reconstituted administrative team supports teachers by providing access to the BEEP program, which is a computer based resource tool, available through the Broward County Public School System. This program assists with lesson plans, various resources, and mini-assessment tests (focus tests).

The newly established administrative team firmly supports collaborative meetings to analyze student data with all the stakeholders including

students in data driven instructional decisions. Teachers conduct student led conferences bi-monthly providing students with timely feedback, correcting misconceptions, and setting future goals. When students are involved in decisions addressing their specific deficits, they are encouraged to participate actively in and take responsibility for their own learning. Parent conferences are held formally twice a year, however, teachers are available and encourage parent conferences as often as needed to strengthen the home-school connection. Teachers communicate with parents regularly to address student growth and as well as to identify academic deficiencies. Progress reports go home each quarter, as do report cards, and the daily planners are utilized as a tool for parent communication. Teachers, parents and students complete goals, strategies and informational comments on the SSP (Student Success Plan). This document acts as the students' data portfolio, traveling with the student from grade to grade. It houses the pre/post writing prompts, quarterly benchmark assessments, annual SAT 10 reports, and FCAT results. All test data and assessments are used to set appropriate goals and implement effective strategies for continuous improvement.

Tiered supports and balances have been established for data collection, analysis, and use in developing focused instruction maximizing student achievement. One important support is the Academic Achievement Committee RtI Task Force which functions as the first tier of a data team. Our company provides a network of assessment support through our National Assessment Team and Regional Student Achievement Coach. This team provides guidance to the data team and builds a sense of community with a perspective that crosses all grade levels. This allows for and facilitates the long term vision which is routinely reviewed to ensure that the antecedent steps are aligned. This approach has also guaranteed a school-wide commitment to improvement at every grade level both for the current year and over the long run. Grade level teams meet weekly for data analysis specific to their grade level, their content and ultimately each student. Imagine has found that distributing the work across tiers inspires a sense of community and guarantees vertical articulation between and among all grade levels. This has essentially avoided any sense of competition since everyone is invested in the success of the school as an entity. Imagine's Regional Curriculum Coordinator, who is also the regional student achievement coach, collaborates with teachers to analyze data, develop focus calendar, support and monitor instructional interventions to assist in the design and the implementation of the school wide academic goals, instructional initiatives and action plans.

We follow the steps of the Continuous Improvement Model:

PLAN

PROVIDE TIME AND FOCUS FOR STRATEGIC TEAM PLANNING

- Teachers have the opportunity to plan and share best practices
 - Weekly grade level data meetings with the school coaches, administration and education director. Quarterly, the district support team meets with school leaders to share recommendations and commendations. However, District support is evident on a daily basis through email and phone conversations.
 - Weekly grade level planning where team leaders record in a binder their agenda and minutes to submit to the leadership team
 - Professional development focuses on effective instructional strategies at weekly PLC.
 - Leadership team meetings on Monday and Thursday review school progress, culture and goals.
 - In-service training days – Imagine Schools has designated early release days for focused professional development on lesson planning and student engagement based on staff needs.
- Data has been disaggregated in multiple ways for each class and student
 - Evaluate FCAT Results from the previous year, concentrating on our successes, challenges and AYP in order to set school goals
 - Analyze SAT 10 Results (1-5) and identify lowest quartile in reading, math and science

- Analyze Writing progress through our pre/post Imagine Writes (expository and narrative)
- Analyze BAT Results (3-5) and create skill centers
- Monitor Focus Test Results and set growth goals
- Teachers learn weaknesses and strengths of students on target benchmarks, as data is provided
 - Review individual student data and share results with students during weekly “data chats”
 - Teachers administer, score and record biweekly *focus tests* in accordance with *Focus Calendar*
 - Target Goals are posted for focus tests and FCAT
- Instructional scope and sequence is optimized
 - Focus Calendar provides focus on standards, pacing guide provides focus on strategic planning
 - All teachers are aware of and plan for FCAT testing dates

DO: CONCENTRATE AND COLLABORATE ON TEACHING THE BENCHMARKS

READING and LANGUAGE ARTS

We have a reading focus across the curriculum in which there is a daily reading lessons in all subject areas with a specific focus on the Next Generation Sunshine State Standards benchmarks according to the *Focus Calendar*.

- Reading Process Strand
 - Vocabulary
 - Word Knowledge
 - Morphemic Elements
 - Word Meanings
 - Word Analysis
 - Comprehension
 - Main idea in literary, functional and informational text
 - Relevant details
 - Conclusions and inferences
 - Chronological order
 - Author’s purpose and perspective
 - Cause and effect
 - Theme or topic across a variety of fiction and nonfiction
 - Compare and contrast story elements within a text and between multiple texts
 - Literary Analysis Strand
 - Story, plot and text structure
 - Figurative language
 - Text features
 - Information and Media Literacy Strand
 - Organize and interpret information from informational text
 - Writing across the curriculum as well as focused lesson which emphasize the state testing rubric

- Mode: expository and narrative text structures through author studies
- Organization through planning
- Support through elaboration, personal anecdotes, dialogue and colorful, robust vocabulary
- Conventions through editing and revising to increase varied word choice as well as varied sentence structure

MATHEMATICS

Process and content skills are the math focus areas. Instruction includes collaboration, encourages self-direction and metacognition and addresses creativity. A mathematical focus across the curriculum integrates mathematical skills in all subject areas daily. By emphasizing applications in real world scenarios, emphasizing quantitative reasoning and addressing literacy specifically targeting the Next Generation Sunshine State Standards benchmarks according to the Focus Calendar will ensure increased student achievement.

- Mathematics focus on the “Big Ideas” of the content strands
 - Number Sense, Concepts and Operations – sets, place value and whole number relationships
 - Data and Probability – graphing, central tendency, possible outcomes, probability
 - Measurement – Time, Money Length, Weight, Capacity, Volume, Temperature
 - Geometry – Properties of two- dimensional shapes, congruency, composing and decomposing shapes, coordinates, area, perimeter
 - Algebra – equations, expressions and patterns

SCIENCE

The school has had a shift in the philosophy of teaching science which now calls for clarity, coherence and minimal redundancy and increases the level of rigor preparing students for the Next Generation Sunshine State Standards.

- Science Strands
 - Nature of Science – the practice of inquiring, observing, collecting and recording data, and making visual representations
 - Life Science – the organization, development, diversity and interdependence of living organisms: plants, animals, and humans
 - Physical Science – the properties of and changes in matter, energy forms, transfers and transformations, and the force and change in the motion of objects
 - Earth and Space Science – examining our Earth in time and space, Earth structures, and Earth systems and patterns

SOCIAL STUDIES

- Social Studies themes and content focus are taught daily even though they are not state tested. Our curriculum guide outlines the grade level expectations.

CHECK

UTILIZE ASSESSMENTS, MAINTENANCE AND MONITORING

- Short frequent assessments (*Focus Tests*) on target benchmarks are given:
 - SMALL GROUP: Regular teaching and testing of targeted benchmarks
 - DAILY FCAT Problem of the Day
 - *Focus Test* administered biweekly on targeted benchmark and recorded on spreadsheet
 - Baseline assessment in Fall (SAT 10) and Benchmark Assessments BAT I and II and state review each quarter

- Student progress is monitored by using....
 - Item analysis format charts the student's progress on the FCAT, SAT 10, BAT I and II, Imagine Benchmark Assessments and frequent Focus Tests
 - Focus Tests in reading, math, and science
 - Writing responses to prompts for each mode
 - Progress Monitoring Plans set up for struggling students in Tier II and Tier III
 - Student Success Plans for all our students to reach their highest potential
- Assessment data is used to redesign instructional focus, strategies and methodologies, we.....
 - Monitor student work with immediate changes to curriculum and instruction
 - Use appropriate level of FCAT support materials
 - Differentiate instruction to accommodate all learners
 - Adjust Focus Calendar to allow more time on a benchmark
 - Provide secondary focus specific to each class
 - Tutor student(s) 1-to-1 or in small groups on specific benchmarks as needed
 - Share assessment data (focus test results) at grade level data chats with administration
 - Increase level of difficulty of daily readings as students become proficient with the targeted benchmark
 - Modify Student Success Plan (and PMPs) regularly with students and parents
- Administration regularly supplies feedback and assistance by....
 - Scheduling frequent formal classroom observations and informal walk-throughs
 - Reviewing Focus Folders, SSP (Student Success Plans) and PMP (Progress Monitoring Plans)
 - Training, guiding and mentoring teachers and staff as needed and/or as requested
 - Reviewing attendance records, progress/interim reports, report cards, and frequent review of FCAT Explorer Reports, STAR Reports, Riverdeep Reports, lesson plan, and grade level team and academy meeting agendas and minutes

ACT

SUSTAIN LEARNING THROUGH TUTORIALS AND ENRICHMENTS

- Schedule tutorials and enrichments within the regular class day.
 - Plan for FCAT small group instruction, push in and pull outs (providing a double dose of instruction)
 - Expose students to specific reading and math FCAT format and styles throughout the year not just during the "Count Down"
 - Display and interact with FCAT vocabulary taught and used daily on word walls and in student dictionaries
 - Utilize "Lessons Learned" insight from state documents, using FCAT question stems and anchor papers
- Teach reading AND math across the curriculum in all disciplines
 - Provide exposure to and reading of all types of texts: literary (fiction, poems), information, and functional
 - Post focus calendar and configure the board with the day's objectives in student friendly language in each subject, along with the essential question to focus each lesson as well as a timed schedule keeping students and teachers on the projected pace
 - Use of FCAT question task cards
 - Introduction of longer passages to increase stamina as weeks progress

- FCAT vocabulary focus and print rich environment
- Effective, engaging strategies (graphic organizers) taught and practiced
- Re-teach benchmark(s) and reassess progress through tutorials in 1-to-1 or small group instruction
 - Use technology to give individual practice aligned to student's instructional (ability) level (Riverdeep, FCAT Explorer, AR, Larson's Math and other programs)
 - Pull-out work with instructor in math or reading, push-in work with instructor to focus on targeted skills
 - Provide peer partners to collaborate on benchmarks
- Allocate time in the instructional calendar for effective review activities on FCAT benchmarks
 - Pull-out and small group instruction on FCAT benchmarks
 - FCAT daily review in every class everyday
 - Use technology to give immediate feedback on progress
 - Differentiate instruction – varied methods
 - 1-to1 re-teaching by qualified instructors
 - “Brain Bowl” competitions or Jeopardy game like rehearsals
 - Conduct a simulated FCAT and go over results in small groups
 - Provide access to Saturday School and after school tutoring

Using data to make decisions about policies, programs, and individual students is a hallmark of schools that want to stay on the path of continuous improvement. We have incorporated thoughtful data collection, analysis, and implementation into our school improvement plans. Teachers and administrators know how to use the feedback provided to pinpoint areas in need of improvement, get to the root cause of problems, guide resource allocation, and communicate with stakeholders as needed.

Implementation of Exceptional Education Programs

Imagine Charter School at North Lauderdale Elementary provides quality exceptional student education (ESE) services for its population of students with disabilities (SWD). The goal of ESE at Imagine Charter School at North Lauderdale Elementary is consistent with the goal of non-ESE: to support students in developing the knowledge and skills required to grow into productive citizens, living a meaningful, self-fulfilling life with as great a degree of independence as possible. The school supports SWD within the regular classroom setting as the first choice of placement. Only when the regular classroom placement does not meet the needs of the students will alternative settings on a part-time basis be considered. The school ensures that SWD is fully provided federal and state mandated services and recognizes that it is obligated to provide a full continuum of services to SWD to the same extent as any other public school where all ESE delivery is based on the student's IEP.

The school strictly follows a non-discriminatory policy regarding identification, evaluation, location, and selection of SWD.

The school complies with all applicable federal and state laws, as well as all SBBC policies regarding ESE.

Individuals with Disabilities Education Act of 1990 (IDEA) guarantees all children with disabilities access to a free and appropriate public

education (FAPE). Any student found to be eligible for services under IDEA must be provided an individualized education program (IEP), which serves as the cornerstone of the student's education. In providing for the education of exceptional students, teachers utilize the regular school facilities and adapt them to their needs, serving as the least restrictive environment.

The Individualized Educational Plan (IEP) is developed for a student has been identified as requiring certain needs. The written individualized educational plan for each child includes a statement of the child's present levels of educational performance; annual goals; measurable short-term instructional objectives; the specific special education and related services to be provided to the child; a description of the extent to which the child will be able to participate in regular education programs and the extent to which the child will be able to participate with non-disabled children in non-academic and extracurricular activities; the projected dates for initiation and the anticipated duration of services; objective criteria, evaluation procedures, and schedules for determining whether instructional objectives are being achieved on at least an annual basis.

Section 504 of the Rehabilitation Act of 1973 states no person with a disability can be excluded from, or denied, benefits of any program receiving federal financial assistance. A person is disabled within the definition of Section 504 if he or she has a mental or physical impairment which substantially limits one or more of a person's major life activities. Section 504 requires that a school evaluate 'any person who, because of a disability needs or is believed to need special education or related services.' If it is determined that a student is disabled under Section 504, the school must develop and implement the delivery of needed service and/or accommodations. The determination of what services and/or accommodations are needed must be made by a group of people knowledgeable about the student.

Florida Educational Equity Act, s. 1000.05, F.S., prohibits discrimination on the basis of, among other factors, disabilities in the state system of public K-20 education. Section 1000.05(2)(c), F.S., mandates that SWD shall receive programs "tailored" to their needs.

Response to Intervention (RtI)

Our school uses Response to Intervention to integrate assessment and intervention to maximize student achievement and reduce behavior problems. With RtI, the school identifies students at risk for poor learning outcomes, monitors student progress, provides evidence-based interventions and adjusts the intensity and nature of those interventions depending on the responsiveness of the student. This is used with all students to ensure all students' learning pathways are considered to increase their achievement levels.

Instructional Delivery Models

Our school believes that the inclusion model provides a ne xcellent opportunity for exceptional student to be served in the least restrictive environment. The ESE resource teacher works collaboratively with each classroom teacher, administrative staff, and support staff to provide for the educational needs for the exceptional students. Our school ensures that to the maximum extent appropriate, children with disabilities are educated with children who are non-disabled, and that special classes or other removal of children with disabilities from the regular educational environment will occur only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. If the IEP dictates that we cannot provide the appropriate services in the least restrictive environment, the RtI team will work in conjunction with the District to determine the appropriate placement of the student. It is our intention to work with the School District and to determine the very best placement of students with special needs. We understand that it may not be the appropriate school for all

students and will work with the School District to find the right school.

A consultation model: The preferred placement of the ESE student is the inclusionary environment. Our school believes that it is very important for children to have the opportunity to learn and grow within communities that represent the kind of world in which they will live when they finish school. All children are included in the learning process, and the School must meet their needs within an inclusive setting. Integration works, especially when the ESE teacher works side by side with the regular teacher. We want to create a world in which all children are welcome.

A resource model: This model is included for students who need an environment that can address their different styles of learning. The ESE teacher focuses on the individual student's needs related to their IEPs. Each student is assessed and areas of need are noted. Each student works on specific skills in which they need remediation. We realize that trying to force everybody into the inclusion mold promises to be just as coercive as trying to force everybody into the mold of a special class or institution. There are wide differences in children's needs and the School is prepared to provide options to students and parents.

Certified Special Education Teachers

Our school employs teachers who meet all licensure and/or certification requirements that apply to the area in which the individuals are providing special education. Imagine Charter School at North Lauderdale Elementary employs a full-time ESE teacher who handles not only the required paperwork but also works with the students with disabilities either in the classroom or in small pull-out group along with two full-time teacher assistants. Our school also has people trained in the Response to Intervention Model (RtI). The district psychologist is working closely with us on our implementation of this support model. The collaboration among teachers facilitates the recognition of each child's potential, thus connecting it with deeper and wider ways of knowing. A strong curriculum, supported by technology, character education and study skills strategies is designed to accommodate special needs children in the resource model. These models provide an environment of encouragement for all students. The ESE teacher works side by side with the regular teachers. This collaboration among teachers facilitates the recognition of each child's potential, thus connecting it with deeper and wider ways of knowing. A strong curriculum, supported by technology, character education, and study skills strategies is designed to accommodate special needs children in the resource model. Both models provide an environment of encouragement for all students.

ESE Service Delivery Continuum

| | | | | | | |
|------------------------|-----------------------------|--|----------|-------------|--|---|
| Service Delivery Model | General Education Classroom | General Education Classroom with Support | | | | Separate Classroom (pullout) Speech/Language |
| | | Collaborative Teaching | | | | Small Group/Therapy (individual) |
| | Consultation | Support facilitation | Co-Teach | Small group | | |

| | | | | | | |
|---------------------------|---|---|--|---|---|---|
| Services from ESE Teacher | ESE teacher may provide in-service to suggest accommodations during pre-referral process. | ESE teacher collaborates with general education teacher to plan and implement instructional strategies & accommodations | ESE teacher teams with several general education teacher to provide varied levels and frequency of support | ESE teacher in general education class with general education teacher | Academic instruction integrated with Language instruction delivered by Therapist within general education | Small group instruction with therapist/or ESE teacher outside the general education classroom for a portion of the day. |
| Curriculum | General Education curriculum with instructional accommodations in any subject area | | | | | Speech/Language, occupational therapy, physical therapy, orientation or mobility training |

Components that Support Special Education

Special needs students need positive role models, high levels of on-task behavior and high academic expectations to maximize learning and achievement. Research clearly indicates the superiority of the integrated classroom for instructing students with special needs. The following components of our instructional strategies are especially effective for providing successful learning experiences for ESE students:

- Structured learning environment
- Goal-driven learning
- Active learning and access to technology
- Technology integrated into the curriculum
- Risk-free environment
- Team of expert teachers
- Peer collaboration
- Small group, diversified learning stations

The classroom teachers and the ESE teacher plan and work closely together to meet the needs of the ESE students. ESE students have an IEP and all teachers plan together to meet the needs of the students and the IEP goals. Students work on appropriate standards for their grade level as indicated by the individual IEP.

ESE/Inclusion-Teacher: In this model a teacher who is ESE-certified, will create an additional teacher directed small group at specified times to work with identified students for instruction in their area of need during station time.

Supplemental Materials for Special Needs Inclusion

The “Accommodating the Diverse Learner” section in the Imagine Schools’ Curriculum Guide is available to assist classroom teachers in adapting station activities for the special needs students. The Guide also includes assessment rubrics, a learning style inventory and behavior management strategies.

Methodology

Accommodations of classroom instruction provide students with additional support to understand the materials and skills that are being presented. Various techniques are utilized to allow students to make the connections and enhance success when being exposed to new skills. These include the following: visual aids, hands-on learning, role-playing, multi-sensory techniques, read-alouds, guided questions, step-by-step questions and key words.

Treatment of Student Records

Imagine adheres to all confidentiality requirements and parent and student rights provisions specified in federal laws. A parent who believes that information in the education records collected, maintained, or used is inaccurate or misleading or violates the privacy or other rights of the child may request the information be amended. The School decides whether to amend the information in accordance with the request within a reasonable period of time of receipt of the request. If we decline to amend the records, we notify the parent in writing of the refusal and advise them of the right to a hearing. We have designated an official custodian of student records who is responsible for ensuring the confidentiality requirements. Employees who utilize the records will receive instruction regarding the procedures for handling and managing confidential material and the custodian of student records maintains a listing of employees with access to the records and a logbook of each individual who has had access to the records. Student records are available for audit at any time during the year to ensure that funds are properly allocated. We require a request in writing at least one week in advance of the audit to ensure that the custodian of student records and the Principal are available to assist with the files. We also require auditors to provide proper identification and sign the logbook.

Procedural Safeguards Notice

The School provides a copy of the procedural safeguards to the parents of a child with a disability upon initial referral for evaluation, each notification of an IEP meeting, reevaluation of the child, and receipt of a request for due process. The procedural safeguards notice is given in the native language of the parent(s), unless it is not feasible to do so, which includes a full explanation of all of the procedural safeguards available (e.g. prior written notice; parental consent; access to educational records; opportunity to present complaints to initiate due process hearings; and child's placement during a due process hearing). These safeguards are in place in order to help parents of children with disabilities to understand the rights that accompany programs for students with disabilities. They include federal and state laws regarding the protection of both the rights of the student and the rights of the parent(s) including but not limited to the protection of rights related to notice, consent, independent evaluation, records, hearings, and appeals. Additionally, parent(s) may examine all records of his/her child, receive explanations and interpretations of the educational records, receive copies of the records with the understanding that a fee may be charged for the copying of the records, and/or receive a copy of the evaluation report and any other documentation used to determine a child's eligibility for the exceptional student program or used for assessment purposes. In the event that a parent or guardian of a student should issue a complaint with respect to any matter relating to the identification, evaluation, or educational placement of the student that results in a hearing and appeal, legal counsel will represent the Charter School during the proceedings.

Release of Information

Our school does not release information from education records to participating agencies without parental consent unless required to do so by federal law. Parental consent is obtained before personally identifiable information is disclosed to anyone other than officials of participating agencies collecting or using this information in accordance with state and federal laws.

Related Services Personnel

Speech/language and occupational therapy is provided through contracted services. Other low incidence related services are also provided through an outside agency via contract. All personnel who provide contracted related services (e.g., services provided by a speech-language pathologist; a psychologist, social worker, or mental health professional) through an appropriate agency to students meet all required licensure and/or certification requirements pertaining to their area of related service, working closely with the School District to partner and meet the needs of the students.

Students Eligible for the Gifted Program

Imagine Charter at North Lauderdale Elementary strives to serve gifted and talented students. Currently, the school does not have any students formally identified as Gifted. The company policy is to strive meet their needs with our challenging curriculum a differentiated instruction within our programs. These students would remain in the mainstream classroom using effective strategies appropriate for the Gifted child. Teachers meet the individual needs of these students by giving individualized work and projects in the student centers and advancing the curriculum in the teacher center. All Gifted students would have their educational plans met. These plans would be written for a two year period. However, if a student needs to have goals or strategies updated before the two year period is up, a review of the student's plan would be held. Parents would be updated annually on the progress of their child in meeting the determined goals. Our school would work with the district staff to insure that procedures for placement into the program are followed.

The effectiveness of our school's Gifted Program would be evaluated through the analysis of data, review of each student's Individual Education Plan and results surveys provided by students, teachers and parents. The students in the Gifted Program would take a series of benchmark tests, state and district required tests and Imagine Schools' fall and spring SAT to determine learning gains. This data would be evaluated to insure that students are making appropriate academic progress. The Gifted Program would also be evaluated by whether or not the students are making progress towards meeting their individual goals. Lastly, parents, students and teachers would be asked to complete surveys on the effectiveness of the program and give suggestions for its continued improvement.

Evaluation of Our ESE Programs

The School will evaluate the effectiveness in serving exceptional students through the annual review of IEP's, student test data and Imagine Schools' surveys. Each ESE student has, at minimum, an annual review of the IEP, and two parent conferences with the teacher. At these meetings the School is able to determine if students are meeting the target goals or have not made satisfactory progress towards attaining them. Our school focuses attention on the review of test data from students. All district and state test data are assessed as well as the Imagine Schools' test data to determine learning gains for the year. Parents, teachers and students complete surveys on the effectiveness of the program and offer suggestions where needed. After all the above mentioned data is compiled, a team of teachers, staff and parents evaluate needs of the program and determine if students are progressing at appropriate levels.

English Language Learners

Serving a diverse population in North Lauderdale, Florida, Imagine Charter School at North Lauderdale Elementary places high priority on its English for Speakers of Other Languages (ESOL) program. Grounded in federal and state law and Broward County policies, the school has undergone major revisions in its ESOL program throughout the 2011-12 school year and is prepared to create, implement, and continuously improve new procedures and programs to better serve its English language-learners (ELL) population.

The school's ESOL program is built in compliance with Florida's Meta Consent Decree of 1990 (*LULAC v. State Board of Education*, 1990), s. 1003.56, F.S., SBBC District ELL Plan, and all applicable federal laws, as codified in the No Child Left Behind Act of 2001.

The SBBC District ELL Plan is composed of eleven (11) sections:

1. Identification
2. English Language Proficiency Assessment for Placement
3. Programmatic Assessment
4. Comprehensive Program Requirements and Student Instruction
5. Statewide Assessment
6. English Language Proficiency Assessment for Exit
7. Monitoring Procedures
8. Parent/Guardian/Student Notification and Rights
9. Functions of the ELL Committee and the Professional Learning Community
10. Personnel Training
11. Title III, Part A, NCLB-Accountability

In order to fully comply with these applicable laws, the school's ELL placement policy is:

Identification

Imagine Charter School at North Lauderdale Elementary's registration form includes the Home Language Survey (HLS), pursuant to the Meta Consent Decree of 1990. All parents/guardians of students enrolling in the school must answer the three (3) questions on the HLS. The questions are:

1. Is a language other than English used in the home?
2. Does the student have a first language other than English?
3. Does the student most frequently speak a language other than English?

The registration form (including the HLS) is available in English, Spanish, Haitian Creole, and Portuguese. If the parent/guardian answers "Yes" to any of these three (3) questions, the student is assessed for aural/oral language proficiency in English within twenty (20) days of registration.

English Language Proficiency Assessment for Placement

To gather initial placement information a Listening and Speaking Language Assessment is administered to all students in grades K-5 and a Reading and Writing Assessment (FES – Fluent English Speakers) for students in grades 3-5. The school uses the IDEA Oral Language Proficiency Test I (IPT-I) 2nd Edition – Grades K-6 for our aural/oral language assessment instrument as recommended by our Broward County School District. For students in grades 3-5, the Reading and Writing subtests of the Kaufman Test of Educational Achievement II Brief Form (K-TEA II Brief Form) is administered by our district trained ESOL coordinator. The following criteria will be used to determine eligibility for these FES students:

- If both reading and writing standardized K-TEA achievement test scores are at or above the 33rd percentile, the student is placed in the Basic Program and does not qualify for the ESOL Program.
- If both reading and writing standardized achievement test scores are at or below the 32nd percentile, the student is placed in the ESOL Program.
- If either the reading or writing standardized achievement test score is at or below the 32nd percentile, the student is referred to the ELL Committee for placement recommendation in either the ESOL or Basic Program. The ELL Committee considers the following information when determining if the student qualifies for services: prior educational and social experiences, student interviews, written recommendations, current observations by staff, classroom grades, and/or data from other standardized assessments.

Equal Access

Once the student is assessed, charts correlating the IDEA Oral Language Proficiency Test Score levels with Broward County Language Level Classifications are used to determine the student's classification level. Students with A1 to C1 language level classifications receive ESOL services. Students coming from other public schools already have an ESOL plan in place if needed. However, all students coming from public schools will have their cumulative folders assessed by the ESOL coordinator to make sure that appropriate testing took place in previous schools where needed.

To effectively service ELL students, each student's prior schooling experiences including school records, transcripts, parent and student interviews and other evidence of educational experiences are utilized. Gathering information about the student's educational background and prior academic placement achievements provide the school with a basis for developing a appropriate placement and scheduling. All decisions regarding the instruction plan for ELLs is documented in the ELLSEP (English Language Learner Student Education Plan) folder. This folder contains the ELL student's Individual Education Plan which is updated as needed and reviewed annually. It is used to record initial placement information, programmatic assessment and academic placement, language reclassification, annual reviews, ELL Committee meetings, student's program exit information and the four monitoring periods. Student information is consistently recorded into the TERMS database.

The other main function of the ELL Committee is to resolve any issue that affects the instructional program of any student learning English. Our ELL Committee is composed of our administrator, a Curriculum Specialist, the ESOL Coordinator, a translator or interpreter, the classroom teacher, and other educators as appropriate for the situation. The ELL Committee assists in reviewing a student's current educational needs and provides guidance in the selection of the appropriate strategies that will improve student performance.

Parents are formally notified by the school that their child qualifies for the ESOL program and will receive services. This notification form, signed and dated and in the parent's native language is sent home to parents for initial placement in program and at their anniversary date (entry date) yearly for continuation of services. The parents/guardian are formally invited to a ELL Committee meeting where they are introduced to the

program services that are offered to their child. An interpreter is always present at these meetings. We have several staff members who are fluent in Spanish, Haitian Creole or French, who are available to accommodate the needs of our students and their families. Parents' signatures are documented on the ELLSEP folder which houses all this documentation and is kept in the students' cumulative folder.

Imagine believes that it is the school's responsibility to instruct ELL students so that they achieve proficiency in English and mastery of the Next Generation Sunshine State Standards and the Common Core State Standards. The school's ESOL program has the following components:

- Support from the newly appointed school leadership team to implement effective instructional strategies with fidelity;
- Wide-range of support services and effective scheduling to meet students' needs;
- Partnership between the school and home;
- Entry and exit criteria as well as goals and objectives for each student to meet exit criteria;
- Professional development;
- Enhanced learning environment and on-going assessments for progress monitoring; and
- Researched-based instructional materials used with fidelity.

With the exception of kindergarten, the school's grade levels do not meet criteria for sheltered instruction. In grades 1 through 3, the school has fewer than 18 ELL students classified as "A1" through "B1" per grade level. In grades 4 and 5, there are fewer than 22 ELL students classified as "A1" through "B1" per grade level. The Basic Mainstream Instruction with ESOL Strategies Model is followed at all grade levels. Careful thought and consideration is devoted to the proper placement of students so that they are in the best learning environment possible. Teacher selection is based on ESOL endorsement, experience, resourcefulness, sensitivity to ELLs needs, and a proven record of success using differentiated instruction and addressing individual student needs. When possible, students are clustered to provide an increase in instructional time from our ESOL Paraprofessionals support personnel. The reconstituted administration, instructional coaches, and Regional curriculum Coordinator all actively participated in the development of a comprehensive program with the ESOL Coordinator. This support team has accessed support materials from the Broward Enterprise Education Portal (BEEP) as well as has utilized the Multicultural, ESOL and Program Services Department 2010-2011 handbook.

Active ELL Grade Level Break Down
Imagine North Lauderdale Elementary

| | K | 1st | 2nd | 3rd | 4th | 5th |
|-----------|----------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| A1 | 0 | 4 | 1 | 0 | 0 | 1 |
| A2 | 2 | 4 | 1 | 0 | 0 | 0 |
| B1 | 18 | 11 | 2 | 3 | 0 | 1 |
| B2 | 12 | 4 | 3 | 9 | 2 | 0 |
| C1 | 0 | 2 | 5 | 3 | 2 | 0 |
| C2 | 1 | 2 | 5 | 0 | 0 | 0 |

The Basic Program for ELL students utilize the ESOL strategies from the Broward County ESOL Instructional Strategies Matrix.

ESOL INSTRUCTIONAL STRATEGIES MATRIX MULTICULTURAL & ESOL PROGRAM SERVICES EDUCATION

| | | | | | | |
|--|-----|--|---|-----------------------|--|--|
| A Instructional Modifications based on Level of English Proficiency | A1 | Bilingual Dictionary | E Interactive Strategies & Cooperative Learning Settings | E1 | Dialogue Journals | |
| | A2 | Bilingual Support | | E2 | Flexible Grouping | |
| | A3 | Chunking | | E3 | Games* | |
| | A4 | Flexible Scheduling | | E4 | Group Reports/Projects* | |
| | A5 | Flexible Setting | | E5 | Jigsaw* | |
| | A6 | Flexible Timing | | E6 | Panel Discussions/Debate* | |
| | A7 | Language Experience Approach (LEA) | | E7 | Peer Pair* | |
| | A8 | Modeling | | E8 | Reader's Theater* | |
| | A9 | One-on-One Instruction with Teacher or Teacher Assistant | | E9 | Role Play* | |
| | A10 | Pacing of Lessons | | E10 | Think/Pair/Share* | |
| | A11 | Provide Meaningful Language Practice* | | F Other Strategies | F1 | Activating and/or Building Prior Knowledge |
| | A12 | Use all Modalities/Learning Styles* | | | F2 | Anticipation Guides |
| | A13 | Use of Illustrations/Diagrams* | | | F3 | Demonstrations |
| | A14 | Use of Substitution, Expansion, Paraphrase, Repetition | | | F4 | Field Trips* |
| | A15 | Use Simple, Direct Language | | | F5 | Note-Taking/Outline Notes* |
| | A16 | Vary Complexity of Assignment | | | F6 | QAR (Question-Answer-Relationship)* |
| B Vocabulary | B1 | Categorize Vocabulary | F7 | | Read Aloud | |
| | B2 | Explain Key Concepts | F8 | | Reading with a Specific Purpose* | |
| | B3 | Interactive Word Walls | F9 | | Reciprocal Teaching* | |
| | B4 | Semantic Feature Analysis* | F10 | | SQ3R (Survey, Question, Read, Recite, Review)* | |
| | B5 | Structural Analysis | F11 | | Summarizing* | |
| | B6 | Use of Cognates | F12 | | Think Aloud | |
| | B7 | Vocabulary Improvement Strategy (VIS) | F13 | | Total Physical Response (TPR)* | |
| | B8 | Vocabulary with Context Clues | F14 | | Visualization* | |
| | B9 | Word Banks | G Alternative Assessment Instruments | G1 | Checklist | |
| C Visuals & Graphic Organizers | C1 | Charts* | | G2 | Cloze Procedure | |
| | C2 | Computer/Software | | G3 | Dictation/Dictogloss | |
| | C3 | Flow Charts* | | G4 | Graphic Representation* | |
| | C4 | Graphs* | | G5 | Interview | |
| | C5 | K-W-L (Know/Wants to Know/Learned)* | | G6 | Observation/Anecdotal | |
| | C6 | Labeling | | G7 | Portfolio | |
| | C7 | Maps* | | G8 | Retelling | |
| | C8 | Pictures* | | G9 | Rubrics* | |
| | C9 | Semantic Webbing/Mapping* | | G10 | Student Self Assessment | |
| | C10 | Story Maps* | | G11 | Writing Sample | |
| | C11 | T-Charts* | H Multicultural Resources | H1 | Cultural Sharing | |
| | C12 | Timelines* | | H2 | Guest Speakers | |
| | C13 | Venn Diagrams* | | H3 | Use of Community Resources | |
| D Other Audio/Visuals | D1 | Audio Books | | H4 | Varied Holiday Activities | |
| | D2 | Captioning | | | | |
| | D3 | Language Master | | | | |
| | D4 | Music/Songs/Jazz Chants/Raps* | | | | |
| | D5 | Realia/Manipulatives* | | | | |
| | D6 | Videos/Films/CD ROM/DVD | | | | |

* Marzano's High Yield Strategy

The School Board of Broward County

Programs that focus on academic, language and cognitive development within a socio-culturally supportive environment have proven to make a significant difference in the academic achievement for ELLs. Programs that emphasize an active/experiential approach to learning, not a “transmission approach” and focus on teaching learning strategies, critical thinking skills and problem solving skills using have proven to make a difference in the academic achievement for ELLs. Through rigorous professional development, our teachers are improving their lesson planning and instructional delivery. Through a concerted effort to implement best practices our school is systematically improving the instructional program delivered by its educators and increasing students’ academic growth. The new administrative team supports, encourages, and expects teacher to shift from a teacher centered approach dominated by “Initiate-Respond-Evaluate” cycle to a student centered collaborative structural approach where teachers check for understanding while students are actively engaged in activities that demonstrate achievement. Teachers’ lesson plans incorporate language development by including many opportunities for students to listen, speak, read and write in cooperative activities. Teachers create an environment where students are engaged in meaningful, comprehensive, and useful language activities. Teachers’ lesson plans are aligned with the NGSSS and CCSSI and focus on critical thinking as well as problem solving skills. Lesson plans must indicate what ESOL strategies are being implemented in the lesson using the corresponding matrix code for that specific strategy. Teachers actively include students in setting goals

and monitoring their own learning through frequent conferences and data chats. Our teachers provide comprehensible instruction that incorporates hands-on activities, modeling, computer programs, listening centers, graphic organizers, visual aids, and many other techniques that enhance the learning process for our ELLs. All our ELLs have accessibility to dictionaries with their home-language and English available to them in their classrooms. Classrooms are equipped with audio and video materials to help students develop listening and reading comprehension as they build listening and writing skills. Teachers use appropriate materials to make the essential content information understandable to ELLs and differentiate instruction to meet their needs. We consult the list of supplementary materials suggested by the county and provide our teachers with support materials through our adopted textbook series in reading/language arts (MacMillan Treasures) and mathematics (HMH Go Math).

The methodologies visible in all our classrooms especially those that service ELLs include the following:

- Language experiences approaches
- Cooperative teaching and learning
- Multi-sensory activities
- Language drills
- Visual aids
- Brainstorming activities
- Simplification of text
- Predictable stories
- Questioning techniques
- Highlighting texts
- Student partnering

*A particular challenge the school has faced this year was previous inconsistencies in monitoring the implementation of ESOL strategies as documented in the teachers' lesson plans. The ESOL Support Team now monitors the implementation of ESOL strategies via **daily** classroom walkthroughs (CWTs). Additionally, resource teachers facilitate grade-level common planning time and provide support in identifying ESOL strategies and interventions that effectively differentiate whole- and small-group instruction, as well as individualized center activities.*

Teachers are careful when grading ELL students by assessing what students know and can do rather than their ability to express this in English. A student's level of English proficiency and their past experiences in our country and school system may affect their ability to communicate content knowledge, therefore, teachers use a variety of alternative assessment techniques, such as mapping, webbing, illustration, diagrams, portfolios, projects and teacher observation when calculating and reporting a student's progress. Teachers inform parents of student progress explaining that grading reflects the academic achievement of the child based on a modified curriculum using ESOL instructional strategies.

ELL students receive the appropriate accommodations and modifications when taking standardized assessments. Subsequent to sending written notification to parents, ELL students are provided with a flexible schedule, additional time, assistance in their Heritage Language and the use of an approved dictionary. When these accommodations and modifications are used, they are documented on the required forms. Testing accommodations are given for the FCAT 2.0, Benchmark Assessment Tests (BAT), the Florida Assessments for Instruction in Reading (FAIR), and the SAT-10. Our Testing coordinator is in communication with the ESOL Coordinator and classroom teachers to make sure these accommodations

match the accommodations the students receive on a regular basis during classroom instruction and are documented as “Instructional Strategies” in the teachers’ plan books.

The Coordinator monitors each ELL student throughout the school year. Interim reports, report cards, assessment data, focus tests, and classroom performance are consistently reviewed and overseen to ensure our ELL students are receiving the provisions needed to academically succeed as they learn and master the English language. In the spring, the ELL students in grades K-2 are reevaluated with the IDEA Oral Language Proficiency Test (IPT-I) and the Comprehensive English Language Learning Assessment (CELLA) Listening/Speaking, Reading, and Writing sub test scores. Students in grades K-2 may exit the program if they score “Proficient” on each subtest of the CELLA. Students in grades 3-5 must score “Proficient” on each subtest of the CELLA and score a Level 3 on the FCAT 2.0 Reading subtest. The parents are invited to an ELL Committee meeting at which they are informed that their child is exiting the program and will be monitored for two years. Academic progress is documented at four specific times on the ELLSEP folder. At the end of a successful two-year monitoring period, the student’s ELL code is updated for the final exit. If the ELL students do not meet the exit criteria, the parents are invited to an ELL Committee meeting and are informed of their child’s updated language classification and the plan of action to be taken in the upcoming school year. In accordance to Rules 6A-6.0901, F.A.C. and 6A-6.0902, F.A.C., ELL students educational plans are updated annually to ensure that proper placement and services are provided to our ELLs. The annual update takes place at the beginning of the following year before the FTE Survey. It is the goal of Imagine Charter School at North Lauderdale Elementary to make all our ELLs language proficient.

A previous challenge has been balancing the demands of ESOL documentation requirements with the instructional needs of our ELL students. Compliance shortfalls - spanning multiple school years – became evident when the school’s new administration team began reviewing ELLSEP folders. Consequently, a full-time ESOL Designee was hired to work alongside the newly appointed ESOL Contact. The reconstituted administrative team requested district training for the ESOL Contact and ESOL Designee, both of whom were new to their respective positions. This was a proactive attempt to comply with 2011-12 ESOL requirements. ESOL staff attended a district training, but felt they needed more immediate support than the next “New ESOL Contact” training, scheduled for December 2011. They asked for additional on-site support, and an October 2011 ESOL On-Site Analysis was then scheduled and conducted by the District. Since the on-site analysis, the ESOL Designee, with the support of an Imagine Schools regional administrative assistant, has corrected gaps in ESOL documentation requirements, as advised by district ESOL support staff. The ESOL Designee will continue to work alongside the ESOL Contact to ensure that we are in full compliance with ESOL requirements throughout the 2011-12 school year.

The ESOL training requirements for personnel identified as categories I, II, III and IV are presented below:

ESOL Certification and Endorsement Requirements

| Category I | Category II | Category III | Category IV |
|--|--|---|--|
| Primary Language Arts/ English, Developmental Language Arts, Intensive Reading, Reading ³ | Social Studies, Mathematics, Science and Computer Literacy | All other subjects not included in Categories I or II | School Administrators ² & Guidance Counselors |

Requirements

| | | | |
|--|---|--|--|
| ESOL Endorsement: 15 semester hours or 300 in-service credit points ¹ or K-12 ESOL Coverage: Bachelors or Master's Degree in TESOL and Basic Subject Area Coverage or K-12 ESOL Coverage: Passing Score on ESOL Subject Area Test; Basic Subject Area Coverage, and 120 hours/points in ESOL | 3 semester hours or 60 in-service credit points | 3 semester credit hours or 18 in-service credit points | 3 semester hours or 60 in-service credit points. |
|--|---|--|--|

Timelines

| Experienced Teacher | Experienced Teacher | Experienced Teacher | Hires Prior to September 5, 2003 |
|--|---------------------|---------------------|--|
| 6 years or more allowed for completion of ESOL Endorsement. 3 years for K-12 ESOL Coverage obtained by a passing score on ESOL Subject Area Test. | 1 year to complete | 1 year to complete | 3 years to complete from September 5, 2003. |
| Beginning Teacher | Beginning Teacher | Beginning Teacher | Hires After September 5, 2003 |
| Same as above for experienced teacher | 2 years to complete | 2 years to complete | 3 years to complete from date hired as school administrator or guidance counselor. |

Name of Charter School Seeking Renewal: Imagine Schools At North Lauderdale Elementary Location Number: 5171

ESOL Inservice or Coursework

ESOL Inservice or Coursework must include all of the following areas:

- Methods of Teaching English to Speakers of Other Languages (ESOL)
- ESOL Curriculum and Materials Development
- Cross-cultural Communication and Understanding
- Testing and Evaluation of ESOL
- Applied Linguistics

These requirements were taken from the SBBC Multicultural, ESOL and Program Services Department’s ESOL Training Requirements. Our teachers participate in the courses offered through the school district in-services courses. We also have the opportunity to participate in the Reading Endorsement Certification as part of the ESOL endorsement process. The school’s teachers face the challenge of responding to an increasingly diverse student population. Teachers need unique instructional skills to teach language acquisition to students. Through college courses of study and/or through in-service education and staff development provided by our company and the district, we expect our teachers to be fully prepared to meet their students’ needs, and the Imagine Charter at North Lauderdale Elementary is aggressively taking the steps necessary to improve education for ELL students. ELL processes include: assessing ELLs to determine their English language proficiency and content knowledge, emphasizing reading instruction for all students with a focus on extensive phonemic awareness, phonics and vocabulary building, providing professional development on language acquisition and literacy instruction for teachers and paraprofessionals who work with ELL students and encouraging parental involvement including an orientation to our school’s system and programs.

Educational Program Implementation Documents Found in Educational Performance Appendices:

- Q. SAT10 Grouping Report SAT10 Class Summary Report
- R. SAT 10 Class Summary Report
- S. SAT10 Grade Level Summary Report
- T. SAT10 Home Report
SAT10 Cluster Report
- V. SAT10 Individualized Learning Plan
- W. Master Schedule Reading Scope & Sequence (grades 3-5) Sample Broward County Instructional Focus Calendars: Reading, Writing, Math, Science
- X. Reading Scope and Sequence
- Y. Sample Broward County Instructional Focus Calendars
- Z. Science Big Ideas – Benchmarks to Remediate Lesson Planning Guide
- AA. Sample Lesson Plan
- CC. S.T.A.R. Strategic Targets for Academic Rewards Targets and Measurements
- DD. Saturday School Calendar Extended Learning Opportunity (ELO) Curriculum

Name of Charter School Seeking Renewal: Imagine Schools At North Lauderdale Elementary Location Number: 5171

| | |
|-----|---|
| EE. | Extended Learning Opportunity curriculum |
| GG. | Behavior Plan |
| FF. | RtI Collaborative Problem Solving Team Minutes |
| HH. | RtI Faculty Presentation |
| II. | PMP Parent Letter |
| JJ. | RTI Student Performance Evaluation– Plan, Do, Check, Act Student Sample |
| KK. | Common Planning Time Schedule |
| LL. | Weekly Leadership Team Meeting Agendas |
| MM. | ESOL Paraprofessional Schedules |
| NN. | ESOL Faculty Presentation |
| OO. | Imagine Schools Curriculum Sample |

Statutory References: 1002.33(7)(a)(1); 1002.33(7)(a)(2); 1002.33(7)(a)(4); 1002.33(16)(a)(3)

Name of Charter School Seeking Renewal: Imagine Schools At North Lauderdale Elementary Location Number: 5171

FINANCIAL PERFORMANCE

| Focus Area | Indicator | Standard | Sources of Evidence |
|--|---|---|--|
| Financial Management | Demonstration of professional competence and sound systems in managing the schools financial operations | The school implements an effective system of internal controls over revenues, expenses, and fixed assets, and exercises good business practices. Imagine Charter School at North Lauderdale maintains a very strict and dedicated sound system of financial control to safeguard finances. It consists of multiple layers of review and monitoring, beginning with the school site through the business manager/bookkeeper and the principal, at the Regional level through the Regional Director and Regional Finance Support Director, and finally at the corporate level through its Office of the Chief Accountant. | Financial Reports Annual Financial Audits Governing Board Approved Budget Operating License and Note Promissory Note Monthly Financial Report |
| | Adherence to generally accepted accounting principles | The school adheres to generally accepted accounting principles Imagine Charter School at North Lauderdale adheres to strict accounting principles as outlined by the “Red Book”. Monthly reconciliations are done and checked at each level to insure control and to provide for the best management practices. | |
| | Financial Reporting Requirements | The school submits timely and accurate financial information adhering to its financial reporting requirements as defined in the school’s contract. Imagine Charter School at North Lauderdale is audited once a year by an independent auditing firm. The Governing Board, as a whole, reviews the budget in each of its quarterly meetings, approving the initial budgets and any amendments to ensure compliance. | |
| <p>Narrative from charter school explaining how these standards have been met, or reasons and explanations if they have not. List any Appendices. Include your plan to improve/maintain your financial performance for the upcoming term of your charter.</p> | | | |

FINANCIAL PERFORMANCE

| Focus Area | Indicator | Standard | Sources of Evidence |
|--|---|---|---|
| Financial Management | Demonstration of professional competence and sound systems in managing the schools financial operations | The school implements an effective system of internal controls over revenues, expenses, and fixed assets, and exercises good business practices. Imagine Charter School at North Lauderdale maintains a very strict and dedicated sound system of financial control to safeguard finances. It consists of multiple layers of review and monitoring, beginning with the school site through the business manager/bookkeeper and the principal, at the Regional level through the Regional Director and Regional Finance Support Director, and finally at the corporate level through its Office of the Chief Accountant. | Financial Reports Annual Financial Audits Governing Board Approved Budget |
| | Adherence to generally accepted accounting principles | The school adheres to generally accepted accounting principles Imagine Charter School at North Lauderdale adheres to strict accounting principles as outlined by the “Red Book”. Monthly reconciliations are done and checked at each level to insure control and to provide for the best management practices. | |
| | Financial Reporting Requirements | The school submits timely and accurate financial information adhering to its financial reporting requirements as defined in the school’s contract. Imagine Charter School at North Lauderdale is audited once a year by an independent auditing firm. The Governing Board, as a whole, reviews the budget in each of its quarterly meetings, approving the initial budgets and any amendments to ensure compliance. | |
| <p>Narrative from charter school explaining how these standards have been met, or reasons and explanations if they have not. List any Appendices. Include your plan to improve/maintain your financial performance for the upcoming term of your charter.</p> | | | |

Name of Charter School Seeking Renewal: Imagine Schools At North Lauderdale Elementary Location Number: 5171

Imagine Schools at North Lauderdale Elementary implements an effective system of internal controls over revenues, expenses, fixed assets and exercises good business practices. Imagine Schools at North Lauderdale Elementary maintains a very strict and dedicated system of financial control to safeguard the schools' finances. It consists of multiple layers of review and monitoring, beginning with the school site through the business manager and the principal, at the Region levels through the Regional Director and Regional Finance Director, and finally at the company's corporate level through our Vice President of Finance and our Chief Financial Officer. All of the schools, regions, and corporate offices access a sophisticated accounting software system named MAS 500. Our general ledger account numbers are designed to incorporate the Red Book Function and Codes. Monthly reconciliations are done and checked at each level to insure control and to provide for the best management practices. The School sends all financial reports as per its agreement with the sponsor to the Broward County School District. Our school is audited several times each year by a corporate review team, and once a year by Broward County School District, and a financial and compliance audit performed by an independent auditing firm. The governing board reviews and approves the original budget and any amendments in its meetings, to insure compliance. This is evident by the minutes of each governing board meeting.

Imagine Charter School at North Lauderdale Elementary has a business manager, similar to the District's school treasurer, who follows corporate procedures outlined in the Imagine Schools Financial Policies and Controls Manual. These procedures are closely aligned with those of the Broward County School District, providing for collections, disbursement, receipting, depositing, and monthly reconciliation of accounts. The school takes care to provide for separation of duties to insure proper collection procedures. Recap sheets, numbered receipt books, numbered ticketing, and signatures of receipts are used and integral to the collection process. There is rigorous accounting of all revenues, including fund raising and all expenditures for the variety of programs that go on in the school. The District reviews all of the school's financial statements on a monthly basis to insure compliance in addition to internal, governing board, and independent auditing. In addition, our school provides the Sponsor monthly and quarterly financial reports which include un-audited balance sheets and statements of revenue, expenditures, and changes in fund balances. These are prepared in accordance with Generally Accepted Accounting Principles using governmental accounting as per the Charter. A year-end un-audited financial statement is submitted annually prior to July 31st in the same manner.

Imagine Schools at North Lauderdale Elementary, as per its contract with the Sponsor, maintains all financial records using the Financial and Program Cost Accounting and Reporting for Florida School's format. An annual financial report and program cost report is provided with information in state-required formats for inclusion in District reporting in compliance with F.S.237.34 and 6A-1.0071, FAC. These statements are prepared in accordance with Generally Accepted Accounting Principles using governmental accounting. Our independent auditor prepares our final audits and insures proper delivery to the District by September 30th of each year and forwards a copy to the State of Florida Auditor General.

Financial Management Documents Found in Financial Performance Appendices:

- A. Annual Financial audits
- B. Governing Board Approved Budget
- D. N. Lauderdale Operating and note
- E. N. Lauderdale Promissory Note
- F, G, H, I Financial reports

Statutory References: 1002.33(7)(a)(9); 1002.33(7)(a)(10); 1002.33(7)(a)(11); 1002.33(9)(g); 1002.33(9)(h)

| Focus Area | Indicator | Standard | Sources of Evidence |
|---------------------|-----------------------|---|--|
| Financial Viability | Budgeting | <p>The school maintains balanced budgets and a positive cash flow.</p> <p>Imagine Charter at North Lauderdale exists under the guidelines and principals of our founders, Dennis and Eileen Bakke. Our performance within the company is measured by six measures of excellence, one being “Economic Sustainability”, which means that every school in Imagine School’s family is financially able to stand on its own, which is the best indicator of the school’s ability to educate children over the long term. The school was the distinguished winner of the Imagine Schools “Most Improved in Economic Sustainability” in 2006 – 2007. Our commitment to economic sustainability can be seen within our proposed budget prepared anticipating our income and expenses for the next 5 years.</p> <p>The budgets have been balanced for the last three years with a surplus. Through financial planning, the school is paying off the debt from our start-up years. Any surplus that the school has at the end of the year is used to pay down the debt. In spite of recent state budget cuts, the school continues to supplement cash flow by implementing various fundraisers, enrichments and various other activities that not only involve our stakeholders, but also involve various members of the community.</p> | Financial Reports Annual Financial Audits Governing Board Approved Budget 5 Year Budget Plan (Performa) |
| | Financial obligations | <p>The school’s financial obligations are in good standing.</p> <p>Per the amended and restated Charter School Operating Agreement (see appendices) it states “a ny funds</p> | |

| | | | |
|--|--|---|--|
| | | <p>advanced by Imagine to the Board on or after July 1, 2005 for the purpose of paying Charter School Operating expenses shall be forgiven and shall be deemed a contribution by Imagine to the Charter Schools or otherwise repaid as provided in accordance with Article V, Section K need something on paying down existing debt.”</p> <p>To the extent that there are not sufficient funds in the Charter School Operating Account to pay operating expenses, Imagine shall deposit funds into the Charter School Operating Account for the payment of such budgeted and unpaid operating expenses as may then be due and owing (Operating Advances). Prior to making any such deposit, however, Imagine shall first obtain the approval of the Board for any such Operating Advances and the repayment terms therefore. On the first date of any month during such Fiscal Year, that funds reside in the Charter School Operating Account, which funds are not otherwise reserved under the approved budget, Imagine shall be reimbursed by the Board for any outstanding Operating Advances authorized by the Board plus interest. Operating Advances shall only be subject to repayment from revenues and other funds available during the fiscal year in which such Operating Advances are made and shall not be deemed a long-term indebtedness of the Charter School. Pursuant to Article V, Section L of the agreement, Imagine shall have the right to include un-reimbursed Operating Advances in the calculation of the Administrative Allocation, which, to the extent revenues are available, may be collected in a subsequent fiscal year. In no event shall any outstanding Operating Advances result in new indebtedness as reflected in the Charter School Budget.</p> <p>As per our June 30, 2009 audit it was noted “Although the School reported a net deficit.....it was not a result</p> | |
|--|--|---|--|

| | | | |
|--|------------------------------|--|--|
| | Long-term financial planning | <p>of deteriorating financial conditions.”</p> <p>The school has a sound and sustainable long-term financial plan. Imagine Charter at North Lauderdale has an annual budget plan in place for the next five years. This information has been determined based on the current financial status of the school, and anticipated budget cuts as well as inflation.</p> | |
|--|------------------------------|--|--|

Narrative from charter school explaining how these standards have been met, or reasons and explanations if they have not. List any Appendices. Include a 5-year Budget as an Appendix. Include your plan to improve/maintain your financial performance for the upcoming term of your charter.

Imagine Schools at North Lauderdale implements an effective system of internal controls over revenues, expenses, fixed assets and exercises good business practices. Imagine Schools at North Lauderdale maintains a very strict and dedicated system of financial control to safeguard the schools' finances. It consists of multiple layers of review and monitoring, beginning with the school site through the business manager/bookkeeper and principal, at the Region levels through the Regional Director and Regional Finance Support Director, and finally at the corporate level through its Office of the Chief Accountant. All of the schools, regions, and corporate offices access a sophisticated software accounting system named MAS 500 designed to incorporate the Red Book Accounts and provide detailed information complying with the District's policies. Monthly reconciliations are done and checked at each level to insure control and to provide for the best management practices. The School sends all financial reports as per its agreement with the sponsor to the Broward County School District. Our school is audited several times each year by a corporate review team, and once a year by Broward County School District, and an independent auditing firm. Finally, the governing board reviews the budget in each of its quarterly meetings, approving the initial budget and any amendments to insure compliance. This is evident by the minutes of the quarterly board meetings.

Imagine Charter School at North Lauderdale has a business manager/bookkeeper, similar to the District's school treasurer, who follows corporate procedures outlined in the Imagine Schools Financial Policies and Controls Manual. These procedures are closely aligned with those of the Broward County School District, providing for collections, disbursement, receipting, depositing, and monthly reconciliation of accounts by the school's principal. The school takes care to provide for separation of duties to insure proper collection procedures. Recap sheets, numbered receipt books, numbered ticketing, and signatures of receipts are used and integral to the collection process. There is rigorous accounting of all revenues, including fund raising and all expenditures for the variety of programs that go on in the school. The District reviews all of the school's financial statements on a monthly basis to insure compliance in addition to internal, governing board, and independent auditing. In addition, our school provides the Sponsor quarterly finance statements including un-audited balance sheets and statements of revenue, expenditures, and changes in fund balances. These are prepared in accordance with Generally Accepted Accounting Principles using governmental accounting as per our Charter. A year-end un-audited financial statement is submitted annually prior to July 31st in the same manner.

Imagine Schools at North Lauderdale, as per its contract with the Sponsor, maintains all financial records using the Financial and Program Cost

Accounting and Reporting for Florida School's format. We provide annual financial reports and program cost report information in state-required formats for inclusion in District reporting in compliance with F.S.237.34 and 6A-1.0071, FAC. These statements are prepared in accordance with Generally Accepted Accounting Principles using governmental accounting.

Financial Viability Documents Found in Financial Performance Appendices:

- A Annual Financial audits
- B Governing Board Approved Budget
- C 5 Year Budget (Performance)
- F, G, H Financial Reports

Statutory References: 1002.33(7)(a)(10); 1002.33(7)(a)(11)

ORGANIZATIONAL PERFORMANCE

| Focus Area | Indicator | Standard | Sources of Evidence |
|--------------------------------|---|---|---|
| Student Enrollment and Conduct | Student enrollment trends | <p>The school’s actual enrollment is consistent with its projections.</p> <p>Imagine Charter at North Lauderdale Elementary sets annual goals, and has been able to consistently maintain enrollments goals, staying within state guidelines. For the 2010-11 school year, we have grown by approximately 25 students. Information about our school is disseminated out into the community in a variety of ways, such as word of mouth, PTO meetings, Back to School nights, community meetings, flyers, and brochures.</p> | <p>Employee Handbook</p> <p>Parent Student Handbook</p> <p>Enrollment counts</p> <p>ESE Count</p> |
| | Racial/ethnic composition of the student body | <p>The racial/ethnic composition of the school’s student body is reflective of the community it serves or other public schools in the same school district as the charter school is located.</p> <p>Imagine Charter at North Lauderdale Elementary is located in close proximity to several public elementary schools and mirrors their diversity characteristics. Since North Lauderdale and the surrounding areas are very diverse communities our school represents the areas. Our school does not discriminate against race or ethnic background.</p> | <p>ESOL Counts</p> <p>Discipline Event Summary</p> <p>Discipline Matrix - Elementary</p> <p>Parent Survey</p> |
| | Enrollment procedures | <p>The school implements enrollment procedures as defined in the school’s contract and in compliance with applicable law.</p> <p>In January of each year a "Re-enrollment", form is sent to each parent asking if their children will be returning and if there is another sibling that will be entering the school. Once the forms are returned, we calculate the number of students returning for each new grade level and calculate the number of new siblings entering each grade.</p> | |

| | | | |
|--|---------------------------|--|-----------------------------|
| | | <p>Once all the information is gathered, we look to see how many openings we have.</p> <p>To determine the number of openings per grade we take the number of spots available which is "the number of teachers times the number of students allowed per class" minus the number of returning student equals the openings for that grade level. This is also based on class-size reduction</p> <p>Kindergarten is done in a similar fashion. We first take the number of new students from the "Re-enrollment" forms which now is our "future enrollees" and subtract that from the number we projected to have for that grade.</p> <p>The school then notifies the public it is accepting new enrollment for the upcoming year and sets a preliminary date for the random selection process (the lottery). If there are more applications than seats available, the lottery process is used to determine who is enrolled. All students who are not selected in the lottery are placed on a waiting list.</p> <p>All enrollment decisions are based on the needs of the students, class size reduction, budget, number of classrooms, and returning students.</p> | |
| | <p>School environment</p> | <p>The school maintains a safe and secure environment. Imagine Charter at North Lauderdale Elementary is a safe school, with a school-wide discipline plan, that aligns with the discipline matrix of the Broward County School System. All staff, as well as the parents receive a copy of the Broward County Code of Conduct and Discipline guide at the beginning of the year, and they are expected to read and sign it. In addition, teachers are expected to teach the material to their students at the beginning of the year and are expected to reinforce it as the year continues. Our new school-wide Positive</p> | <p>Discipline reporting</p> |

| | | | |
|--|--|---|--|
| | | <p>Behavior Support (PBS) encourages and rewards academic and social responsibility.</p> <p>In addition, Character Education is a very big part of our enrichment program. Students receive Character Education, via The 6 Pillars program, once a week. The 6 Pillars include trustworthiness, respect, fairness, caring, responsibility and citizenship.</p> <p>Arrival and dismissal procedures provide for a safe entrance and departure from school with staff members assisting students, while ensuring a safe, friendly, and welcoming environment.</p> | |
|--|--|---|--|

Narrative from charter school explaining how these standards have been met, or reasons and explanations if they have not. List any Appendices. Include your plan to meet this Focus Area for the upcoming term of your charter.

Pursuant to s. 1002.33(10), F.S., Imagine Charter School at North Lauderdale Elementary is open to any student who resides within the borders of Broward County, Florida and submits a timely application to attend the school. In situations of high demand, where the number of applications may exceed the number of spots available in the school, the school will select students through a random selection process. In accordance with the school’s contract with the sponsor, and pursuant to s. 1002.33(10)(d), F.S. the school gives preferential treatment to siblings of a student already enrolled at the school, students who are the child(ren) of a school employee, and students who are the child(ren) of a governing board member of the school.

School Enrollment Trends:

The school sets annual enrollment goals based on the academic interests of its students, physical building capacity, and economic sustainability. For 2011-12, the school fell less than one percent short of its projected enrollment. The projected enrollment goal was 402; at the October 2011 full-time equivalent (FTE) count, the school’s enrollment was 398. Moreover, enrollment at Imagine Charter at North Lauderdale Elementary increased from 2010-11 to 2011-12 by twenty-five students – a six percent increase. By falling less than one percent short of our projected enrollment goal *and* growing by twenty-five students, it is clear that Imagine Charter at North Lauderdale Elementary meets the needs of the North Lauderdale community and has its stakeholders' stamp of approval.

Racial/Ethnic Composition of the Student Body:

Imagine Charter at North Lauderdale Elementary aggressively seeks to achieve a racial/ethnic balance that approximates the demographic profile of the surrounding neighborhood and neighboring public schools. This is accomplished by disseminating information about the school in multiple languages, attending community events and promoting the school program throughout the community. Our public information campaign provides

widespread notification throughout all segments of the community and ensures a reasonable racial/ethnic balance is achieved.

The racial/ethnic study body composition of Imagine Charter at North Lauderdale Elementary is reflective of a public elementary school less than two miles from the school (North Lauderdale Elementary School). Both schools' demographics are as follows:

| | Imagine Charter at North Lauderdale Elementary | North Lauderdale Elementary |
|----------|--|-----------------------------------|
| Black | 79% | 85% |
| White | 17% | 12% |
| Hispanic | 16% | 13% |

Class Size Reduction Compliance:

With regards to the class size reduction (CSR) initiatives in the state over the past decade, including Article IX Section 1 of the Florida Constitution, s. 1003.03, F.S., and s. 1002.33(16)(b)(3), F.S., Imagine Charter School at North Lauderdale Elementary is in full compliance with all corresponding statutes and policies.

Of note, s. 1002.33(16)(b)(3), F.S., states: "... A charter school shall be in compliance with the following statutes ... Section 1003.03, relating to the maximum class size, except that the calculation for compliance pursuant to s. 1003.03 shall be the average at the school level."

Though the calculation of class size average per grade does not meet the statutory requirements, as set forth in s. 1003.03, F.S., **the school meets the school level average class size average**, pursuant to s. 1002.33(16)(b)(3), F.S. This school year, the school has hired an RtI facilitator who works with instructional, classroom teachers through push-in support. He is a fully certified, highly qualified teacher in the state of Florida, in compliance with requirements set forth by the No Child Left Behind Act of 2001. Devoting 50% of his time to primary students and 50% of his time to intermediate students, this position has enabled the school to provide valuable intervention support to struggling students. With consideration to his support, the school level average class sizes are as follows:

Grades K-3 Average: 17.9
Grade 4-5 Average: 20.4

Enrollment Procedures:

Every January, the school sends home a re-enrollment form asking each parent to indicate if their student will return to Imagine Charter at North Lauderdale Elementary the following school year. Additionally, the school asks if their child who attends the school has any siblings that they intend on enrolling next school year. Once the forms are returned, the school calculates the number of students returning for each new grade level and the number of new enrolling siblings entering their respective grade level. After this information is aggregated, the school looks to see how

many openings, if any, it will have. To determine the number of openings per grade, we take the number of spots available – which is the “number of teachers multiplied by the number of students allowed per class – and subtract the number of returning students and additional siblings. This difference is the number of spots open for the next school year. The school then notifies the public it is accepting new enrollment for the upcoming year and sets a preliminary date for the random selection process (the lottery). If there are more applications than seats available, the lottery process is used to determine who is enrolled. All students who are not selected in the lottery are placed on a waiting list.

Student Code of Conduct, Discipline & Dismissal Procedures:

- A. Our Charter School follows the Broward County School District Code of Conduct.
- B. Our Charter School follows the Broward County School District Discipline Matrix.
- C. To prepare children to meet the needs of the 21st Century, the following learning environment characteristics are implemented in our charter school:
 - There is a warm, caring climate built on trust and communication;
 - Our charter school is a safe place, drug and violence free;
 - Students and staff are treated with courtesy and respect;
 - Our Charter School fosters a sense of community in each classroom;
 - Students’ creativity and curiosity is encouraged;
 - Students have time to summarize and reflect;
 - Students are involved in thinking skills that examine, relate and evaluate all aspects of a situation or problem;
 - Students and staff work in an environment that promotes high academic standards;
 - Teachers and staff have a genuine concern for students;
 - Teachers are trained in conflict resolution/peer mediation techniques;
 - Students are encouraged to assist their peers whenever needed.

Imagine has adopted and fully implemented the Broward County Code of Conduct, Discipline Matrix and dismissal procedures, reserving

the right to go beyond its scope as the need arises. Imagine Charter at North Lauderdale Elementary has chosen with the consent of our Governing Board to extend the school day by 60 minutes to provide additional instructional time. The school follow the School District's procedures for recording student attendance in the District's database computer system. When truancy issues arise, the Code of Conduct is referenced and the appropriate steps to correct unacceptable behavior is administered.

Behavioral as well as academic conditions are required for student participation in extracurricular activities. Special needs students are disciplined according to their Individual Education Plan's (IEP's) and modifications are made in school activities if applicable. Newsletters, student agendas, Parent Link phone calls, teacher phone calls, interim reports, report cards and email are used to assist teachers and administrators in maintaining communication with parents and families. In addition, student behavior is monitored through day-to-day interaction with peers, teachers and administrators. We have adopted a zero-tolerance level policy for drugs, alcohol and weapons. This policy is clearly articulated during orientation sessions and supported throughout the school year.

During August of 2011, the school implemented a school-wide Positive Behavior Support (PBS) system in order to encourage and reward academic and social responsibility. Students are rewarded with set amounts of money, or "Imagine Bucks" for being academically-focused, self-sufficient role-models. All students have opportunities to earn "Imagine Bucks" throughout the day. Students then spend their earnings at our school store, made possible by donations from various community partners such as Family Vending and Waste Management. This research based, positive-reinforcement system has had a dramatic impact on student behavior. Students have responded well to this positive reinforcement and the number of behavior infractions has reduced.

The reconstituted administration facilitates parent involvement and assists parents in locating and utilizing resources in the community. Parents and staff work together to ensure every child's potential is being met. Programs and activities such as "Red Ribbon Week – Say No To Drugs", a strong school-wide Character Education Program and Character Counts; sponsored by the Sun Sentinel are supported with activities organized by the school administration and teachers.

Student Enrollment and Conduct Documents Found in Organizational Performance Appendices:

- A. Employee Handbook
- B. Parent Student Handbook
- C. Enrollment Counts
- D. ESE Count
- E. ESOL Counts
- F. Discipline Event Summary
- G. Discipline Matrix-Elementary

Statutory References: 1002.33(7)(a)(7); 1002.33(7)(a)(8); 1002.33(7)(a)(11); 1002.33(9)(e); 1002.33(10); 1002.33(16)(a)(4); 1002.33(16)(a)(5)

| Focus Area | Indicator | Standard | Sources of Evidence |
|---|---------------------|---|---|
| Facilities | Facility compliance | The school’s facilities comply with applicable laws and codes. Imagine Charter at North Lauderdale is comprised of 2 buildings, totaling approximately 29,000 square feet, sitting on 4 acres of property. Our school has obtained and posts our Certificate of Occupancy Group “E” Educational Occupancy, an annual Fire Inspection Certificate and an annual Health and Sanitation Certificate. In addition, we conduct mandatory fire drills, tornado drills, lockdown procedures and follow any and all requirements as set by the state. | Occupancy Permits Certificate of Occupancy Department of Health Certificate Kimco Lease Agreement |
| | Health and safety | The school complies with applicable health and safety laws. Imagine Charter at North Lauderdale Elementary participates in all district-required inspections. Fire drills are conducted monthly. The district also conducts an annual review of our school’s operations. | Fire Drills Safety and Fire Inspection Tornado Drill Department of Health Food Inspection Emergency Response Plan |
| <p>Narrative from charter school explaining how these standards have been met, or reasons and explanations if they have not. List any Appendices. Include your plan to improve/maintain your facilities for the upcoming term of your charter.</p> | | | |
| <p>Narrative from charter school explaining how these standards have been met, or reasons or explanations if they have not.</p> | | | |

List any Appendices.

Include your plan to improve/maintain your facilities for the upcoming term of your charter.

The mailing address for Imagine Charter School at North Lauderdale Elementary is 1395 South State Road 7, North Lauderdale, Florida, 33068. The school is located on the corner of US-441/State Road 7 and Boulevard of Champions. Though located in the Publix shopping center, the school is a freestanding building. The facility is a 29,000 square foot building. The school has twenty-one (21) core classrooms, a Math Science Lab, a Reading and Writing Lab, a cafeteria, a media center, and an outdoor courtyard. The school sits on four (4) acres of land. The elementary school can accommodate 425 students.

There are four (4) public elementary schools in the area and being a school of choice, Imagine Charter School at North Lauderdale Elementary is assisting these sister public schools in meeting the capacity needs of the communities they serve.

The school posts its Certificate of Occupancy Group "E" Educational Occupancy, an annual Fire Inspection Certificate, and an annual Health and Sanitation certificate. (Please see Appendices.)

The school is housed in a leased facility through Kimko Realty and covers a three-year period and expires in June 2014. The lease has options to renew in five-year increments.

Imagine Schools currently retains Bank of America, Inc. as the company's insurance broker. Bank of America is one of the largest insurance brokers in the United States. A risk profile is developed for each school and adequate insurance is provided to mitigate the consequences of identified risks. Risks include those arising in the construction and development stage through to the pending and operation of the school. The members of the Imagine Schools management team are trained in Employer Practices to mitigate those liabilities that may arise from inappropriate behavior. The principal of our charter school is similarly trained. Imagine Schools has an Employee Handbook; that outlines the company's policies and procedures. Prior to employment, all employees must sign an affidavit that states that they have read and understood these policies and procedures. Imagine Schools management team continually monitors the operations and retains the school's administrative staff and faculty on a regular basis.

Below is an example of some of the identified school-level risks and their associated methods of mitigation.

- Property Casualty: Insurance, Maintenance Program; teacher supervision
- General Liability: Administrator and teacher in-services; student supervision; Insurance
- Employer Practices Liability (including Teacher-Student Interaction): Administrator and teacher in-services and retraining; insurance
- Employee Theft: Background checks and fingerprinting of all staff who handle cash
- Financial Reporting Misstatement: Monthly integral budget vs. actual reviews; formal quarterly Imagine Schools Management team meetings; annual external audit
- Attendance and Student Files Statistical Data: Random review and audit of student files; daily review of attendance reports; spot checking of

class counts.

The school has a School Safe team that is responsible for the safety and security of students and staff. The Safe Team conducts staff in-services and assemblies detailing the processes and procedures for maintaining a safe and orderly school environment. The entire staff is available to monitor classrooms, hallways, and school grounds before, during, and after school.

Federal and State Laws:

The school is in full compliance with all fire safety codes, regulations, and proper accessibility to emergency exits.

Evacuation drills are conducted for students and school staff on a monthly basis.

The building is accessible to individuals with disabilities in full compliance with:

- the Americans with Disabilities Act of 1991 (ADA);
- Section 504 of Rehabilitative Act of 1973; and
- and other applicable federal, state, and local laws.

The school fully complies with the provisions of Title 29, CFR and Part 1903.2(a)(1) and place all the requisite Occupational Safety and Health Administration (OSHA) posters and related information in conspicuous areas.

Pursuant to s. 1002.33(18)(b), F.S., the school's facility is in compliance with the Fire Prevention Code (s. 633.025, F.S.).

The school has secured insurance from an insurance broker in order to comply with requirements specified by the School Board of Broward County (SBBC) or applicable state statutes. These include:

- Errors and Omissions Insurance
- Officers and Directors of Liability Insurance
- Crime Insurance
- Commercial General Liability Insurance
- Automobile Liability Insurance
- Employees Liability Insurance
- Property

Where applicable SBBC is named as an additional insurer. The school carries the necessary workers compensation insurance and unemployment compensation insurance.

As part of the management contract with Imagine Schools, Inc., we use the operations manual that Imagine Schools has created to address the many emergency issues that a school might face. This manual covers over thirty (30) policies and procedures, including severe weather (tornado,

etc.), fire, violent student behavior, dangerous intruder, death at school, contagious outbreak, lockdown procedure and many others. This manual includes not only the procedure for how to address the current situation, but suggestions for parental and/or community follow-up in light of the incident.

EMERGENCY EVACUATION/FIRE DRILL PLAN

The school's School Safe Team is responsible for the assembly and implementation of the Imagine Charter School at North Lauderdale Emergency/Evacuation Plan. (Please see Appendices.)

The details of what we do for fire and evacuation are summarized below:

What must be done before school begins?

Fire inspector must visit school prior to opening. All necessary approvals and permits must be obtained and be in hand at the school. Each room exit must have an evacuation sign posted with directions, both in text and graphic forms, leading to the closest outdoor exit. Staff must follow evacuation directions to test accuracy; any changes need to be made before the first day of school. If there are any students or staff who use wheelchairs or walkers, specific procedures must be discussed for their safe evacuation (i.e. assigning a buddy to assist with evacuation). Principal must complete and distribute an Emergency Evacuation/Fire Drill Plan to all staff members and review procedure before school opens.

What must be done on the first day of school?

Each teacher must go over fire procedures with students. Each class must complete a teacher-led-walk-through of a fire drill following evacuation directions. School must have an all-school walk through in the afternoon. There must be a fire drill conducted by the principal at some point during the day.

What needs to be done during the school year?

Principal must schedule follow-up drills at least once per month. The principal must schedule all required supervision by the local fire department. The office manager needs to keep the fire drill log updated. Each school must maintain a file with a detailed evacuation plan and all exit maps.

Facilities Documents Found in Organizational Performances:

- A. Emergency Response Plan
- B. Certificate of Occupancy
- C. Department of Health Certificate
- D. Department of Health Food Inspection
- E. Kimco Lease Agreement
- F. Fire Drills
- G. Safety and Fire Inspection

H. Tornado Drill

Statutory References: 1002.33(7)(a)(11); 1002.33(7)(a)(13); 1002.33(9)(e); 1002.33(16)(a)(5); 1002.33(18)(a); 1002.33(18)(b)

| Focus Area | Indicator | Standard | Sources of Evidence |
|-------------------------------|-------------------------------|---|--|
| Governance, Staff and Parents | Governance structure | <p>The school implements the governance structure as defined in the school’s contract.</p> <p>Imagine Charter at North Lauderdale Elementary is organized and governed by the Learning Excellence Foundation of East Broward, Inc. (LEF) a Florida not-for-profit corporation. Please see the By-Laws in the appendices that govern the Governing Board.</p> | <p>Governing Board</p> <p>Agenda, 8-11-11</p> <p>Governing Board Minutes, 8-11-11</p> <p>Parent Survey</p> |
| | Compliance with Sunshine Laws | <p>The school complies with state Sunshine Laws and laws governing public records.</p> <p>The school complies with state Sunshine Laws and laws governing public records.</p> <p>The school complies with state Sunshine Laws and laws governing public records</p> <p>The Governing Board has contracted with a local legal counsel to assist them in compiling with and staying abreast of the requirements contained within the Sunshine laws. The Board is responsible for reporting annually to the Broward County School District its progress, which then forwards the report to the Commissioner of Education at the same time as</p> | |

| | | | |
|--|---------------------------------------|--|---|
| | | <p>other annual school accountability reports. Charter schools are subject to the same accountability requirements as other public schools, including reports of student achievement information that links baseline data to the school’s performance projections identified in the charter. Our board, as well as other interested stakeholders, are participating in the newly State mandated governance training, which will assist them in remaining up to date with current trends and changes in the “Sunshine Law”.</p> | |
| | Qualifications of instructional staff | <p>The school employees meet state and federal qualifications. Imagine Charter at North Lauderdale Elementary makes it high priority to hire teachers who are certified according to state and federal guidelines. The administrative team is taking steps to ensure 100% of existing Teachers of Record are in full compliance with all qualification regulations.</p> | Teacher Certifications |
| | Parental Involvement | <p>The school is effectively involving parents in its programs as defined in the school’s contract. Imagine Charter at North Lauderdale Elementary is extremely fortunate to have the parent support that we have. Parent choice and satisfaction are very crucial indicators of our success and our educational program.</p> | School Improvement Plan Imagine Schools Parental Surveys |

Narrative from charter school explaining how these standards have been met, or reasons or explanations if they have not. List any Appendices. Include your plan to improve/maintain this Focus Area for the upcoming term of your charter.

The Charter School Governing Board consists of the members of the Learning Excellence Foundation (LEF) of East Broward County, Inc. Their resumes and legal identification are located in the Appendices.

Members of LEF of East Broward County, Inc.:

| | |
|----------------|---|
| Faye Douglas | Chairperson |
| Janie Gadson | Vice Chairperson |
| MelvornAtencio | Board Member |
| Joyce Ferguson | Board Member |
| Julie Khlar | Legal Counsel, Goren, Cherof, Doody&Ezrol, P.A. |

Non-voting member of the Governing Board:

| | |
|-------------|--|
| Dave Gordon | Principal, Imagine Charter School at North Lauderdale Elementary |
|-------------|--|

Members of the Regional Operating Support Team from Imagine Schools, Inc.:

| | |
|------------------|---|
| Rod Sasse | Executive Vice President for the State of Florida, Imagine Schools |
| Jacquelyn Vernon | Regional Director, Imagine Schools South Florida Region |
| Judy Muth | Regional Curriculum Coordinator, Imagine Schools South Florida Region |
| Elsa Forthmuller | Regional Finance Director, Imagine Schools South Florida Region |
| Chris Perez | Regional Technology Specialist, Imagine Schools South Florida Region |
| Alex Fernandez | National Coordinator for Accountability and Assessment, Imagine Schools |

School Governance:

The Learning Excellence Foundation (LEF) of East Broward County, Inc., a Florida non-profit corporation, serves as the governing body (“the Governing Board”) of Imagine Charter School at North Lauderdale Elementary. LEF of East Broward County, Inc. is composed of individuals who have an interest in expanding choice and opportunity and furthering the charter school education movement.

The Governing Board is composed of four members who are business partners or community members. All board members are elected to two-year, overlapping terms to allow for continuity. Parents and interested community stakeholders nominate prospective board members. Then, the school’s leadership team and the Regional Operating Support Team receive and review the interested members’ resumes. Collectively, they select candidates from the resumes received to go before the Governing Board.

Pursuant to s. 1002.33(9), F.S., the Governing Board serves as the policymaking and oversight body. This Board conducts regularly scheduled public meetings on the school’s campus. The responsibilities of the Board include, but are not limited to: setting policy for the school, overseeing and approving the school’s budget, hiring and evaluating the educational service provider (ESP), setting the academic and performance goals of the school, determining the school’s mission and purpose, insuring effective organizational planning, supporting the principal, managing resources effectively, determining and monitoring the school’s programs and services, and enhancing the school’s public image. The Governing Board serves as the sole responsible fiscal agent for setting the policies guiding the financing and operations of the school.

Pursuant to s. 1002.33(12)(i), F.S., the school operates as a private employer and does not participate in the Florida Retirement System (FRS).

The Governing Board resolves conflict with the sponsor as quickly and amicably as possible. The school realizes, however, that not every hypothetical issue can be addressed so expeditiously and, therefore, the School has outlined the following method for resolving conflicts:

If a conflict arises out of terms of the contract or charter, or the breach thereof, the issue is submitted to the designated school district staff member. If such discussions do not result in successful resolution of the conflict, then the District Designee renders a decision or an appeal is sent to the Superintendent of Schools. If the conflict is not resolved to both parties' satisfaction at this level, the rendered decision is appealed to the School Board of Broward County.

Educational Service Provider (ESP):

The operation of a school requires a great deal of expertise and management skills. In order to ensure that the school meets its goals, the Board contracts with Imagine Schools, Inc. to provide said management and operational expertise. The Board hires Imagine Schools to assist them with operating the school and, together, create a strategic direction for the school. In turn, the Board evaluates the effectiveness of Imagine Schools. The partnership between the Board and Imagine Schools ensures that all aspects of the school are addressed with professional expertise and management.

Imagine Schools hires the school's operating officers. These officers do not have any overlapping memberships, authority, or other items of concern with respect to conflicts of interest. The Board's policy and strategic vision is implemented at the school by using Imagine Schools as the conduit and overseeing body for the operational officers and staff.

The school partners with Imagine Schools for school management services. Please see the background information on Imagine Schools listed below:

Imagine Schools, Inc.:

Imagine Schools is the second largest charter school management organization in the United States, currently serving 37,000 students from pre-kindergarten through twelfth grade at over 78 public charter schools in 12 states and the District of Columbia. Imagine Schools sites feature small class sizes and high academic standards, emphasizing accountability for academic results. Imagine Schools is noted for the development of a standards-based curriculum that integrates basic skills with creative thinking and delivers technologically advanced instruction. Imagine Schools maintains a corporate headquarters in Arlington, Virginia.

Imagine Schools employees possess a significant amount of expertise serving diverse populations of students. The leadership teams at many school sites, regional and corporate offices are former principals and superintendents who have spent numerous years operating inner city public schools with student populations at high levels of academic risk. The Imagine Schools senior management team has significant business world experience as well as educational, consulting, and entrepreneurial experiences in

school development, operations, and finance.

Compliance with Sunshine Laws:

The school strictly complies with all freedom of information statutory requirements (“Government in the Sunshine Law”) relating to public records and public meetings. All of the school’s governing business is conducted under the Sunshine, within complete adherence to the three requirements set forth in s. 286.011, F.S.:

1. Meetings must be open to the public;
2. Reasonable notice of such meetings must be given; and
3. Minutes of the meetings must be taken and promptly recorded.

In reference to public meetings, all Board meetings are held under strict compliance with the “Sunshine Laws” and are open to any parent, student, or community member who wishes to attend. The school posts flyers and sends out Parent Link phone blasts to advertise upcoming Governing Board meetings. Additionally, the school has added a banner, which is hung on the front gate to remind the parents of an upcoming meeting. The public is notified two weeks prior to the Board meeting. Pursuant to s. 1002.33, F.S., Board meetings are held on the campus of the school and are visible to the public.

In regard to public records and in addition to the “Sunshine Laws,” the school strictly complies with the federal Family Educational Rights and Privacy Act of 1974 (FERPA). The school has designated a n of ficial c ustodian of student records who is responsible for ensuring the confidentiality of all student and employee records. Employees comply with direct instructions regarding the procedures for handling and managing confidential material and the custodian maintains a listing of employees with access to the records, as well as a logbook of each individual who has had access to the records. Student records are available for audit at any time during the year to ensure that funds are properly allocated. The school requires a request in writing at least one week in advance of the audit to ensure that the custodian and the principal are available to assist with the files. The school also requires auditors to provide proper identification and sign the logbook.

In order for a Board meeting to take place a quorum of one more than half of the current Board members shall be present.

Qualifications of Instructional Staff:

The reconstituted administrative team, sought to ensure that all staff was Highly Qualified. Therefore, the school actively determined Highly Qualified Teachers and sought advice from the District as well. Following an October 25, 2011 Certification Review, the school immediately initiated the appropriate steps to ensure to attain 100% compliance.

Thus, the school is working diligently toward 100% of its instructional staff being of highly qualified teacher (HQT) status, as defined by the federal No Child Left Behind Act of 2001 (NCLB). In accordance with the State of Florida’s policy to comply with NCLB, elementary teachers of

core academic subjects must satisfy the three (3) following requirements:

- Hold a bachelor's degree or higher from an accredited or approved institution; AND
- Hold a valid three-year Temporary OR five-year Professional teaching certificate; AND
- Demonstrate subject matter competency for each core academic subject to which the teacher is assigned via a passing score on the Florida subject area examination appropriate for the grade level assignment.

Parental Satisfaction and Involvement:

The Imagine Schools' website states: "We believe that, given a choice, parents will seek out the best school for their children... [P]arents are the most reliable measure of accountability and quality... The single biggest difference between a government-operated public school and a public charter school is that parents choose whether or not to send their child to a charter school. Parents vote with their feet!"

Because of this fundamental belief that parents act as institutions of systems of accountability, all Imagine Schools – including Imagine Charter at North Lauderdale Elementary – strive for the highest level of parent satisfaction. Every spring semester Imagine Schools' parents complete a "Family Survey" aimed at gauging the level of parental satisfaction of the school. For the Spring 2011 survey, the school's survey results were encouraging. The following percentages are parents who responded "Always" or "Often" to the following questions:

- 86.7% on "My children receive quality instruction in reading";
- 82.4% on "My children receive quality instruction in writing";
- 81.2% on "My children receive quality instruction in mathematics";
- 78.7% on "My children receive quality instruction in science";
- 82.1% on "My children receive quality instruction in social studies"; and
- 77.4% on "I am satisfied with the quality of education my children are receiving."

Because parents are such an integral part of the school and the work and values taught and shared during the school day should be extended into the home, every effort is made to make parents partners in their children's education. An active Parent Teacher Organization (PTO) is present and fully functioning in the school and in the community. PTO meetings are held monthly and administration and a teacher liaison are always present.

The school consistently communicates with parents and guardians throughout the school year through written notices, phone calls, emails, and Parent Link phone blasts. Parents and guardians are made aware of students' educational, material, physical, and emotional needs. The school offers in-service sessions for parents to help them learn how to work with their children at home. Parents are encouraged to communicate with, and attempt to solve all problems with, classroom teachers. No employees of a school know and understand a student better than his or her classroom teacher. If the issue is not resolved here, then they are prompted to consult with the principal. If the issue cannot be resolved at the school-based administrative level, parents are referred to the Imagine Schools South Florida Regional Office. After this level, if the issue is still not resolved, parents are able to address the Governing Board.

Parents are encouraged to volunteer for 30 hours per school year to become an integral part of the learning community. This open invitation to participate in school affairs is actively communicated and widely distributed through:

- Parent organizations
- Open House
- Parent/teacher conferences
- School/grade level newsletters
- Parenting programs and workshops
- Before and after care programs
- School website

The 2011-12 School Improvement Plan (SIP) lists the Parent Involvement Goal: “By June 2012, the school will increase its parental involvement by 10%.” The SIP acknowledges the potential barrier to parental involvement is their obligation to their jobs, particularly those who work in the evening. However, the school will continue to work towards its parental involvement goal and monitor its success through meeting sign-in sheets and the Spring 2012 Family Survey results.

In order to increase parental involvement and satisfaction, Imagine Charter at North Lauderdale Elementary has two Parent Liaisons who facilitate communication between parents and the administrative team. The Parent Liaisons share parent feedback, insight, and concerns at monthly Governing Board and PTO meetings. Additionally, the liaisons convey information regarding upcoming events, meetings, academics, and assessments to the parent community at North Lauderdale Elementary.

Parent involvement opportunities include but are not limited to:

- Classroom Volunteering
- Career Day
- Math Night at Publix
- Reading Night at the North Lauderdale Public Library
- FCAT Prep workshops
- Governing Board Meetings
- PTA Membership
- Special Events

Governance, Staff, and Parent Documents Found in Organizational Performance:

- P. Governing Board By-Law
- Q. Governing Board Agenda, 8-11-11
- R. Governing Board Minutes, 8-11-11
- S. Parent Survey
- T. Teacher Certification

Statutory References: 1002.33(7)(a)(14); 1002.33(7)(a)(15); 1002.33(12)(f); 1002.33(12)(g); 1002.33(16)(b)

Appendices – Educational Performance

Please list and attach an electronic copy of all appendices referred to in the Educational Performance section of your charter renewal application.

| | <u>Page</u> |
|--|-------------|
| A. AYP Reports | 96 |
| B. Data Chat Subgroup and Instructional Grouping Analysis | 117 |
| C. Progress Monitoring – Mini-BAT Data Analysis | 120 |
| D. Continuous Improvement Model Calendar | 123 |
| E. Teacher – Observing Teachers Calendar | 124 |
| F. Teachers-Observing-Teachers Peer Observation Spreadsheet | 125 |
| G. Professional Development Calendar with Sign-In Sheets and Sample Professional Development Documents | 127 |
| H. Professional Learning Plan | 168 |
| I. 2011-2012 School Improvement Plan | 169 |
| J. State A+ Plan Report | 210 |
| K. SACS CASI Accreditation Certificate | 221 |
| L. Imagine Charter at North Lauderdale Elementary’s Six Measures of Excellence | 222 |
| M. 2010-2011 SAT 10 Learning Gains | 232 |
| N. 2010-2011Parent Survey Data | 233 |
| O. Parent Coach Brochure | 237 |
| P. 2010-2011 Character Education Survey | 239 |
| Q. SAT 10 Grouping Report | 243 |
| R. SAT 10 Class Summary Report | 256 |
| S. SAT 10Grade Level Summary | 257 |

| | |
|---|-----|
| T. Sat 10 Home Report | 259 |
| U. SAT 10 Summary Report | 260 |
| V. SAT 10 Individualized Learning Plan | 262 |
| W. Elementary Master Schedule | 263 |
| X. Reading Scope and Sequence – Grades 3-3 | 279 |
| Y. Sample Broward County Instructional Focus Calendars – Reading , Writing, Math, Science | 282 |
| Z. Science Big Ideas – Benchmarks to Remediate | 337 |
| AA. Lesson Planning Guide | 355 |
| BB. S.T.A.R. Targets and Measures | 363 |
| CC. S.T.A.R. Checklist | 368 |
| DD. Saturday School Calendar | 371 |
| EE. Extended Learning Opportunity Curriculum | 372 |
| FF. R.T.I Collaborative Problem-Solving Team Meeting Minutes | 402 |
| GG. R.T.I Behavior Plan | 404 |
| HH. R.T.I Faculty Presentation | 410 |
| II. PMP Parent Letter | 412 |
| JJ. R.T.I Students Performance Evaluation – Plan, Do, Check, Act Student Sample | 413 |
| KK. Common Planning Time Schedule | 420 |
| LL. Weekly Leadership Team Meeting Agendas | 421 |
| MM. ESOL Paraprofessional Schedule | 429 |
| NN. ESOL Faculty Presentation | 431 |
| OO. Imagine Charter Schools Curriculum Sample | 440 |
| PP. Advance Reading Challenge | 514 |

Appendices – Financial Performance

Please list and attach an electronic copy of all appendices referred to in the Financial Performance section of your charter renewal application.

| | |
|-------------------------------------|-----|
| A. North Lauderdale 2010-2011 Audit | 548 |
| B. Board Approved Budget 2011-2012 | 593 |
| C. 5 Year Performa | 611 |
| D. N. Lauderdale Operating and Note | 616 |

| | |
|----------------------------------|-----|
| E. N. Lauderdale Promissory Note | 642 |
| F. Financial Report, 9-30-10 | 649 |
| G. Financial Report, 12-31-10 | 651 |
| H. Financial Report, 3-31-11 | 653 |
| I. Financial Report, 6-30-11 | 656 |
| J. Financial Report 9-30-11 | 659 |

Appendices – Organizational Performance

Please list and attach an electronic copy of all appendices referred to in the Organizational Performance section of your charter renewal application.

| | |
|---|-----|
| A. Employee Handbook | 662 |
| B. Parent Student Handbook | 697 |
| C. Enrollment counts | 723 |
| D. ESE Count | 724 |
| E. ESOL Counts | 725 |
| F. Discipline Event Summary | 726 |
| G. Discipline Matrix-Elementary | 726 |
| H. Emergency Response Plan | 729 |
| I. Certificate of Occupancy | 734 |
| J. Department of Health Certificate | 735 |
| K. Department of Health Food Inspection | 736 |
| L. Kimco Lease Agreement | 737 |
| M. Fire Drills | 771 |
| N. Safety and Fire Inspection | 774 |
| O. Tornado Drill | 776 |
| P. Governing Board By-Law | 777 |
| Q. Governing Board Agenda, 8-11-11 | 787 |
| R. Governing Board Minutes, 8-11-11 | 788 |
| S. Parent Survey | 791 |
| T. Teacher Certification | 796 |

[Return to Normal View](#)

FLORIDA SCHOOL GRADES

You selected:

District: BROWARD

Years: 2010-2011, 2009-2010, 2008-2009, 2007-2008, 2006-2007, 2005-2006, 2004-2005, 2003-2004, 2002-2003

School Grades:

Report Type: Adequate Yearly Progress (AYP)

Modify Selections | Return to List of Schools |

| | | | | |
|--|---------------------------|--|--------------------------------|-----------------------------|
| 2010-2011 Adequate Yearly Progress (AYP) Report - School Level - Page 1 | | Broward IMAGINE CHARTER/N LAUDERDALE - 5171 | | |
| Detailed Report | | | | |
| Did the School Make Adequate Yearly Progress? | NO | Percent of Criteria Met: 82% | | |
| Total Writing Proficiency Met: | YES | 2010-2011 School Grade: | F | |
| Total Graduation Criterion Met: | NA | | | |
| | 95% Tested Reading | 95% Tested Math | Reading Proficiency Met | Math Proficiency Met |
| TOTAL | YES | YES | NO | NO |
| WHITE | NA | NA | NA | NA |
| BLACK | YES | YES | NO | NO |
| HISPANIC | NA | NA | NA | NA |
| ASIAN | NA | NA | NA | NA |
| AMERICAN INDIAN | NA | NA | NA | NA |
| ECONOMICALLY DISADVANTAGED | YES | YES | NO | NO |
| ENGLISH LANGUAGE LEARNERS | NA | NA | NA | NA |
| STUDENTS WITH DISABILITIES | NA | NA | NA | NA |

| | | | | |
|--|---------------------------|--|--------------------------------|-----------------------------|
| 2009-2010 Adequate Yearly Progress (AYP) Report - School Level - Page 1 | | Broward IMAGINE CHARTER/N LAUDERDALE - 5171 | | |
| [Detailed Report] | | | | |
| Did the School Make Adequate Yearly Progress? | NO | Percent of Criteria Met: 90% | | |
| Total Writing Proficiency Met: | YES | 2009-2010 School Grade: | D | |
| Total Graduation Criterion Met: | NA | | | |
| | 95% Tested Reading | 95% Tested Math | Reading Proficiency Met | Math Proficiency Met |
| TOTAL | YES | YES | NO | YES |
| WHITE | NA | NA | NA | NA |
| BLACK | YES | YES | NO | YES |
| HISPANIC | NA | NA | NA | NA |
| ASIAN | NA | NA | NA | NA |
| AMERICAN INDIAN | NA | NA | NA | NA |
| ECONOMICALLY DISADVANTAGED | YES | YES | NO | YES |
| ENGLISH LANGUAGE LEARNERS | NA | NA | NA | NA |
| STUDENTS WITH DISABILITIES | NA | NA | NA | NA |

| | | | | |
|--|------------|--|----------|--|
| 2008-2009 Adequate Yearly Progress (AYP) Report - School Level - Page 1 | | Broward IMAGINE CHARTER/N LAUDERDALE - 5171 | | |
| [Detailed Report] | | | | |
| Did the School Make Adequate Yearly Progress? | NO | Percent of Criteria Met: 85% | | |
| Total Writing Proficiency Met: | YES | 2008-2009 School Grade: | D | |
| | | | | |

| | | | | |
|--|---------------------------|------------------------|--------------------------------|-----------------------------|
| Total Graduation Criterion Met: | NA | | | |
| | 95% Tested Reading | 95% Tested Math | Reading Proficiency Met | Math Proficiency Met |
| TOTAL | YES | YES | NO | NO |
| WHITE | NA | NA | NA | NA |
| BLACK | YES | YES | YES | NO |
| HISPANIC | NA | NA | NA | NA |
| ASIAN | NA | NA | NA | NA |
| AMERICAN INDIAN | NA | NA | NA | NA |
| ECONOMICALLY DISADVANTAGED | YES | YES | NO | NO |
| ENGLISH LANGUAGE LEARNERS | NA | NA | NA | NA |
| STUDENTS WITH DISABILITIES | NA | NA | NA | NA |

| | | | | |
|--|---------------------------|--|--------------------------------|-----------------------------|
| 2007-2008 Adequate Yearly Progress (AYP) Report - School Level - Page 1 | | Broward IMAGINE CHARTER/N LAUDERDALE - 5171 | | |
| Detailed Report | | | | |
| Did the School Make Adequate Yearly Progress? | NO | Percent of Criteria Met: 82% | | |
| Total Writing Proficiency Met: | YES | 2007-2008 School Grade: | F | |
| Total Graduation Criterion Met: | NA | | | |
| | 95% Tested Reading | 95% Tested Math | Reading Proficiency Met | Math Proficiency Met |
| TOTAL | YES | YES | NO | NO |
| WHITE | NA | NA | NA | NA |
| BLACK | YES | YES | NO | NO |
| HISPANIC | NA | NA | NA | NA |
| ASIAN | NA | NA | NA | NA |

| | | | | |
|-----------------------------------|-----|-----|----|----|
| AMERICAN INDIAN | NA | NA | NA | NA |
| ECONOMICALLY DISADVANTAGED | YES | YES | NO | NO |
| ENGLISH LANGUAGE LEARNERS | NA | NA | NA | NA |
| STUDENTS WITH DISABILITIES | NA | NA | NA | NA |

| | | | | |
|--|---------------------------|---|--------------------------------|-----------------------------|
| 2006-2007 Adequate Yearly Progress (AYP) Report - School Level - Page 1 | | Broward CHANCELLOR CHARTER./N. LAUDERDALE - 5171 | | |
| Detailed Report | | | | |
| Did the School Make Adequate Yearly Progress? | NO | Percent of Criteria Met: 92% | | |
| Total Writing Proficiency Met: | YES | 2006-2007 School Grade: | C | |
| Total Graduation Criterion Met: | NA | | | |
| | 95% Tested Reading | 95% Tested Math | Reading Proficiency Met | Math Proficiency Met |
| TOTAL | YES | YES | YES | NO |
| WHITE | NA | NA | NA | NA |
| BLACK | YES | YES | YES | NO |
| HISPANIC | NA | NA | NA | NA |
| ASIAN | NA | NA | NA | NA |
| AMERICAN INDIAN | NA | NA | NA | NA |
| ECONOMICALLY DISADVANTAGED | YES | YES | YES | NO |
| ENGLISH LANGUAGE LEARNERS | NA | NA | NA | NA |
| STUDENTS WITH DISABILITIES | NA | NA | NA | NA |

| | |
|--|---|
| 2005-2006 Adequate Yearly Progress (AYP) Report - School Level - Page 1 | Broward CHANCELLOR CHARTER./N. LAUDERDALE - 5171 |
|--|---|

| | | | | |
|---|--------------------|------------------------------|-------------------------|----------------------|
| Detailed Report | | | | |
| Did the School Make Adequate Yearly Progress? | NO | Percent of Criteria Met: 97% | | |
| Total Writing Proficiency Met: | NO | 2005-2006 School Grade: | C | |
| Total Graduation Criterion Met: | NA | | | |
| | 95% Tested Reading | 95% Tested Math | Reading Proficiency Met | Math Proficiency Met |
| TOTAL | YES | YES | YES | YES |
| WHITE | NA | NA | NA | NA |
| BLACK | YES | YES | YES | YES |
| HISPANIC | NA | NA | NA | NA |
| ASIAN | NA | NA | NA | NA |
| AMERICAN INDIAN | NA | NA | NA | NA |
| ECONOMICALLY DISADVANTAGED | YES | YES | YES | YES |
| ENGLISH LANGUAGE LEARNERS | NA | NA | NA | NA |
| STUDENTS WITH DISABILITIES | NA | NA | NA | NA |

| | | | | |
|---|------------|--|----------------------|--|
| 2004-2005 Adequate Yearly Progress (AYP) Report - School Level - Page 1 | | Broward CHANCELLOR CHAR./N. LAUDE - 5171 | | |
| Detailed Report | | | | |
| Did the School Make Adequate Yearly Progress? | YES | Percent of Criteria Met: 100% | | |
| Total Writing Proficiency Met: | YES | 2004-2005 School Grade: | C | |
| Total Graduation Criterion Met: | NA | | | |
| | 95% Tested | Reading Proficiency Met | Math Proficiency Met | |
| TOTAL | YES | YES | YES | |

| | | | |
|-----------------------------------|-----|-----|-----|
| WHITE | NA | NA | NA |
| BLACK | YES | YES | YES |
| HISPANIC | NA | NA | NA |
| ASIAN | NA | NA | NA |
| AMERICAN INDIAN | NA | NA | NA |
| ECONOMICALLY DISADVANTAGED | YES | YES | YES |
| ENGLISH LANGUAGE LEARNERS | NA | NA | NA |
| STUDENTS WITH DISABILITIES | NA | NA | NA |

| | | | |
|--|-------------------|---|-----------------------------|
| 2003-2004 Adequate Yearly Progress (AYP) Report - School Level - Page 1 | | Broward CHANCELLOR CHARTER SCHL/N - 5171 | |
| [Detailed Report] | | | |
| Did the School Make Adequate Yearly Progress? | NO | Percent of Criteria Met: 83% | |
| Total Writing Proficiency Met: | NO | 2003-2004 School Grade: | F |
| Total Graduation Criterion Met: | NA | | |
| | 95% Tested | Reading Proficiency Met | Math Proficiency Met |
| TOTAL | YES | YES | NO |
| WHITE | NA | NA | NA |
| BLACK | YES | YES | NO |
| HISPANIC | NA | NA | NA |
| ASIAN | NA | NA | NA |
| AMERICAN INDIAN | NA | NA | NA |
| ECONOMICALLY DISADVANTAGED | YES | YES | NO |
| ENGLISH LANGUAGE LEARNERS | NA | NA | NA |
| STUDENTS WITH DISABILITIES | NA | NA | NA |

| | |
|---|------------------|
| 2002-2003 Adequate Yearly Progress (AYP) Report - School | Broward - |
|---|------------------|

Level - Page 1

5171

Detailed Report

Guides to the Calculations

- [2011 School Grades Guide Sheet \(PDF\)](#)
- [School Grades Technical Assistance Paper 2010-11 \(PDF\)](#)
- [Adequate Yearly Progress \(AYP\) Technical Assistance Paper 2010-11 \(PDF\)](#)
- [Alternative School Improvement Ratings Technical Assistance Paper 2010-11 \(PDF\)](#)
- [High School Grading Requirements \(PowerPoint\)](#)
- [High School Grading Requirements \(Rich Text Format\)](#)

[Return to Normal View](#)



You selected:

District: BROWARD

Years: 2010-2011, 2009-2010, 2008-2009, 2007-2008, 2006-2007, 2005-2006, 2004-2005, 2003-2004, 2002-2003

School Grades:

Report Type: Adequate Yearly Progress (AYP)

Modify Selections | Return to Summary Reports | Return to List of Schools |

| 2010-2011 Adequate Yearly Progress (AYP) Report - Page 2 | | | | | | | | | | | | | Broward IMAGINE CHARTER/N LAUDERDALE 5171 | | | | | | | | | | | | | | | | | |
|--|---|-----|--|-----|---|-----|--|-----|--|------|-----|---|---|-----|---|--|---------------------------|--|---|------------------------|--|---|----------------------------|--|------|-------------------------|--|--|--|--|
| Number of students enrolled in the grades tested: <input type="button" value="Click here to see Number of students in each group"/> | | | | | | | | | | | | | Read: 164 Math: 164 | | | 2010-2011 School Grade ¹ : | | | F | | | Did the School make Adequate Yearly Progress? | | | NO | | | | | |
| This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²). | | | | | | | | | | | | | This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²). | | | | | | This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model. | | | | | | | | | | | |
| Group | Reading Tested 95% of the students? | | Math Tested 95% of the students? | | 79% scoring at or above grade level in Reading? | | 80% scoring at or above grade level in Math? | | Improved performance in Writing by 1%? | | | Increased Graduation Rate ³ by 2%? | | | Percent of Students below grade level in Reading | | Safe Harbor Reading | Percent of Students below grade level in Math | | Safe Harbor Math | % of students on track to be proficient in reading | | Growth model reading | % of students on track to be proficient in math | | Growth model math | | | | |
| | 2011 | Y/N | 2011 | Y/N | 2011 | Y/N | 2011 | Y/N | 2010 | 2011 | Y/N | 2009 | 2010 | Y/N | 2010 | 2011 | Y/N | 2010 | 2011 | Y/N | 2011 | Y/N | 2011 | Y/N | 2011 | Y/N | | | | |
| TOTAL ⁴ | 99 | Y | 99 | Y | 37 | N | 39 | N | | 94 | Y | | | NA | 57 | 63 | N | 55 | 61 | N | 44 | N | 34 | N | | | | | | |
| WHITE | | NA | | NA | | NA | | NA | | | | | | NA | | | NA | | | NA | | NA | | NA | | | | | | |
| BLACK | 99 | Y | 99 | Y | 38 | N | 36 | N | 94 | | Y | | | NA | 59 | 62 | N | 55 | 64 | N | 45 | N | 32 | N | | | | | | |
| HISPANIC | | NA | | NA | | NA | | NA | | | | | | NA | | | NA | | | NA | | NA | | NA | | | | | | |
| ASIAN | | NA | | NA | | NA | | NA | | | | | | NA | | | NA | | | NA | | NA | | NA | | | | | | |
| AMERICAN INDIAN | | NA | | NA | | NA | | NA | | | | | | NA | | | NA | | | NA | | NA | | NA | | | | | | |
| ECONOMICALLY DISADVANTAGED | 100 | Y | 99 | Y | 35 | N | 37 | N | 94 | 94 | Y | | | NA | 57 | 65 | N | 55 | 63 | N | 43 | N | 34 | N | | | | | | |
| ENGLISH LANGUAGE LEARNERS | | NA | | NA | | NA | | NA | | | | | | NA | | | NA | | | NA | | NA | | NA | | | | | | |
| STUDENTS WITH DISABILITIES | | NA | | NA | | NA | | NA | | | | | | NA | | | NA | | | NA | | NA | | NA | | | | | | |
| KEY: Economically Disadvantaged - Eligible for free or reduced price lunch ELL - English Language Learners SWD - Students with Disabilities | | | | | | | | | | | | | Y/N - Was the required target met? Yes or No NA - is shown when the number of students in the group is less than 30 ⁴ | | | | | | | | | | | | | | | | | |

| | | |
|---|---|---|
| or the data are not applicable. | | |
| <p>¹ Under Florida's AYP plan, schools with a grade of D or F cannot be designated as making AYP.</p> <p>² The "part" designations used in this table correspond to the three main paragraphs in the Federal regulations for Adequate Yearly Progress (AYP) under the No Child Left Behind Act of 2002. The regulations, effective January 2, 2004, were published in the Federal Register, Vol. 67, No. 231, on December 2, 2003. Sections 200.13-200.21 describe the indicators to be collected and how to determine AYP.</p> <p>³ The school-wide data for writing and graduation rate are used in Part a. Any group not meeting the reading or mathematics targets under Part a is reviewed in Part b-Safe Harbor. When the writing percent proficient is >90 or the graduation rate is >85, increases are not required.</p> <p>⁴ If the total number of students in a school is greater than ten, adequate yearly progress for the school will be determined; however, a minimum of 30 students and represents more than 15% of the school's tested population or 100 students is required for each group within a school.</p> | | |
| <p>Note: All percentages are rounded to the nearest whole number. The Y and N designations indicate if there was a 1% increase.</p> | | |
| <p>Note: In order to maintain the anonymity and privacy of students, proficiency data is not displayed for values <=5% and >=95%</p> | | |
| <p>Percent Tested and Proficiency Levels (Part a and c²): A school or school district makes AYP if 95% of each group is tested, if each group meets the proficiency targets in reading and mathematics, and if the school-wide writing percent proficient and graduation rate increases.</p> | <p>Safe Harbor (Part b²): If any group in Part a does not meet the proficiency target, the percentage of students in that group who are below the proficiency target in reading or mathematics should be reduced by at least 10%. That group also must make progress in writing proficiency and graduation rate. No group is eligible for Safe Harbor if the school fails to meet participation criteria for all subgroups and the writing, graduation rate, and school grade criteria for the school in total.</p> | <p>Growth Model: If any group does not meet the proficiency and safe harbor requirements, the percentage of students in that group who are on track to be proficient within three years should be 79% for reading and 80% for math. That group must also make progress in writing proficiency and graduation rate. No group is eligible for the Growth Model if the school fails to meet participation criteria for all subgroups and the writing, graduation rate, and school grade criteria for the school in total.</p> |
| <p>Data provided by the Florida Department of Education, August 2011. Subject to review and verification by local school district staff.</p> | | |

- | |
|---|
| <p>Guides to the Calculations</p> <ul style="list-style-type: none"> • 2011 School Grades Guide Sheet (PDF) • School Grades Technical Assistance Paper 2010-11 (PDF) • Adequate Yearly Progress (AYP) Technical Assistance Paper 2010-11 (PDF) • Alternative School Improvement Ratings Technical Assistance Paper 2010-11 (PDF) • High School Grading Requirements (PowerPoint) • High School Grading Requirements (Rich Text Format) |
|---|

[Return to Normal View](#)

FLORIDA SCHOOL GRADES

You selected:

District: BROWARD

Years:

School Grades:

Report Type: Adequate Yearly Progress (AYP)

Modify Selections |
 Return to Summary Reports |
 Return to List of Schools |

| 2010-2011 Adequate Yearly Progress (AYP) Report - Page 3 | | | | | | | | Broward IMAGINE CHARTER/N LAUDERDALE 5171 | | | | | | | | |
|---|-------------------------------------|-----------------------|----------------------------------|------------------------|---|------|---|---|--|------|---|--|---|------|--|------|
| Number of students enrolled in the grades tested: <input type="button" value="Click the total number to return to the AYP results"/> | | | | Read: 164 Math: 164 | 2010-2011 School Grade ¹ : | F | Did the School make Adequate Yearly Progress? | NO | | | | | | | | |
| This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²). | | | | | | | | This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²). | | | | This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model. | | | | |
| Group | Number of students enrolled Reading | Number Tested Reading | Number of students enrolled Math | Number Tested Math | Number with Writing test scores | | Number included in Graduation Rate ³ | | Number with Reading scores on FCAT or other assessment | | Number with Math scores on FCAT or other assessment | | Number of students with current and prior year Reading scores on FCAT or other assessment | | Number of students with current and prior year Math scores on FCAT or other assessment | |
| | | | | | 2010 | 2011 | 2009 | 2010 | 2010 | 2011 | 2010 | 2011 | 2010 | 2011 | 2011 | 2011 |
| TOTAL ⁴ | 164 | 163 | 164 | 163 | 55 | 51 | | | 166 | 151 | 165 | 151 | 144 | 143 | | |
| WHITE | 4 | 4 | 4 | 4 | 3 | 0 | | | 3 | 4 | 3 | 4 | 4 | 4 | | |

| | | | | | | | | | | | | | | |
|----------------------------|-----|-----|-----|-----|----|----|--|--|-----|-----|-----|-----|-----|-----|
| BLACK | 132 | 131 | 132 | 131 | 47 | 43 | | | 134 | 121 | 134 | 121 | 114 | 114 |
| HISPANIC | 21 | 21 | 21 | 21 | 3 | 7 | | | 19 | 19 | 19 | 19 | 19 | 19 |
| ASIAN | 5 | 5 | 5 | 5 | 1 | 1 | | | 4 | 5 | 3 | 5 | 5 | 4 |
| AMERICAN INDIAN | 0 | 0 | 0 | 0 | 0 | 0 | | | 1 | 0 | 1 | 0 | 0 | 0 |
| ECONOMICALLY DISADVANTAGED | 155 | 154 | 155 | 154 | 53 | 48 | | | 160 | 142 | 159 | 142 | 136 | 135 |
| ENGLISH LANGUAGE LEARNERS | 18 | 17 | 18 | 17 | 4 | 3 | | | 16 | 14 | 16 | 14 | 14 | 14 |
| STUDENTS WITH DISABILITIES | 16 | 15 | 16 | 15 | 8 | 0 | | | 18 | 13 | 18 | 13 | 11 | 11 |

| | | |
|------|--|---|
| KEY: | Economically Disadvantaged - Eligible for free or reduced price lunch ELL - English Language Learners SWD - Students with Disabilities | Y/N - Was the required target met? Yes or No NA - is shown when the number of students in the group is less than 30 ⁴ or the data are not applicable. |
|------|--|---|

¹ Under Florida's AYP plan, schools with a grade of D or F cannot be designated as making AYP.
² The "part" designations used in this table correspond to the three main paragraphs in the Federal regulations for Adequate Yearly Progress (AYP) under the No Child Left Behind Act of 2002. The regulations, effective January 2, 2004, were published in the Federal Register, Vol. 67, No. 231, on December 2, 2003. Sections 200.13-200.21 describe the indicators to be collected and how to determine AYP.
³ The school-wide data for writing and graduation rate are used in Part a. Any group not meeting the reading or mathematics targets under Part a is reviewed in Part b-Safe Harbor. When the writing percent proficient is >90 or the graduation rate is >85, increases are not required.
⁴ If the total number of students in a school is greater than ten, adequate yearly progress for the school will be determined; however, a minimum of 30 students and represents more than 15% of the schools' population or 100 students is required for each group within a school.

Note: All percentages are rounded to the nearest whole number. The Y and N designations indicate if there was a 1% increase.

Note: In order to maintain the anonymity and privacy of students, proficiency data is not displayed for values <=5% and >=95%

| | | |
|---|---|---|
| Percent Tested and Proficiency Levels (Part a and c²): A school or school district makes AYP if 95% of each group is tested, if each group meets the proficiency targets in reading and mathematics, and if the school-wide writing percent proficient and graduation rate increases. | Safe Harbor (Part b²): If any group in Part a does not meet the proficiency target, the percentage of students in that group who are below the proficiency target in reading or mathematics should be reduced | Growth Model: If any group does not meet the proficiency and safe harbor requirements, the percentage of students in that group who are on track to be proficient with in three years, should be 79% for reading and 80% for math. That group must also make progress in writing proficiency and graduation rate. No group is eligible for the Growth Model if the school fails to meet participation criteria for |
|---|---|---|

| | | |
|--|---|---|
| | <p>by at least 10%. That group also must make progress in writing proficiency and graduation rate. No group is eligible for Safe Harbor if the school fails to meet participation criteria for all subgroups and the writing, graduation rate, and school grade criteria for the school in total.</p> | <p>all subgroups and the writing, graduation rate, and school grade criteria for the school in total.</p> |
|--|---|---|

Data provided by the Florida Department of Education, August 2011. Subject to review and verification by local school district staff.

Additional Information:

Evaluation and Reporting Office

- Adequate Yearly Progress (AYP) Technical Assistance Paper 2005-06 (PDF)

| |
|--|
| <p>Guides to the Calculations</p> |
| <ul style="list-style-type: none"> • <u>2010 School Grades Guide Sheet (PDF)</u> • <u>School Grades Technical Assistance Paper 2009-10 (PDF)</u> • <u>Adequate Yearly Progress (AYP) Technical Assistance Paper 2009-10 (PDF)</u> • <u>Alternative School Improvement Ratings Technical Assistance Paper 2009-10 (PDF)</u> • <u>High School Grading Requirements (PowerPoint)</u> • <u>High School Grading Requirements (Rich Text Format)</u> |

[Return to Normal View](#)

FLORIDA SCHOOL GRADES

You selected:

District: BROWARD

Years: 2010-2011, 2009-2010, 2008-2009, 2007-2008, 2006-2007, 2005-2006, 2004-2005, 2003-2004, 2002-2003

School Grades:

Report Type: Adequate Yearly Progress (AYP)

Modify Selections | Return to Summary Reports | Return to List of Schools |

| 2009-2010 Adequate Yearly Progress (AYP) Report - Page 2 | | | | | | | | | | | | | Broward IMAGINE CHARTER/N LAUDERDALE 5171 | | | | | | | | | | | | | |
|--|--|-----|----------------------------------|-----|---|-----|--|-----|--|------------------------|-----|---|---|--|--|------|---------------------|--|------|------------------|--|-----|----------------------|---|------|-------------------|
| Number of students enrolled in the grades tested: <input type="button" value="Click here to see Number of students in each group"/> | | | | | | | | | | Read: 173 Math: 173 | | 2009-2010 School Grade ¹ : | D | Did the School make Adequate Yearly Progress? | | NO | | | | | | | | | | |
| This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²). | | | | | | | | | | | | | This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²). | | | | | This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model. | | | | | | | | |
| Group | Reading Tested 95% of the students? | | Math Tested 95% of the students? | | 72% scoring at or above grade level in Reading? | | 74% scoring at or above grade level in Math? | | Improved performance in Writing by 1%? | | | Increased Graduation Rate ³ by 2%? | | | Percent of Students below grade level in Reading | | Safe Harbor Reading | Percent of Students below grade level in Math | | Safe Harbor Math | % of students on track to be proficient in reading | | Growth model reading | % of students on track to be proficient in math | | Growth model math |
| | 2010 | Y/N | 2010 | Y/N | 2010 | Y/N | 2010 | Y/N | 2009 | 2010 | Y/N | 2008 | 2009 | Y/N | 2009 | 2010 | Y/N | 2009 | 2010 | Y/N | 2010 | Y/N | 2010 | Y/N | 2010 | Y/N |
| TOTAL ⁴ | 99 | Y | 99 | Y | 43 | N | 45 | N | 94 | | Y | | | NA | 51 | 57 | N | 65 | 55 | Y | 53 | N | 52 | NA | | |
| WHITE | | NA | | NA | | NA | | NA | | | NA | | | NA | | | NA | | NA | | NA | | NA | | NA | |
| BLACK | 99 | Y | 99 | Y | 41 | N | 45 | N | | 94 | Y | | | NA | 53 | 59 | N | 70 | 55 | Y | 51 | N | 50 | NA | | |
| HISPANIC | | NA | | NA | | NA | | NA | | | NA | | | NA | | | NA | | NA | | NA | | NA | | NA | |
| ASIAN | | NA | | NA | | NA | | NA | | | NA | | | NA | | | NA | | NA | | NA | | NA | | NA | |
| AMERICAN INDIAN | | NA | | NA | | NA | | NA | | | NA | | | NA | | | NA | | NA | | NA | | NA | | NA | |
| ECONOMICALLY DISADVANTAGED | 100 | Y | 99 | Y | 43 | N | 45 | N | | 94 | Y | | | NA | 54 | 57 | N | 66 | 55 | Y | 53 | N | 51 | NA | | |
| ENGLISH LANGUAGE LEARNERS | | NA | | NA | | NA | | NA | | | NA | | | NA | | | NA | | NA | | NA | | NA | | NA | |
| STUDENTS WITH DISABILITIES | | NA | | NA | | NA | | NA | | | NA | | | NA | | | NA | | NA | | NA | | NA | | NA | |
| KEY: | Economically Disadvantaged - Eligible for free or reduced price lunch ELL - English Language Learners SWD - Students with Disabilities | | | | | | | | | | | | | Y/N - Was the required target met? Yes or No NA - is shown when the number of students in the group is less than 30 ⁴ | | | | | | | | | | | | |

or the data are not applicable.

- ¹ Under Florida's AYP plan, schools with a grade of D or F cannot be designated as making AYP.
- ² The "part" designations used in this table correspond to the three main paragraphs in the Federal regulations for Adequate Yearly Progress (AYP) under the No Child Left Behind Act of 2002. The regulations, effective January 2, 2004, were published in the Federal Register, Vol. 67, No. 231, on December 2, 2003. Sections 200.13-200.21 describe the indicators to be collected and how to determine AYP.
- ³ The school-wide data for writing and graduation rate are used in Part a. Any group not meeting the reading or mathematics targets under Part a is reviewed in Part b-Safe Harbor. When the writing percent proficient is >90 or the graduation rate is >85, increases are not required.
- ⁴ If the total number of students in a school is greater than ten, adequate yearly progress for the school will be determined; however, a minimum of 30 students and represents more than 15% of the school's tested population or 100 students is required for each group within a school.

Note: All percentages are rounded to the nearest whole number. The Y and N designations indicate if there was a 1% increase.

Note: In order to maintain the anonymity and privacy of students, proficiency data is not displayed for values <=5% and >=95%

Percent Tested and Proficiency Levels (Part a and c²): A school or school district makes AYP if 95% of each group is tested, if each group meets the proficiency targets in reading and mathematics, and if the school-wide writing percent proficient and graduation rate increases.

Safe Harbor (Part b²): If any group in Part a does not meet the proficiency target, the percentage of students in that group who are below the proficiency target in reading or mathematics should be reduced by at least 10%. That group also must make progress in writing proficiency and graduation rate. No group is eligible for Safe Harbor if the school fails to meet participation criteria for all subgroups and the writing, graduation rate, and school grade criteria for the school in total.

Growth Model: If any group does not meet the proficiency and safe harbor requirements, the percentage of students in that group who are on track to be proficient within three years should be 72% for reading and 74% for math. That group must also make progress in writing proficiency and graduation rate. No group is eligible for the Growth Model if the school fails to meet participation criteria for all subgroups and the writing, graduation rate, and school grade criteria for the school in total.

Data provided by the Florida Department of Education, August 2010. Subject to review and verification by local school district staff.

Guides to the Calculations

- [2010 School Grades Guide Sheet \(PDF\)](#)
- [School Grades Technical Assistance Paper 2009-10 \(PDF\)](#)
- [Adequate Yearly Progress \(AYP\) Technical Assistance Paper 2009-10 \(PDF\)](#)
- [Alternative School Improvement Ratings Technical Assistance Paper 2009-10 \(PDF\)](#)
- [High School Grading Requirements \(PowerPoint\)](#)
- [High School Grading Requirements \(Rich Text Format\)](#)

[Return to Normal View](#)

FLORIDA SCHOOL GRADES

You selected:

District: BROWARD

Years:

School Grades:

Report Type: Adequate Yearly Progress (AYP)

Modify Selections |
 Return to Summary Reports |
 Return to List of Schools |

| 2009-2010 Adequate Yearly Progress (AYP) Report - Page 3 | | | | | | | | | Broward IMAGINE CHARTER/N LAUDERDALE 5171 | | | | | | | |
|---|-------------------------------------|-----------------------|----------------------------------|------------------------|---------------------------------------|------|---|------|---|------|---|--|---|------|--|------|
| Number of students enrolled in the grades tested: <input type="button" value="Click the total number to return to the AYP results"/> | | | | Read: 173 Math: 173 | 2009-2010 School Grade ¹ : | D | Did the School make Adequate Yearly Progress? | NO | | | | | | | | |
| This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²). | | | | | | | | | This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²). | | | This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model. | | | | |
| Group | Number of students enrolled Reading | Number Tested Reading | Number of students enrolled Math | Number Tested Math | Number with Writing test scores | | Number included in Graduation Rate ³ | | Number with Reading scores on FCAT or other assessment | | Number with Math scores on FCAT or other assessment | | Number of students with current and prior year Reading scores on FCAT or other assessment | | Number of students with current and prior year Math scores on FCAT or other assessment | |
| | | | | | 2009 | 2010 | 2008 | 2009 | 2009 | 2010 | 2009 | 2010 | 2009 | 2010 | 2010 | 2010 |
| TOTAL ⁴ | 173 | 172 | 173 | 171 | 31 | 55 | | | 121 | 166 | 121 | 165 | 158 | 157 | | |
| WHITE | 4 | 4 | 4 | 4 | 0 | 3 | | | 5 | 3 | 5 | 3 | 3 | 3 | | |

| | | | | | | | | | | | | | | |
|----------------------------|-----|-----|-----|-----|----|----|--|--|-----|-----|-----|-----|-----|-----|
| BLACK | 139 | 138 | 139 | 138 | 24 | 47 | | | 96 | 134 | 96 | 134 | 128 | 128 |
| HISPANIC | 19 | 19 | 19 | 19 | 4 | 3 | | | 10 | 19 | 10 | 19 | 18 | 18 |
| ASIAN | 4 | 4 | 4 | 3 | 1 | 1 | | | 5 | 4 | 5 | 3 | 4 | 3 |
| AMERICAN INDIAN | 1 | 1 | 1 | 1 | 1 | 0 | | | 1 | 1 | 1 | 1 | 1 | 1 |
| ECONOMICALLY DISADVANTAGED | 165 | 165 | 165 | 164 | 28 | 53 | | | 108 | 160 | 108 | 159 | 152 | 151 |
| ENGLISH LANGUAGE LEARNERS | 16 | 16 | 16 | 16 | 8 | 4 | | | 19 | 16 | 19 | 16 | 16 | 16 |
| STUDENTS WITH DISABILITIES | 19 | 19 | 19 | 19 | 3 | 8 | | | 14 | 18 | 14 | 18 | 18 | 18 |

| | | |
|------|--|---|
| KEY: | Economically Disadvantaged - Eligible for free or reduced price lunch ELL - English Language Learners SWD - Students with Disabilities | Y/N - Was the required target met? Yes or No NA - is shown when the number of students in the group is less than 30 ⁴ or the data are not applicable. |
|------|--|---|

¹ Under Florida's AYP plan, schools with a grade of D or F cannot be designated as making AYP.
² The "part" designations used in this table correspond to the three main paragraphs in the Federal regulations for Adequate Yearly Progress (AYP) under the No Child Left Behind Act of 2002. The regulations, effective January 2, 2004, were published in the Federal Register, Vol. 67, No. 231, on December 2, 2003. Sections 200.13-200.21 describe the indicators to be collected and how to determine AYP.
³ The school-wide data for writing and graduation rate are used in Part a. Any group not meeting the reading or mathematics targets under Part a is reviewed in Part b-Safe Harbor. When the writing percent proficient is >90 or the graduation rate is >85, increases are not required.
⁴ If the total number of students in a school is greater than ten, adequate yearly progress for the school will be determined; however, a minimum of 30 students and represents more than 15% of the schools' population or 100 students is required for each group within a school.

Note: All percentages are rounded to the nearest whole number. The Y and N designations indicate if there was a 1% increase.

Note: In order to maintain the anonymity and privacy of students, proficiency data is not displayed for values <=5% and >=95%

| | | |
|---|---|---|
| Percent Tested and Proficiency Levels (Part a and c²): A school or school district makes AYP if 95% of each group is tested, if each group meets the proficiency targets in reading and mathematics, and if the school-wide writing percent proficient and graduation rate increases. | Safe Harbor (Part b²): If any group in Part a does not meet the proficiency target, the percentage of students in that group who are below the proficiency target in reading or mathematics should be reduced | Growth Model: If any group does not meet the proficiency and safe harbor requirements, the percentage of students in that group who are on track to be proficient with in three years, should be 72% for reading and 74% for math. That group must also make progress in writing proficiency and graduation rate. No group is eligible for the Growth Model if the school fails to meet participation criteria for |
|---|---|---|

[Return to Normal View](#)

FLORIDA SCHOOL GRADES

You selected:

District: BROWARD

Years: 2010-2011, 2009-2010, 2008-2009, 2007-2008, 2006-2007, 2005-2006, 2004-2005, 2003-2004, 2002-2003

School Grades:

Report Type: Adequate Yearly Progress (AYP)

Modify Selections | Return to Summary Reports | Return to List of Schools |

| 2008-2009 Adequate Yearly Progress (AYP) Report - Page 2 | | | | | | | | | | | | | Broward IMAGINE CHARTER/N LAUDERDALE 5171 | | | | | | | | | | | | | |
|--|-------------------------------------|-----|----------------------------------|-----|---|-----|--|-----|--|------------------------|-----|---|--|---|--|------|---------------------|---|---|------------------|--|-----|----------------------|---|------|-------------------|
| Number of students enrolled in the grades tested: <input type="text" value="Click here to see Number of students in each group"/> | | | | | | | | | | Read: 144 Math: 144 | | 2008-2009 School Grade ¹ : | D | Did the School make Adequate Yearly Progress? | | | NO | | | | | | | | | |
| This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²). | | | | | | | | | | | | | This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²). | | | | | | This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model. | | | | | | | |
| Group | Reading Tested 95% of the students? | | Math Tested 95% of the students? | | 65% scoring at or above grade level in Reading? | | 68% scoring at or above grade level in Math? | | Improved performance in Writing by 1%? | | | Increased Graduation Rate ³ by 1%? | | | Percent of Students below grade level in Reading | | Safe Harbor Reading | Percent of Students below grade level in Math | | Safe Harbor Math | % of students on track to be proficient in reading | | Growth model reading | % of students on track to be proficient in math | | Growth model math |
| | 2009 | Y/N | 2009 | Y/N | 2009 | Y/N | 2009 | Y/N | 2008 | 2009 | Y/N | 2007 | 2008 | Y/N | 2008 | 2009 | Y/N | 2008 | 2009 | Y/N | 2009 | Y/N | 2009 | Y/N | 2009 | Y/N |
| TOTAL ⁴ | 97 | Y | 97 | Y | 49 | N | 35 | N | 91 | 94 | Y | | | NA | 56 | 51 | N | 60 | 65 | N | 59 | N | 43 | N | | |
| WHITE | | NA | | NA | | NA | | NA | | | NA | | | NA | | | NA | | | NA | | NA | | NA | | |
| BLACK | 97 | Y | 97 | Y | 47 | N | 30 | N | | | NA | | | NA | 60 | 53 | Y | 64 | 70 | N | 58 | NA | 38 | N | | |
| HISPANIC | | NA | | NA | | NA | | NA | | | NA | | | NA | | | NA | | | NA | | NA | | NA | | |
| ASIAN | | NA | | NA | | NA | | NA | | | NA | | | NA | | | NA | | | NA | | NA | | NA | | |
| AMERICAN INDIAN | | NA | | NA | | NA | | NA | | | NA | | | NA | | | NA | | | NA | | NA | | NA | | |
| ECONOMICALLY DISADVANTAGED | 97 | Y | 97 | Y | 46 | N | 34 | N | | | NA | | | NA | 59 | 54 | N | 62 | 66 | N | 56 | N | 43 | N | | |
| ENGLISH LANGUAGE LEARNERS | | NA | | NA | | NA | | NA | | | NA | | | NA | | | NA | | | NA | | NA | | NA | | |
| STUDENTS WITH DISABILITIES | | NA | | NA | | NA | | NA | | | NA | | | NA | | | NA | | | NA | | NA | | NA | | |
| KEY: | | | | | | | | | | | | | Economically Disadvantaged - Eligible for free or reduced price lunch ELL - English Language Learners SWD - Students with Disabilities | | | | | | Y/N - Was the required target met? Yes or No NA - is shown when the number of students in the group is less than 30 ⁴ | | | | | | | |

or the data are not applicable.

¹ Under Florida's AYP plan, schools with a grade of D or F cannot be designated as making AYP.

² The "part" designations used in this table correspond to the three main paragraphs in the Federal regulations for Adequate Yearly Progress (AYP) under the No Child Left Behind Act of 2002. The regulations, effective January 2, 2004, were published in the Federal Register, Vol. 67, No. 231, on December 2, 2003. Sections 200.13-200.21 describe the indicators to be collected and how to determine AYP.

³ The school-wide data for writing and graduation rate are used in Part a. Any group not meeting the reading or mathematics targets under Part a is reviewed in Part b-Safe Harbor. When the writing percent proficient is >90 or the graduation rate is >85, increases are not required.

⁴ If the total number of students in a school is greater than ten, adequate yearly progress for the school will be determined; however, a minimum of 30 students and represents more than 15% of the school's tested population or 100 students is required for each group within a school.

Note: All percentages are rounded to the nearest whole number. The Y and N designations indicate if there was a 1% increase.

Note: In order to maintain the anonymity and privacy of students, proficiency data is not displayed for values <=5% and >=95%

Percent Tested and Proficiency Levels (Part a and c²): A school or school district makes AYP if 95% of each group is tested, if each group meets the proficiency targets in reading and mathematics, and if the school-wide writing percent proficient and graduation rate increases.

Safe Harbor (Part b²): If any group in Part a does not meet the proficiency target, the percentage of students in that group who are below the proficiency target in reading or mathematics should be reduced by at least 10%. Any subgroup is eligible for Safe Harbor as long as the school meets participation criteria for all subgroups and the subgroup meets the participation, writing, and graduation requirement.

Growth Model: If any group does not meet the proficiency and safe harbor requirements, the percentage of students in that group who are on track to be proficient within three years should be 65% for reading and 68% for math. Any subgroup is eligible for the Growth Model as long as the school meets participation criteria for all subgroups and the subgroup meets the participation, writing, and graduation requirement.

Data provided by the Florida Department of Education, August 2009. Subject to review and verification by local school district staff.

Guides to the Calculations

- [2011 School Grades Guide Sheet \(PDF\)](#)
- [School Grades Technical Assistance Paper 2010-11 \(PDF\)](#)
- [Adequate Yearly Progress \(AYP\) Technical Assistance Paper 2010-11 \(PDF\)](#)
- [Alternative School Improvement Ratings Technical Assistance Paper 2010-11 \(PDF\)](#)
- [High School Grading Requirements \(PowerPoint\)](#)
- [High School Grading Requirements \(Rich Text Format\)](#)

[Return to Normal View](#)

FLORIDA SCHOOL GRADES

You selected:

District: BROWARD

Years:

School Grades:

Report Type: Adequate Yearly Progress (AYP)

Modify Selections |
 Return to Summary Reports |
 Return to List of Schools |

| 2008-2009 Adequate Yearly Progress (AYP) Report - Page 3 | | | | | | | | | | Broward IMAGINE CHARTER/N LAUDERDALE 5171 | | | | |
|--|-------------------------------------|------|----------------------------------|------|---------------------------------|------|---|------|--|--|---|------|---|--|
| Number of students enrolled in the grades tested: <input style="width: 100%;" type="text" value="Click the total number to return to the AYP results"/> | | | | | Read: 144 Math: 144 | | 2008-2009 School Grade ¹ : | | D | | Did the School make Adequate Yearly Progress? | | NO | |
| This section shows the percent tested and performance for each group used to determine AYP (Parts a and c²). | | | | | | | | | | This section shows the improvement for each group used to determine AYP via safe harbor (Part b²). | | | This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model. | |
| Group | Number of students enrolled Reading | | Number of students enrolled Math | | Number with Writing test scores | | Number included in Graduation Rate ³ | | Number with Reading scores on FCAT or other assessment | | Number with Math scores on FCAT or other assessment | | Number of students with current and prior year Reading scores on FCAT or other assessment | Number of students with current and prior year Math scores on FCAT or other assessment |
| | 2009 | 2009 | 2009 | 2009 | 2008 | 2009 | 2007 | 2008 | 2008 | 2009 | 2008 | 2009 | 2009 | 2009 |
| TOTAL ⁴ | 144 | 139 | 144 | 139 | 57 | 31 | | | 156 | 121 | 156 | 121 | 116 | 116 |
| WHITE | 5 | 5 | 5 | 5 | 1 | 0 | | | 3 | 5 | 3 | 5 | 5 | 5 |

| | | | | | | | | | | | | | | | |
|----------------------------|--|-----|-----|-----|----|----|--|--|---|-----|-----|-----|-----|-----|--|
| BLACK | 111 | 108 | 111 | 108 | 46 | 24 | | | 122 | 96 | 122 | 96 | 91 | 91 | |
| HISPANIC | 14 | 13 | 14 | 13 | 5 | 4 | | | 19 | 10 | 19 | 10 | 10 | 10 | |
| ASIAN | 7 | 6 | 7 | 6 | 4 | 1 | | | 7 | 5 | 7 | 5 | 5 | 5 | |
| AMERICAN INDIAN | 1 | 1 | 1 | 1 | 0 | 1 | | | 1 | 1 | 1 | 1 | 1 | 1 | |
| ECONOMICALLY DISADVANTAGED | 126 | 122 | 126 | 122 | 49 | 28 | | | 138 | 108 | 138 | 108 | 103 | 103 | |
| ENGLISH LANGUAGE LEARNERS | 22 | 21 | 22 | 21 | 6 | 8 | | | 18 | 19 | 18 | 19 | 19 | 19 | |
| STUDENTS WITH DISABILITIES | 15 | 14 | 15 | 14 | 8 | 3 | | | 16 | 14 | 16 | 14 | 14 | 14 | |
| KEY: | Economically Disadvantaged - Eligible for free or reduced price lunch ELL - English Language Learners SWD - Students with Disabilities | | | | | | | | Y/N - Was the required target met? Yes or No NA - is shown when the number of students in the group is less than 30 ⁴ or the data are not applicable. | | | | | | |

¹ Under Florida's AYP plan, schools with a grade of D or F cannot be designated as making AYP.
² The "part" designations used in this table correspond to the three main paragraphs in the Federal regulations for Adequate Yearly Progress (AYP) under the No Child Left Behind Act of 2002. The regulations, effective January 2, 2004, were published in the Federal Register, Vol. 67, No. 231, on December 2, 2003. Sections 200.13-200.21 describe the indicators to be collected and how to determine AYP.
³ The school-wide data for writing and graduation rate are used in Part a. Any group not meeting the reading or mathematics targets under Part a is reviewed in Part b-Safe Harbor. When the writing percent proficient is >90 or the graduation rate is >85, increases are not required.
⁴ If the total number of students in a school is greater than ten, adequate yearly progress for the school will be determined; however, a minimum of 30 students and represents more than 15% of the schools' population or 100 students is required for each group within a school.

Note: All percentages are rounded to the nearest whole number. The Y and N designations indicate if there was a 1% increase.

Note: In order to maintain the anonymity and privacy of students, proficiency data is not displayed for values <=5% and >=95%

| | | |
|--|--|--|
| <p>Percent Tested and Proficiency Levels (Part a and c²): A school or school district makes AYP if 95% of each group is tested, if each group meets the proficiency targets in reading and mathematics, and if the school-wide writing percent proficient and graduation rate increases.</p> | <p>Safe Harbor (Part b²): If any group in Part a does not meet the proficiency target, the percentage of students in that group who are below the proficiency target in reading or mathematics should be reduced</p> | <p>Growth Model: If any group does not meet the proficiency and safe harbor requirements, the percentage of students in that group who are on track to be proficient with in three years, should be 65% for reading and 68% for math. Any subgroup is eligible for the Growth Model as long as the school meets participation criteria for all subgroups and the subgroup meets the participation, writing,</p> |
|--|--|--|

| | | |
|--|---|-----------------------------|
| | by at least 10%. Any subgroup is eligible for Safe Harbor as long as the school meets participation criteria for all subgroups and the subgroup meets the participation, writing, and graduation requirement. | and graduation requirement. |
|--|---|-----------------------------|

Data provided by the Florida Department of Education, August 2009. Subject to review and verification by local school district staff.

Additional Information:
 Evaluation and Reporting Office

- [Adequate Yearly Progress \(AYP\) Technical Assistance Paper 2005-06 \(PDF\)](#)

| |
|--|
| <p>Guides to the Calculations</p> |
| <ul style="list-style-type: none"> • 2011 School Grades Guide Sheet (PDF) • School Grades Technical Assistance Paper 2010-11 (PDF) • Adequate Yearly Progress (AYP) Technical Assistance Paper 2010-11 (PDF) • Alternative School Improvement Ratings Technical Assistance Paper 2010-11 (PDF) • High School Grading Requirements (PowerPoint) • High School Grading Requirements (Rich Text Format) |

Ms. Albano's Fifth Graders

| First Name | Last Name | AYP Subgroups | | | | FAIR | | | | FCAT 2011 | | | | FCAT 2010 | | | | Retained |
|------------|-----------|---------------|-----|-------|--------|-----------------------------------|-------------|---------|------------------|-----------|------|-------|------|-----------|------|------|------|----------|
| | | | | | | FAIR Instructional Grouping Level | Rdg Comp PR | Maze PR | Word Analysis PR | Reading | | Math | | Reading | | Math | | |
| | | Level | DSS | Level | DSS | | | | | Level | DSS | Level | DSS | | | | | |
| T. | B. | R, M | B | | | 6 | 7 | 8 | N/A | 1 | 1244 | 1 | 1066 | 1 | 808 | 1 | 1073 | |
| D. | B. | R | B | B1 | | 5 | 11 | 7 | 44 | 1 | 1074 | 3 | 1631 | N/A | | N/A | | |
| J. | C. | | H | | | 2 | 49 | 36 | 39 | 4 | 1713 | 3 | 1617 | 3 | 1403 | 4 | 1531 | |
| T. | D. | | B | | | 1 | 74 | 60 | 83 | 4 | 1783 | 3 | 1539 | 3 | 1482 | 3 | 1490 | |
| M. | D. | R, M | B | | | 5 | 24 | 20 | N/A | 1 | 1162 | 1 | 1185 | 3 | 1324 | 3 | 1434 | |
| R. | E. | | B | A1 | | 6 | 1 | 1 | 2 | N/A | | N/A | | N/A | | N/A | | |
| L. | H. | | B | | | 5 | 32 | 24 | 61 | 3 | 1560 | 3 | 1499 | 2 | 1148 | 3 | 1295 | |
| L. | J. | | B | | Speech | 5 | 24 | 2 | 34 | 2 | 1455 | 3 | 1447 | 3 | 1264 | 3 | 1397 | |
| R. | L. | | H | | | 6 | 23 | 28 | 29 | 3 | 1619 | 4 | 1827 | 3 | 1276 | 5 | 1772 | 2 |
| A. | L. | | H | C1 | | 6 | 28 | 2 | 21 | 3 | 1654 | 2 | 1359 | 2 | 1431 | 1 | 1215 | 4 |
| L. | L. | R | B | | | 6 | 27 | 3 | 21 | 1 | 1156 | 3 | 1613 | 1 | 948 | 3 | 1369 | |
| K. | L. | | B | | | 1 | 96 | 76 | 64 | 4 | 1871 | 3 | 1617 | 4 | 1761 | 4 | 1596 | |
| Z. | M. | R | B | | | 5 | 9 | 8 | 31 | 1 | 1279 | 2 | 1351 | 2 | 1166 | 3 | 1383 | |
| M. | M. | M | B | | | 3 | 18 | 36 | 44 | 2 | 1396 | 1 | 1058 | 2 | 1075 | 1 | 990 | K |
| D. | M. | | B | | | 6 | 34 | 2 | 29 | 2 | 1443 | 3 | 1473 | 2 | 1136 | 3 | 1291 | |
| J. | P. | | B | | | 6 | 22 | 8 | 29 | 3 | 1584 | 2 | 1364 | 2 | 1148 | 3 | 1277 | |
| J. | S. | | B | | | 3 | 28 | 70 | 74 | 3 | 1630 | 3 | 1556 | 3 | 1336 | 4 | 1610 | |
| A. | W. | R, M | B | | | 5 | 43 | 6 | 44 | 1 | 1255 | 1 | 1283 | 1 | 1039 | 2 | 1364 | K, 4 |
| K. | W. | | B | | | 5 | 22 | 11 | 39 | 2 | 1373 | 2 | 1394 | 1 | 948 | 2 | 1198 | |
| L. | W. | R, M | B | | | 5 | 36 | 6 | 31 | 1 | 1173 | 1 | 804 | N/A | | N/A | | |

Bubble Kids

- Daily Teacher-Directed Small Group and Daily Intensive Intervention
- Daily Teacher-Directed Small Group and Daily Intensive Intervention w/ Curriculum Coach
- Daily Teacher-Directed Small Group and Intensive Intervention 3 Days per Week
- Literature Circle - Teacher Directed Small Group 2-3 Days per Week

Grades 3-12 Instructional Grouping/Instructional Strategies Chart (Rev.9/11)

Instructional Considerations for ALL Intermediate students – Comprehension

- Complexity of text along with genre
- Vocabulary development
- Reading/writing connection
- Direct and explicit strategy instruction
- Student motivation and engagement
- Strategic reading skills (decoding on the run, reading for meaning, thinking through text)
- Higher-order questioning (teacher and student generated)
- Strategies for content area reading
- Scaffolded discussions
- Summary writing
- Activating background knowledge
- Graphic organizers
- Text structures/text features
- Self-monitoring/fix-up strategies

| 1 FAIR Reading Comp. ≥ 71 percentile | 2 FAIR Reading Comp. = 40-70 percentile OR Level 4 or 5 on Previous Year FCAT | 3 FAIR Reading Comp. < 40 percentile AND MAZE ≥ 30 percentile AND Word Analysis ≥ 30 percentile |
|---|---|---|
| <ul style="list-style-type: none"> • Implement CORE Provide enriched instruction that follows a developmental reading continuum. Include instruction in high-level reasoning skills, vocabulary, and comprehension strategies required to meet grade level standards. • Provide small group differentiated instruction targeted to meet students' instructional needs. Students will receive appropriate levels of differentiated instruction during the 90 minute reading block on a regular basis. | <ul style="list-style-type: none"> • Implement CORE reading Provide enhanced instruction that follows a developmental reading continuum including instruction that extends learning and provides increased scaffolding to improve and increase clarity and detail. Include instruction in high-level reasoning skills, vocabulary, and comprehension strategies required to meet grade level standards. • Provide small group differentiated instruction targeted to meet students' instructional needs. Students will receive appropriate levels of differentiated instruction during the 90 minute reading block on a regular basis. | <ul style="list-style-type: none"> • Implement CORE reading Provide explicit instruction that follows a developmental reading continuum including instruction that provides increased scaffolding to improve and add increased clarity and detail. Include instruction in high-level reasoning skills, vocabulary, and comprehension strategies required to meet grade level standards. • Provide small group differentiated instruction targeted to meet students' instructional needs. Students will receive appropriate levels of differentiated instruction during the 90 minute reading block on a regular basis. Students MAY receive intervention outside the 90 minute reading block, if indicated. |
| <p style="text-align: center;"><u>Instructional Focus</u></p> <ul style="list-style-type: none"> ➤ Extended discussion of text ➤ Extended writing in response to text ➤ Increased text complexity | <p style="text-align: center;"><u>Instructional Focus</u></p> <ul style="list-style-type: none"> ➤ Extended discussion of text ➤ Extended writing in response to text ➤ Increased text complexity | <p style="text-align: center;"><u>Instructional Focus</u></p> <ul style="list-style-type: none"> ➤ QAR/ Scaffolded discussion templates ➤ Structured comprehension routines: SQ3R, Reciprocal Teaching, Directed Reading-Thinking Activity, FCIM |
| | | |

Grades 3-5 Instructional Grouping/Instructional Strategies Chart

| 4 FAIR Reading Comp. < 40 percentile AND MAZE ≥ 30 percentile AND Word Analysis < 30 percentile | 5 FAIR Reading Comp. < 40 percentile AND MAZE < 30 percentile AND Word Analysis ≥ 30 percentile | 6 FAIR Reading Comp. < 40 percentile AND MAZE < 30 percentile AND Word Analysis < 30 percentile |
|---|--|---|
| <ul style="list-style-type: none"> • Implement CORE reading Provide explicit instruction that follows a developmental reading continuum including instruction that provides increased scaffolding to improve and add increased clarity and detail. Include instruction in high-level reasoning skills, vocabulary, and comprehension strategies required to meet grade level standards. • Provide small group differentiated instruction targeted to meet students' instructional needs. Students will receive appropriate levels of differentiated instruction during the 90 minute reading block on a regular basis. Students MAY receive intervention outside the 90 minute reading block, if indicated. Students may need specific instruction in basic orthographic patterns and affixes/roots. They might have a specific weakness in spelling that may or may not impact reading. | <ul style="list-style-type: none"> • Implement CORE reading plus INTENSIVE INTERVENTION • Provide explicit instruction that follows a developmental reading continuum including instruction that provides increased scaffolding and increased frequent intensive intervention to improve and add increased clarity and detail. Include instruction in high-level reasoning skills, vocabulary, and comprehension strategies required to meet grade level standards. • Provide small group differentiated instruction targeted to meet students' instructional needs. Students will receive appropriate levels of differentiated instruction during the 90 minute reading block. Students MUST receive ADDITIONAL intensive intervention outside of the 90 minute reading block on a daily basis. This may be administered by the classroom teacher or by another staff member. The content and intensity of this additional intensive intervention will be determined by FAIR data and other classroom performance data. | <ul style="list-style-type: none"> • Implement CORE reading plus ADDITIONAL INTENSIVE INTERVENTION (increased intensity and time) • Provide explicit instruction that follows a developmental reading continuum including instruction that provides increased scaffolding and more frequent/ more intensive intervention to improve and add increased clarity and detail. Include instruction in high-level reasoning skills, vocabulary, and comprehension strategies required to meet grade level standards. • Provide small group differentiated instruction targeted to meet students' instructional needs. Students will receive appropriate levels of differentiated instruction during the 90 minute reading block. Students MUST receive ADDITIONAL intensive intervention outside of the 90 minute reading block on a daily basis. This may be administered by the classroom teacher or by another staff member. The content and intensity of this additional intensive intervention will be determined by FAIR data and other classroom performance data. |
| <p style="text-align: center;"><u>Instructional Focus</u></p> <ul style="list-style-type: none"> ➤ QAR/ Scaffolded discussion templates ➤ Structured comprehension routines: SQ3R, Reciprocal Teaching, Directed Reading-Thinking Activity, Reading Focus Lessons ➤ Spelling generalizations/patterns ➤ Advanced word study including affixes and roots to help with reading for meaning-Beck Lessons ➤ Harcourt Intervention kit-Phonics Lessons/multisyllabic words ➤ Syllable types (open, closed, VCe, r-controlled, vowel teams, final stable syllable (e.g., <i>le, tion</i>) ➤ Build fluency as accuracy increases ➤ Apply comprehension strategies in connected text | <p style="text-align: center;"><u>Instructional Focus</u></p> <ul style="list-style-type: none"> ➤ Text reading efficiency (reading accuracy and speed, and gist-level comprehension) ➤ Repeated reading with a variety of genres ➤ QAR/ Scaffolded discussion templates ➤ Structured comprehension routines: SQ3R, Reciprocal Teaching, Directed Reading-Thinking Activity, Reading Focus Lessons ➤ Automaticity at the phrase, sentence, and paragraph level ➤ Apply comprehension strategies in connected text | <p style="text-align: center;"><u>Instructional Focus</u></p> <ul style="list-style-type: none"> ➤ Text reading efficiency (reading accuracy and speed, and gist-level comprehension) ➤ Repeated reading with a variety of genres ➤ QAR/ Scaffolded discussion templates ➤ Structured comprehension routines: SQ3R, Reciprocal Teaching, Directed Reading-Thinking Activity, Reading Focus Lessons ➤ Automaticity at the phrase, sentence, and paragraph level ➤ Spelling generalizations/patterns ➤ Advanced word study including affixes and roots to help with reading for meaning ➤ Harcourt Intervention Kit-Phonics Lessons/multisyllabic words ➤ Syllable types (open, closed, VCe, r-controlled, vowel teams, final stable syllable (e.g., <i>le, tion</i>) ➤ Build fluency as accuracy increases ➤ Apply comprehension strategies in connected text |
| <p><i>Students</i></p> | <p><i>Students</i></p> | <p><i>Students</i></p> |

5th Grade Benchmark Summary- Reading

| Teacher | Proficient | Not Proficient | Weakest Area: Lit Analysis | Weakest Area: Vocabulary | Weakest Area: Info Text/ Research | Weakest Area: Reading App |
|----------|------------|----------------|----------------------------|--------------------------|-----------------------------------|---------------------------|
| Albano | 9 | 11 | 2 | 2 | 7 | 10 |
| Brown | 7 | 13 | 4 | 1 | 11 | 5 |
| Jahangir | 8 | 12 | 6 | 2 | 8 | 9 |

Some students are weak in more than one area.

5th Grade Benchmark Summary- Math

| Teacher | Proficient | Not Proficient | Weakest Area: Base Ten and Fractions | Weakest Area: Expressions, Equations and Statistics | Weakest Area: Geometry and Measurement |
|----------|------------|----------------|--------------------------------------|---|--|
| Albano | 7 | 13 | 9 | 8 | 6 |
| Brown | 5 | 15 | 6 | 12 | 3 |
| Jahangir | 4 | 16 | 7 | 8 | 5 |

Some students are weak in more than one area.

5th Grade Benchmark Summary- Science

| Teacher | Proficient | Not Proficient | Weakest Area: Nature of Science | Weakest Area: Life Science | Weakest Area: Properties of Matter | Weakest Area: Earth and Space |
|----------|------------|----------------|---------------------------------|----------------------------|------------------------------------|-------------------------------|
| Albano | 3 | 17 | 11 | 4 | 3 | 2 |
| Brown | 1 | 19 | 8 | 9 | 4 | 1 |
| Jahangir | 4 | 16 | 10 | 6 | 0 | 6 |

Some students are weak in more than one area.

Reading Mini-BAT Grade Level Summary

| | | 2.1.2 Elements of Story / Plot Structure | 1.7.3 Sequencing | 1.7.4 Cause & Effect | 1.7.2 Author's Purpose | 1.6.7 Prefixes & Suffixes & 1.6.8 Antonyms, Synonyms, & Homonyms | 1.7.7 Compare & Contrast Story Elements | 1.7.6 Theme & Message | 2.1.7 Understanding Figurative Language |
|---------------|------------------|--|------------------|----------------------|------------------------|--|---|-----------------------|---|
| 3rd Grade | % scoring = 100 | 17% | 10% | 9% | 8% | 9% | 3% | 2% | 6% |
| | % scoring = 88 | | | | | 18% | | | |
| | % scoring = 75 | 37% | 11% | 28% | 18% | 16% | 8% | 17% | 12% |
| | % scoring = 63 | | | | | 16% | | | |
| | % scoring = 50 | 17% | 28% | 22% | 35% | 14% | 19% | 33% | 17% |
| | % scoring = 38 | | | | | 8% | | | |
| | % scoring = 25 | 13% | 31% | 22% | 27% | 1% | 41% | 24% | 31% |
| % scoring = 0 | 8% | 11% | 10% | 5% | 7% | 19% | 14% | 26% | |
| | % Failing | 38% | 70% | 54% | 66% | 46% | 80% | 71% | 73% |
| 4th Grade | % scoring = 100 | 23% | 15% | 12% | 11% | 4% | 23% | 4% | 9% |
| | % scoring = 88 | | | | | 16% | | | |
| | % scoring = 75 | 36% | 20% | 31% | 25% | 31% | 33% | 31% | 36% |
| | % scoring = 63 | | | | | 14% | | | |
| | % scoring = 50 | 35% | 31% | 33% | 24% | 20% | 20% | 40% | 29% |
| | % scoring = 38 | | | | | 16% | | | |
| | % scoring = 25 | 4% | 28% | 18% | 32% | 0% | 16% | 17% | 14% |
| % scoring = 0 | 2% | 6% | 6% | 8% | 0% | 4% | 4% | 6% | |
| | % Failing | 41% | 65% | 57% | 63% | 50% | 40% | 61% | 49% |
| 5th Grade | % scoring = 100 | 31% | 31% | 30% | 13% | 3% | 44% | 10% | 7% |
| | % scoring = 88 | | | | | 11% | | | |
| | % scoring = 75 | 32% | 36% | 39% | 24% | 23% | 32% | 52% | 20% |
| | % scoring = 63 | | | | | 21% | | | |
| | % scoring = 50 | 22% | 10% | 18% | 25% | 18% | 17% | 23% | 26% |
| | % scoring = 38 | | | | | 12% | | | |
| | % scoring = 25 | 10% | 15% | 2% | 22% | 6% | 0% | 8% | 34% |
| % scoring = 0 | 0% | 5% | 7% | 8% | 0% | 0% | 2% | 7% | |
| | % Failing | 31% | 30% | 27% | 55% | 58% | 17% | 33% | 67% |

Ms. Albano's Reading Mini BAT Data

| First Name | Last Name | 2.1.2 Elements of Story / Plot Structure | 1.7.3 Sequencing | 1.7.4 Cause & Effect | 1.7.2 Author's Purpose | 1.6.7 Prefixes & Suffixes & 1.6.8 Antonyms, Synonyms, & Homonyms | 1.7.7 Compare & Contrast Story Elements | 1.7.6 Theme & Message | 2.1.7 Understanding Figurative Language |
|------------|-----------|--|------------------|----------------------|------------------------|--|---|-----------------------|---|
| | | 50 | 75 | 50 | 25 | 75 | 50 | 75 | 100 |
| | | 25 | 50 | 75 | 0 | 63 | 50 | 50 | 100 |
| | | 100 | 75 | 75 | 25 | 75 | 100 | 75 | 75 |
| | | | | | | | | | |
| | | 75 | 100 | 75 | 75 | 50 | 100 | 75 | 75 |
| | | 25 | | | | | | | |
| | | 100 | 75 | 75 | 50 | 50 | 100 | 75 | 100 |
| | | 75 | 75 | 75 | 25 | 38 | 100 | 50 | 50 |
| | | 100 | 100 | 75 | 50 | 63 | 100 | 50 | 25 |
| | | 100 | 75 | 75 | 75 | 50 | 75 | 75 | 25 |
| | | 50 | 0 | 0 | 50 | 50 | 50 | 25 | 0 |
| | | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| | | 50 | 25 | 0 | 25 | 50 | 100 | 25 | 25 |
| | | 50 | 50 | 50 | 50 | 63 | 75 | 75 | 25 |
| | | 50 | 25 | 50 | 0 | 75 | 50 | 50 | 25 |
| | | 100 | 25 | 50 | | | 75 | 75 | 25 |
| | | 100 | 75 | 75 | 50 | 38 | 50 | 75 | 50 |
| | | 50 | 0 | 50 | 25 | 38 | 50 | 50 | 75 |
| | | 75 | 25 | 50 | 25 | 38 | 50 | 50 | 50 |

| | | | | | | | | |
|-----------------|-----|-----|-----|-----|-----|-----|-----|-----|
| % scoring = 100 | 37% | 16% | 5% | 5% | 5% | 37% | 5% | 21% |
| % scoring = 88 | | | | | 0% | | | |
| % scoring = 75 | 16% | 32% | 42% | 11% | 16% | 11% | 42% | 16% |
| % scoring = 63 | | | | | 16% | | | |
| % scoring = 50 | 32% | 11% | 32% | 26% | 26% | 37% | 32% | 16% |
| % scoring = 38 | | | | | 21% | | | |
| % scoring = 25 | 11% | 21% | 0% | 32% | 0% | 0% | 11% | 32% |
| % scoring = 0 | 0% | 11% | 11% | 11% | 0% | 0% | 0% | 5% |

CIM Focus Calendar

Data: Reading Mini-BAT

| Date: | January 2-6 | January 9-13 | January 23- 27 | January 30- February 3 |
|-----------------------------|--|---|-------------------------------|--|
| 3rd Grade | 1.7.7 Compare and Contrast Story Elements | 2.1.7 Understanding Figurative Language | 1.7.6 Theme and Message | 1.7.3 Sequencing |
| 4th Grade | 1.7.3 Sequencing | 1.7.2 Author's Purpose | 1.7.4 Cause and Effect | 1.7.7 Compare and Contrast Story Elements |
| 5th Grade | 2.1.7 Understanding Figurative Language | 1.6.7 Prefixes and Suffixes 1.6.8 Antonyms, Synonyms & Homonyms | 1.7.2 Author's Purpose | 1.7.6 Theme and Message |

Teachers Observing Teachers Calendar

| | | | | | |
|------------------|----------------------------|--|--|--|--|
| Date: | Monday, October 24, 2011 | Tuesday, October 25, 2011 | Wednesday, October 26, 2011 | Thursday, October 27, 2011 | Thursday, October 27, 2011 |
| Coverage: | Dattoli to Grasso | Berry to Houle | Graffeo to Grasso | Fountain to Delgado | Jaberi to Held |
| Time | 8:35-10:35 | 8:40-11:00 | 8:35-11:05 | 9:30-9:50 | 9:50-10:10 |
| Look For: | Daily 5 in Action | Morning Work/ Centers | Daily 5 in Action | Interactive Word Wall | Interactive Word Wall |
| | | | | | |
| Date: | Monday, October 31, 2011 | Tuesday, November 01, 2011 | Wednesday, November 02, 2011 | Thursday, November 03, 2011 | Friday, November 04, 2011 |
| Coverage: | Clarke to Jaberi | Chase to Houle | Houle to Baily | Lord to Brown | Pawlak to Brown |
| Time | 8:30-10:30 | 8:30-10:30 | 8:30-10:30 | 8:30-10:30 | 8:30-10:30 |
| Look For: | Daily 5 In Action | Morning Work/Centers | Morning Work/Centers | FCAT Questions Analysis and Classroom Management | FCAT Questions Analysis and Classroom Management |
| | | | | | |
| Date: | Monday, October 31, 2011 | Tuesday, November 01, 2011 | Wednesday, November 02, 2011 | Thursday, November 03, 2011 | Friday, November 04, 2011 |
| Coverage: | Fountain to Houle | | Poulin to Said | Gauvreau to Brown | Wright to Brown |
| Time | 8:30-10:30 | 8:30-10:30 | 8:30-10:30 | 8:30-10:30 | 8:30-10:30 |
| Look For: | Morning Work/Centers | FCAT Questions Analysis and Classroom Management |
| | | | | | |
| Date: | Monday, December 5th, 2011 | Monday, December 5th, 2011 | Tuesday, December 6th, 2011 | Tuesday, December 6th, 2011 | Wednesday December 7th, 2011 |
| Coverage: | Wright to Poulin | Lord to Pawlak | Gauvreau to Poulin | Poulin to Pawlak | Pawlak to Poulin |
| Time | 12:30-1:10 | 1:10-2:40 | 12:30-1:10 | 1:10-2:40 | 12:30-1:10 |
| Look For: | Writing Process | Math Intervention | Writing Process | Math Intervention | Writing Process |

Peer Observation

Jaberi observing Held Date- 10.27.11

1. Classroom Management:

- a. What is one positive reaction to behavior that you can use in your classroom?

Consistent with class rules.

Misbehavior was corrected right
on the spot.

2. Rigor/explicit instruction:

- a. What is one way in which you can duplicate an effective teaching strategy/activity in your classroom?
b. What is a specific example of direct **explicit** instruction that you can use in your classroom?

a.

I enjoyed the use of flash light
on the WordWall. I will probably use
the idea.

b.

She modeled exactly what she
expected the students to produce
on a piece of paper, before they
went to work.

3. Classroom Environment:

- a. Is there evidence of authentic student work completed on a regular basis? How can you increase this in your room?

I did see paperplate fish - I believe they were for the letter F

4. Transition:

- a. Was there a unique and effective transition activity you can use in your classroom?

She had specific instruction for when changing activities. Students came back to their desks and sat down. Then she continued with the new activity. It seemed that the children were used to the routine.

over all - Good job and enjoyed her class.

PD Calendar

August 2011

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|-----|------------------------------------|--|---|-----|-----|-----|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| | Classroom Procedures/ PBS | 1 st 20 Days of Reading/ Readers Notebook | | | | |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| | 1 st Day of School 😊 | | 1 st 20 Days of Math/Science | | | |
| 28 | 29 | 30 | 31 | | | |

September 2011

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|------------|----------------------------------|------------|----------------------------------|------------|------------|------------|
| | | | | 1 | 2 | 3 |
| 4 | 5 SAT 10 Testing | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 BAT Testing | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 FAIR Testing | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 Readers Workshop | 27 | 28 Readers Workshop | 29 | 30 | 1 |

October 2011

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|-----|--|-----|--|------------------------------|--|-----|
| | | | | | | 1 |
| 2 | 3 Lesson Plan/ Science Notebooks | 4 | 5 | 6 | 7 Rtl Training ESOL Training | 8 |
| 9 | 10 Science Notebooks | 11 | 12 Follow up/ Monitoring student understanding | 13 | 14 | 15 |
| 16 | 17 Data Detectives | 18 | 19 Writers Workshop | 20 | 21 | 22 |
| 23 | 24 Alex Fernandez/ interpreting data | 25 | 26 Explicit Instruction/ Gradual Response | 27 Interactive Science | 28 | 29 |
| 30 | 31 Review Student data | | | | | |

November 2011

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|-----|----------------------------|-----|--------------------------------|-----|-----|-----|
| | | 1 | 2 Science/Math Follow Up | 3 | 4 | 5 |
| 6 | 7 Marzano | 8 | 9 ESOL | 10 | 11 | 12 |
| 13 | 14 Marzano | 15 | 16 Math | 17 | 18 | 19 |
| 20 | 21 Marzano | 22 | 23 No School | 24 | 25 | 26 |
| 27 | 28 Marzano Follow Up | 29 | 30 The Writing Process | | | |

December 2011

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|-----|------------------------|--------------------|------------------------------|--------------------|--------------------|-----|
| | | | | 1 | 2 | 3 |
| 4 | 5 CIM Training | 6 | 7 The Writing Process | 8 | 9 | 10 |
| 11 | 12 CIM Follow Up | 13 | 14 The Writing Process | 15 | 16 | 17 |
| 18 | 19 No School | 20 No School | 21 No School | 22 No School | 23 No School | 24 |
| 25 | 26 No School | 27 No School | 28 No School | 29 No School | 30 No School | 31 |

January 2012

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|-----------|--|-----------|---|-----------|-----------|-----------|
| 1 | 2 Informational Texts- Buzz About it | 3 | 4 FCAT 2.0 Specs | 5 | 6 | 7 |
| 8 | 9 Informational Texts- Buzz About it | 10 | 11 FCAT 2.0 Specs | 12 | 13 | 14 |
| 15 | 16 NO SCHOOL | 17 | 18 Informational Texts- Buzz About it | 19 | 20 | 21 |
| 22 | 23 FCAT 2.0 Specs | 24 | 25 Data Chat | 26 | 27 | 28 |
| 29 | 30 Go Math Intervention | 31 | 1 Go Math Intervention | 2 | 3 | 4 |

Teacher Planning

8/15 + 8/16

| | 8/15 | 8/16 | Sign-In | | |
|--------------------|--------|---------|-----------|----------|--------|
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Jennifer Held | JH | | NO | | |
| Jheanell Delgado | JD | | | | |
| Mary Houle | MH | | T | | |
| Mary Chase | | | R | | |
| Veronice Fountain | VF | | | | |
| Farideh Jaber | | | A | | |
| Kristina Clarke | K.C. | | I | | |
| Timi Dattoli | T.D. | T.D. | N | | |
| Dominic Grasso | DG | DG | I | | |
| Sara Graffeo | SG | SG | F | | |
| Abbie Rubenstein | AR | AR | N | | |
| Kirstyn Lord | KL | | G | | |
| Elizabeth Pawlak | EP | EP | | | |
| Aimee Poulin | AP | | | | |
| Coi Lazier | CL | CL | | | |
| Alicia Wright | AW | AW | | | |
| Samia Said | AS | | | | |
| Trineca McCleod | TM | | | | |
| Alicia Colareilli | | | | | |
| Genevieve Leydig | | | | | |
| Erin Kelly | | | | | |
| Michael Baker | MB | MB | | | |
| Devan Haripersaud | DH | DH | | | |
| Jeremy Weber | JW | JW | | | |
| Francine Peace | FP | | | | |
| Jamie Galt | JG | | | | |
| DeMark McFarlane | DM | DM | | | |
| Candida Wadsworth | CW | CW | | | |
| Sharlene Wilkinson | SW | SW | | | |
| Susan Ortiz | SO | SO | | | |
| Damon Ruffin | DR | DR | | | |
| Sumre Glass | | | | | |
| Sharon Cooper | | | | | |
| Elaine Roberts | | | | | |
| Kathleen McGowan | | | | | |
| Lloyd Sigrist | LS | LS | | | |
| Louise Burgess | LB | LB | | | |
| Alejandro Wilson | AW | AW | | | |

Francine

Teacher Planning

| | 8/22 | 8/23-8/24 Staff Sign-In | | | |
|--------------------|-------------|----------------------------|-----------|----------|--------|
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Jennifer Held | J. Held | J Held | NO | | |
| Jheanell Delgado | J Delgado | J Delgado | | | |
| Mary Houle | M.H | | T | | |
| Mary Chase | M. Chase | M. Chase | | | |
| Veronice Fountain | V. Fountain | V. Fountain | R | | |
| Farideh Jaber | F. Jaber | F. Jaber | | | |
| Kristina Clarke | K.C. | K.C. | A | | |
| Timi Dattoli | T.D. | T.O. | I | | |
| Dominic Grasso | D.G. | D.G. | I | | |
| Sara Graffeo | S.G. | S.G. | N | | |
| Abbie Rubenstein | A.R. | A.R. | I | | |
| Kirstyn Lord | K.L. | K.L. | N | | |
| Elizabeth Pawlak | E.P. | E.P. | G | | |
| Aimee Poulin | A.P. | A.P. | | | |
| Coi Lazier | C.L. | C.L. | | | |
| Alicia Wright | A.W. | A.W. | | | |
| Samia Said | S.S. | S.S. | | | |
| Trineca McCleod | T.M. | T.M. | | | |
| Alicia Colareilli | A.C. | A.C. | | | |
| Genevieve Leydig | G.L. | G.L. | | | |
| Erin Kelly | | | | | |
| Michael Baker | M.B. | | | | |
| Devan Haripersaud | D.H. | | | | |
| Jeremy Weber | J.W. | | | | |
| Franciene Peace | F.P. | | | | |
| Jamie Galt | J.G. | | | | |
| DeMark McFarlane | D.M. | | | | |
| Candida Wadsworth | C.W. | | | | |
| Sharlene Wilkinson | S.W. | | | | |
| Susan Ortiz | S.O. | S.O. | | | |
| Damon Ruffin | D.R. | | | | |
| Sumre Glass | S.G. | S.G. | | | |
| Sharon Cooper | S.C. | | | | |
| Elaine Roberts | | | | | |
| Kathleen McGowan | ✓ | | | | |
| Lloyd Sigrist | ✓ | | | | |
| Louise Burgess | L.B. | | | | |
| Alejandro Wilson | A.W. | A.W. | | | |

Jessica Berry

JB

Imagine Charter School at North Lauderdale

Professional Learning Community - Lesson Planning

Date: 10-3-11

| <u>Name</u> | <u>Title</u> |
|------------------------------|--------------------|
| 1 Christine Bailey | 21 Sara Grafton |
| 2 Jheanell Delgado | 22 Kirstyn Lord |
| 3 Jennifer Held | 23 Samia Said |
| 4 Timi Dattoli | 24 Kristina Clarke |
| 5 Dominic Grasso | 25 Aimee Poulin |
| 6 Aristides Silva | 26 Alicia Knight |
| 7 Mary Hawk | 27 |
| 8 Jessica Berry | 28 |
| 9 C. Wadsworth | 29 |
| 10 V. Fountain | 30 |
| 11 Paul Gundersen | 31 |
| 12 Genevieve Brown | 32 |
| 13 Mary Chen | 33 |
| 14 Fawdeh Jaber | 34 |
| 15 Trineca McClellan | 35 |
| 16 Danielle Gauvreau | 36 |
| 17 Lara Vantres | 37 |
| 18 Sharlene Wilkinson | 38 |
| 19 Jeremy Weber | 39 |
| 20 Rofel Sigrist | 40 |

PLC October 7, 2011

ESOL

1. Anne K. Poulin
2. Mary Siskist
3. Francine DiPierro-Peace
4. Paul Gundersen
5. Lara Vantress
6. Susan Ortiz
7. Candice Wadsworth
8. Jeremy Welber
- 9.
10. Sharlene Wilkinson
11. Danielle Tizzo
- 12.
13. Alejandro Wilson
14. Jen. Held
- 15.
16. Jessica Berry
17. Christine Bailey
18. Mary Chase
19. Veronica Fountain
20. Sheenell Delgado
21. Trineca McCleshey
22. Monica Stokes
23. Genevieve Brown
24. Timi Dattoli
25. Sara Craftley
26. Kirshyn Lad
27. Liz Paulak
28. Genevieve Leydig
29. Erin Kelly
30. Alicia Knight
31. Samia Said
32. Danielle Gauvreau
33. Kristina Clarke
- 34.
- 35.
- 36.
- 37.
- 38.
- 39.
- 40.

PLC October 7, 2011

Rtl

1. Aimee K. Poulin
2. Paul Gundersen
3. Francine DiPierro Peace
4. Lloyd S/GRIST
5. Lava Vant
6. ALE Wilson
7. Danielle Rizzo
8. Susan ortiz
9. Candida Wadsworth
10. Jeremy Weber
11. Shariene wilkinson
12. JESSICA Berry
13. Jen Heid
14. Jheane Delgado
15. Christine Bailey
16. Trineca McChes
17. Monica Stokes
18. Genevieve Brown.
19. Timiratholi
20. Sara Graffes
21. Kirshyn Lord
22. Liz pawlak
23. Genevieve Leydig
24. Erin Kelly
25. Alicia Wright
26. Danielle Faivrean
27. Pamela Saia
28. Veronice Fountain
29. Kristina Clarke
- 30.
- 31.
- 32.
- 33.
- 34.
- 35.
- 36.
- 37.
- 38.
- 39.
- 40.

Imagine North Lauderdale Elementary- Staff Sign In

PLC Writers Workshop 10.10.11

1. Veronice Fountain
2. Paul Gundersen
3. Samia Said
4. Monica Stokes
5. Mary Chase
6. Christine Bailey
10. Jennifer Held
11. Jessica Berry
12. Kristin Clarke
13. Dominic Grasso
14. Timi Dattoli
15. Sara Graffeo
16. Jebori
17. Jessica Berry
18. May Hall
19. CMS
20. Kirstyn Lord
21. Elizabeth Pawlak
22. Aimee K. Paulin
23. Delgado
24. Mc
25. Brown
26. G
27. _____
28. _____
29. _____
30. _____

Imagine North Lauderdale Elementary- Staff Sign In

PLC Data Detectives 10.24.11

1. Mary Chase
2. F. Jaber
3. Sheanell Delgado
4. Jennifer Held
5. Mary Houke
6. Jessica Berry
10. Christine Bailey
11. Genevieve Brown.
12. Kristina Clarke
13. Samia Said
14. Danielle Gauvreau
15. Paul Gundersen
16. Veronice Fountain
17. Timi Dattoli
18. Trineca McLeod
19. Aimee Poulin
20. Elizabeth Pawlak
21. Kirstyn Lord
22. Dominic Gasso
23. Sara Crafted
- 24.
- 25.
- 26.
- 27.
- 28.
- 29.
- 30.

Imagine North Lauderdale Elementary- Staff Sign In

10/26/11

1. Paul Gundersen

2. Veronica Fountain

3. Kristina Clarke

4. MaryChae

5. F. Jeberg

6. Mary Houli

10. Jennifer Held

11. Christine Bailey

12. Jessica Berry

13. Timi Natholi

14. Sara Graffeo

15. Monica Stokes

16. Alicia Wright

17. Danielle Sauvreau

18. Trineca McCleod

19. Genear Brown.

20. Samia Said

21. Aimee Poulin

22. Kirshyn Lord

23. _____

24. _____

25. _____

26. _____

27. _____

28. _____

29. _____

30. _____

Imagine North Lauderdale Elementary- Staff Sign In

October 27th, 2011 Interactive Science/IFC

1. Timi Dahi
2. Samia Said
3. Jessica Berry
4. Mary Paul
5. Christine Bailey
6. Len Held
10. Sheanell Delgado
11. F. Jaber
12. Mary Chase
13. Elizabeth Paulat
14. Kristina Clarke
15. Paul Gundersen
16. Genevieve Brown
17. Sara Graffeo
18. Aimee Poulin
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____

Imagine North Lauderdale Elementary- Staff Sign In

November 2nd, 2011 Science/Math Follow Up

1. Mary Chase
2. Tini Dattoli
3. Jessica Berry
4. Samia Said
5. Jen Todd
6. Paul Gundersen
10. Kristina Clarke
11. V. Fountain
12. Kirstyn Lord
13. Aimee Poulia
14. Danielle Gauvreau
15. Sara Graftedo
16. Christine Bailey
17. Mary Hule
18. Audrey Albano
19. Elizabeth Pawlak
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____

Imagine North Lauderdale Elementary- Staff Sign In

November 7th, 2011 Marzano

1. Paul Gundersen
2. May Chong
3. Sara Gaffes
4. Kirstyn Lord
5. Andrea Tucker
6. Timi Datto
10. Aimee Poulin
11. Elizabeth Paulak
12. Mary Haul
13. Christine Bailey
14. Lynn Field
15. Theonell D'Agostini
16. Jessica King
17. F. Jaber
18. Kristina Clarke
19. Veronica Fountain
20. Kenwel Jahangir
21. Audrey Albano
22. Geneear Brown
23. Alicia Knight
24. Danielle Gauthreau
25. Kenwel Jahangir
26. _____
27. _____
28. _____
29. _____
30. _____

Imagine North Lauderdale Middle - Staff Sign In

November 7th, 2011 Marzano

1. Sharlene Wilkins
2. Jeremy Greber
3. Danielle Rizzo
4. Ashley Cadet
5. C. Wadsworth
6. Francine DiPierro - Peace
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

Offiz
Puffin } missing

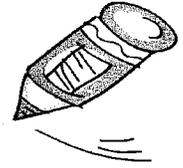


Supporting the Needs of English Language Learners

Imagine Charter

Wednesday, November 9th, 2011

Presenter: Annette Ramos / Mercedes Egues



| Print Name | Title | Signature |
|----------------------------|-------------------------------|------------------|
| 1. Genevieve Brown | Teacher - 5 th | G Brown |
| 2. Audrey Albano | 5 th grade teacher | Audrey Albano |
| 3. Mary Hude | teacher - Kdg | Mary Hude |
| 4. Jessica Berry | K teacher | Jessica Berry |
| 5. Jheanell Delgado | K- teacher | J Delgado |
| 6. Jennifer Held | K- teacher | J Held |
| 7. Christine Bailey | K-teacher | Christine Bailey |
| 8. Walter Rosiquez | | Walter Rosiquez |
| 9. Veronica Fountain | 1st | V Fountain |
| 10. Elizabeth Pawlak | 3rd | E Pawlak |
| 11. Andrea Tucker | 2nd | A Tucker |
| 12. Kristina Clarke | 1st | Kristina Clarke |
| 13. Mary Chase | 1st | Mary Chase |
| 14. [Faded] | [Faded] | [Faded] |
| 15. [Faded] | [Faded] | [Faded] |
| 16. Jeremy Weber | 6-7 th Math | J Weber |
| 17. LLOYD SIGRIST | 6SE | L Sigrist |
| 18. Francine DiPiero-Peace | Resource | F DiPiero-Peace |
| 19. F. Jaber | 1st | F Jaber |
| 20. Timi Dattoli | 2 nd gr teacher | T Dattoli |
| 21. Genevieve Leydig | Resource | Genevieve Leydig |
| 22. Erin Kelly | Resource | Erin Kelly |

Supporting the Needs of English Language Learners

Imagine Charter

Wednesday, November 9th, 2011

Presenter: Annette Ramos / Mercedes Egues

| Print Name | Title | Signature |
|------------|-------|-----------|
| 23. | | |
| 24. | | |
| 25. | | |
| 26. | | |
| 27. | | |
| 28. | | |
| 29. | | |
| 30. | | |
| 31. | | |
| 32. | | |
| 33. | | |
| 34. | | |
| 35. | | |
| 36. | | |
| 37. | | |
| 38. | | |
| 39. | | |
| 40. | | |
| 41. | | |
| 42. | | |
| 43. | | |
| 44. | | |
| 45. | | |

Imagine North Lauderdale Elementary- Staff Sign In

November 9th, 2011 ESOL

1. Genevieve Brown
2. Audrey Albano
3. Mary Hully
4. Jen Held
5. Christine Baitey
6. Jheanell Delgado
10. Jessica Berry
11. ~~Walt Poluney~~
12. Anne K. Paulin
13. Elizabeth Pawlak
14. Kirstyn Lord
15. Kristina Clarke
16. Paul Gundersen
17. Veronica Fountain
18. Mary Chase
19. Cynthia Tucker
20. ~~John~~
21. ~~John~~
22. ALEJANDRO Wilson
23. Timi Battoli
24. F. Jaber, Ist.
25. Kennel Jahangir
26. _____
27. _____
28. _____
29. _____
30. _____

Imagine North Lauderdale Middle - Staff Sign In

November 7th , 2011 ESOL

1. _____

2. Jeremy Weber

3. Lloyd SIGRIST

4. Francine DiPiero-Peace

5. _____

6. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

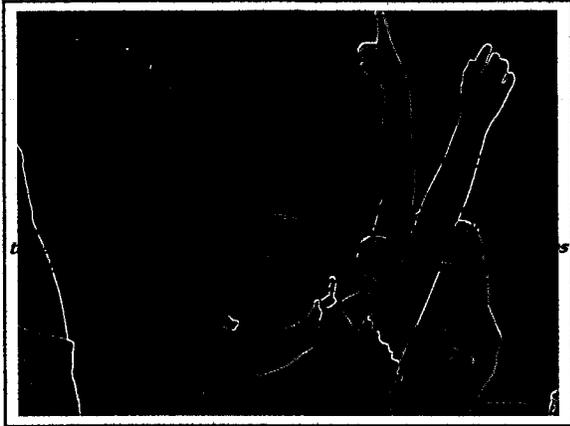
Marzano Staff Development 11.14.11

| | Staff Roster | Sign |
|----|---|---------------------------|
| 1 | Albano, Audrey ^{Adrey} - 5 th Grade | <i>Audrey Albano</i> |
| 2 | Austin, Chiquita- Middle School Teacher | <i>Chiquita Austin</i> |
| 3 | Bailey, Christine- Kindergarten Teacher | <i>Christine Bailey</i> |
| 4 | Berry, Jessica - Kindergarten Teacher | <i>Jessica Berry</i> |
| 5 | Brown, Genear- 5 th Grade Teacher | <i>Genear Brown</i> |
| 6 | Cadet, Ashley- Middle School Teacher | <i>Ashley Cadet</i> |
| 7 | Chase, Mary - 1 st Grade Teacher | <i>Mary Chase</i> |
| 8 | Clarke, Kristina - 1 st Grade Teacher | <i>Kristina Clarke</i> |
| 9 | Dattoli, Timi - 2 nd Grade Teacher | <i>Timi Dattoli</i> |
| 10 | Delgado, Jheanell- Kindergarten Teacher | |
| 11 | Fountain, Veronice - 1 st Grade Teacher | <i>Veronice Fountain</i> |
| 12 | Galt, Jamie- Middle School Teacher | |
| 13 | Graffeo, Sara - 2 nd Grade Teacher | |
| 14 | Gauvreau, Danielle- 4 th Grade Teacher | <i>Danielle Gauvreau</i> |
| 15 | Gunderson, Paul- Intervention Teacher | <i>Paul Gunderson</i> |
| 16 | Held, Jennifer - Kindergarten Teacher | |
| 17 | Houle, Mary - Kindergarten Teacher | <i>Mary Houle</i> |
| 18 | Jaberi, Farideh - 1 st Grade Teacher | <i>Farideh Jaberi</i> |
| 19 | Jahangir Kenwel- 5 th Grade | <i>Jahangir Kenwel</i> |
| 20 | Lord, Kirstyn - 3 rd Grade Teacher | <i>Kirstyn Lord</i> |
| 21 | Pawlak, Elizabeth - 3 rd Grade Teacher | <i>Elizabeth Pawlak</i> |
| 22 | Peace, Franciene- Middle School Teacher | <i>Franciene Peace</i> |
| 23 | Poulin, Aimee- 3 rd Grade Teacher | <i>Aimee K. Poulin</i> |
| 24 | Ruffin, Damien- Middle School Teacher | |
| 25 | Said, Samia - 5 th Grade Teacher | <i>Samia Said</i> |
| 26 | Sigrist, Lloyd - ESE Teacher | <i>LLOYD SIGRIST</i> |
| 27 | Tucker, Andrea- 2 nd Grade | <i>Andrea Tucker</i> |
| 28 | Vantrees, Lara- Middle School Teacher | <i>Lara Vantrees</i> |
| 29 | Wadsworth, Candida- Middle School Teacher | <i>Candida Wadsworth</i> |
| 30 | Weber, Jeremy- Middle School Teacher | <i>Jeremy Weber</i> |
| 31 | Wilkinson, Sharlene- Middle School Teacher | <i>Sharlene Wilkinson</i> |
| 32 | Wilson, Alejandro - PE Coach | |
| 33 | Wright, Alicia - 4 th Grade Teacher | <i>Alicia Wright</i> |

Rizzo, Danielle

DL

Writers' Workshop Professional Development Documents



 **Writers' Workshop**
Explicit Teaching

Mini Lesson (5 - 10 minutes)

- Explicitly teach the elaboration strategy

1. I Do - Teacher Definition
2. "Real Authors" Do - **Read Aloud** Example from Authentic Text
3. We Do --Identify examples of the elaboration strategy

Modeled or Shared Writing (10 - 15 minutes)

- Think aloud to model (I do) or share write (we do) a plan

OR

- Think aloud to model (I do) or share write (we do) a chunk (B, M, or E)

- * Think aloud to show how you pull ideas from your plan
- * Refer to your word wall to model how to strengthen word choice
- * Model appropriate conventions (spelling and grammar)

 **Writers' Workshop**
Explicit Teaching

Independent Writing & Conferencing (30-45 minutes)

1. Allow students to choose their topic.
2. After 3-5 minutes of planning, direct students to begin writing and remind them of the focus elaboration strategy and craft.

Sharing Session (5 minutes)

1. Recognize 1 - 2 examples of students who used the elaboration strategy during independent writing.
2. Direct students to share what they love about their classmates' pieces and specifically identify the focus elaboration strategy.



Setting Description

The place was like a witch's kitchen! All about him black metal pots were boiling and bubbling on huge stoves, and kettles were hissing and pans were sizzling and strange iron machines were clanking and spluttering...There were pipes running all over the ceiling and walls.

Charlie and the Chocolate Factory by Roald Dahl (page 88)



Object Description

Captain Morehouse looked through his spyglass. Even though the smudge was miles away, he could tell it was a ship heading in their direction. But, as she came closer, he saw that the ship moved slowly, oddly, running aimlessly before the wind. Only three sails were still set. Two had been blown away and one was flying loose. The rest of the sails were furled. Several of the DeiGratia's crew gather at the rail to watch the oncoming brig. They all knew something was wrong.

The Mary Celeste by Jane Yolen (page 5)



Event Description

We ran like crazy, barefoot in the grass. "Catch them, catch them!" we cried, grasping at the lights. Suddenly a voice called out above the others, "I caught one!"s And it was my own. I thrust my hand into the jar and spread it open. The jar glowed like moonlight and I held it in my hands. I felt a tremble of joy and shouted, "I can catch hundreds!" Then we dashed about, waving our hands in the air like nets, catching two, ten - hundreds of fireflies, thrusting them into jars, waving our hands for more.

Fireflies! By Julie Brinkloe (page 15-19)

Character Description

| What Real Writers Do | Craft | Genre of Model Piece | Book | Author | Page # | Notes |
|-----------------------|--|----------------------|-----------------------|----------------|--------|---|
| Character Description | -Simile | | Because of Winn-Dixie | Kate DiCamillo | 145 | |
| Character Description | -Simile | | Because of Winn-Dixie | Kate DiCamillo | 11 | |
| Character Description | -Similes -Sentence length -Sensory details | | Freedom Summer | Deborah Wiles | 5-8 | |
| Character Description | -Precise Nouns -Attribute of time, location -Purposeful repetition | | Gooney Bird Greene | Lois Lowry | 1-2 | |
| Character Description | -Attribute of Color -Vivid Verbs -Similes | | Whittington | Alan Armstrong | 1 | Two character descriptions on same page |

Setting Description

| What Real Writers Do | Craft | Genre of Model Piece | Book | Author | Page # | Notes |
|----------------------|--|----------------------|--|-----------------|---------|-------|
| Setting Description | -Dash to add additional information | | Holes | Louis Sachar | 3 | |
| Setting Description | -Precise nouns | | The Seven Wonders of Sassafras Springs | Betty G. Birney | 1-2 | |
| Setting Description | -Vivid verbs | | Smoky Night | Eve Bunting | 17 | |
| Setting description | -Sensory details -Transitions -Sentence Length -Extension with phrases -Onomatopoeia -Caps to emphasize -Personification | | Lightning (Supplemental book for CT) | Stephen Kramer | 6-7 | |
| Setting Description | -Dash to add info -Transitions of location -Sensory Details | | Maniac Magee | Jerry Spinelli | 131-132 | |

| | | | | | | |
|--|---|--|--|-----------------|-------|------|
| | -Attribute of color -Metaphor | | | | | BOOK |
| Name of Charter School Seeking Renewal: Imagine Schools At North Lauderdale Elementary Location Number: 5171 | | | | | | |
| Emotion Description | Purposeful Dialogue -commas to add additional info -vivid verbs | | Now Let me Fly (Supplemental Book to Comprehension Toolkit) | Dolores Johnson | 15-17 | |

Event Description

| What real writers do | Craft | Genre of Model Piece | Book | Author | Page # | Notes |
|----------------------|----------------------------|-----------------------|-----------------------|-----------------------------------|-------------------|---|
| Event Description | -Vivid verbs | Fictional Narrative | The Ghost's Grave | Peg Kehret | 117-118 | |
| Event Description | -Sensory Details | Personal Narrative | The Ghost's Grave | Peg Kehret | Bottom of 117-120 | |
| Event Description | -Sentence variety-length | Letter | The Ghost's Grave | Peg Kehret | 118 | |
| Event Description | -Purposeful dialogue | Personal Narrative | Freedom Summer | Deborah Wiles | 17-19 | Page where boy is holding a shovel |
| Event Description | -Attribute of Time | | Fight | Robert Burleigh | 13-14 | Page where drinking from canteen |
| Event Description | -Purposeful repetition | | Flight | Robert Burleigh | 13-14 | Page where drinking from canteen |
| Event Description | -Precise Nouns | Memoir | Flight | Robert Burleigh | 26-27 | Page where lifted out of plane |
| Event description | -Sentence variety-ellipses | Fictional Narrative | The Blue Ghost | Marion Dane Bauer | 2-6 | |
| Event Description | -use of fact | News Broadcast Script | A Child's Glacier Bay | Kimberly Corral and Hannah Corral | 9-10 | Uses dialogue to insert fact into expository text |

FCAT Writing Rubric – Scoring 2011- 2012

Scorer:

Student:

| Score | Focus | Organization | *Support | *Conventions |
|-------|--|---|--|---|
| 6 | <ul style="list-style-type: none"> •Focused and on the topic •All sentences are on topic •Shows a deep understanding of the topic | <ul style="list-style-type: none"> •Has a logical organizational pattern & progression of ideas •Includes a beginning, middle, conclusion •Effective use of transitional devices •Demonstrates a sense of completeness or wholeness | <ul style="list-style-type: none"> •Ample development of the supporting ideas •Ideas are substantial, specific, relevant, and concrete •Mature command of language •Precision in word choice •May use creative writing strategies | <ul style="list-style-type: none"> •Subject/verb agreement •Verb & noun forms are generally correct •Sentences complete with few exceptions •Purposeful fragments •Various sentence structures <p>Spring 2012: To earn a score of 6, sentence structure is varied, and few, if any, errors occur in mechanics, usage, punctuation, and spelling.</p> |
| 5 | <ul style="list-style-type: none"> •Focused and on the topic •All sentences are on topic •Shows a deep understanding of the topic | <ul style="list-style-type: none"> •Has an organizational pattern with very few lapses •Effective use of transitional devices •Demonstrates a sense of completeness or wholeness | <ul style="list-style-type: none"> •Adequate development of supporting ideas with ample use of specific details & examples •Adequate word choice, but may lack precision •Mature command of language | <ul style="list-style-type: none"> •Most sentences are complete •A few fragments may occur •Occasional errors in subject/verb agreement •Occasional errors in standard forms of verbs and nouns (not enough to impede communication) •Various sentence structures <p>Spring 2012: Responses earning scores of 4 or 5 must at least generally follow the conventions of sentence structure, mechanics, usage, punctuation, and spelling.</p> |
| 4 | <ul style="list-style-type: none"> •Generally focused on the topic •Contains some extraneous information or loosely related information | <ul style="list-style-type: none"> •Organizational pattern is evident, although lapses may occur •Strengthened by use of transitional devices •Demonstrates a sense of completeness or wholeness | <ul style="list-style-type: none"> •Supporting ideas are consistent & may contain specifics & details (some may not be developed) •Generally adequate word choice | <ul style="list-style-type: none"> •Knowledge of punctuation, capitalization, mechanics, & usage is demonstrated •Commonly used words are spelled correctly •Attempt to use a variety of sentence structures (most are simple) <p>Spring 2012: Responses earning scores of 4 or 5 must at least generally follow the conventions of sentence structure, mechanics, usage, punctuation, and spelling.</p> |

Explicit Instruction/Gradual Release of Responsibility

Professional Development Documents

Good Enough vs Effective Instruction

EFFECTIVE INSTRUCTION

Video

You are doing an informal classroom observation at your school.

On a piece of paper, write down your observations of any elements you notice of effective instruction during the lesson.

How do you learn new things?

- Pick one of the following activities.
- Think about how you learned the activity.
- Share with a partner your experience with how you learned.
- List similarities with your learning process.

DIY School

TEACHER RESPONSIBILITY
(none)

Independent

"You do it alone"

STUDENT RESPONSIBILITY

Fisher, D., & Frey, N. (2008). Better learning through structured teaching: A framework for the gradual release of responsibility. Alexandria, VA: Association for Supervision and Curriculum Development.

"You do it alone"

You jump in alone or "sink or swim"

The sudden release of responsibility

TEACHER RESPONSIBILITY

Focus Lesson

"I do it"

"You do it alone"

Independent

STUDENT RESPONSIBILITY

Fisher, D., & Frey, N. (2008). Better learning through structured teaching: A framework for the gradual release of responsibility. Alexandria, VA: Association for Supervision and Curriculum Development.

Critical elements of effective instruction

- Goals and Objectives
 - Preparedness
- Explicit
- Systematic
- Scaffolding
 - Corrective Feedback
- Modeling
- Pacing

| Effective Instruction | | | |
|-------------------------------|--------|----------|-------|
| Item | Rating | Comments | Score |
| 1. Clear Learning Objectives | | | |
| 2. Appropriate Content | | | |
| 3. Effective Instruction | | | |
| 4. Student Engagement | | | |
| 5. Assessment | | | |
| 6. Pacing | | | |
| 7. Classroom Management | | | |
| 8. Instructional Materials | | | |
| 9. Student Learning | | | |
| 10. Instructional Strategies | | | |
| 11. Instructional Resources | | | |
| 12. Instructional Environment | | | |
| 13. Instructional Materials | | | |
| 14. Instructional Strategies | | | |
| 15. Instructional Resources | | | |
| 16. Instructional Environment | | | |
| 17. Instructional Materials | | | |
| 18. Instructional Strategies | | | |
| 19. Instructional Resources | | | |
| 20. Instructional Environment | | | |

Focus Lesson "I do it"

- ❖ Teacher must clearly establish **Purpose**
- ❖ Three methods include:
 - ❖ **Modeling**
 - ❖ **Metacognitive awareness**
 - ❖ **Think-alouds**
- ❖ 5-20 minutes

Explicit

- ❖ Explicit instruction involves direct explanation
- ❖ Teacher directives are specific and concise to ensure implementation accuracy
- ❖ Lesson format reflects frequent student/teacher interactions

Explicit Instruction

- "Hook" students' attention.
- Make connections to previous learning.
- Offer a precise explanation of what will be learned.
- Introduce/review important vocabulary.
- Refer to posted essential question.

Activators

- Quote of the Day
- Graphic Organizers
- Brainstorming and Categorizing
- Anticipation Guide
- Word Splash
- Know - Want to Know - How-Learned (KWHL)
- Corners
- Brain Pop
- Riddles
- Brain Teasers



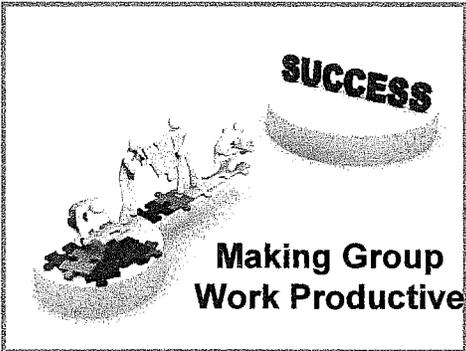
Systematic

- is carefully planned and organized;
- includes a prescribed order of skill introduction;
- offers lessons that build cumulatively with frequent review of previously taught skills

Students work together to solve problems, discover information, and complete projects

Students use the "language of the lesson"





Making Group Work Productive

6 Elements of Productive Group Work



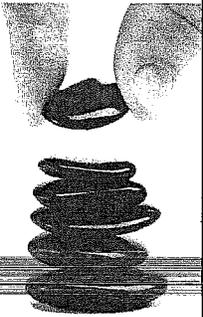
- *Positive Interdependence*
 - task must be designed so that the participation of every member is necessary to its completion, and students must clearly understand their interdependence in accomplishing the task
- *Face-to-Face Interaction*
 - encourage the exchange of ideas and not just to work out the logistics of completing the assignment
- *Individual and Group Accountability*
 - provides feedback to the individual learner as well as to the group
 - members of the group are aware that each individual will receive a grade and that each is a participant in the evaluation process

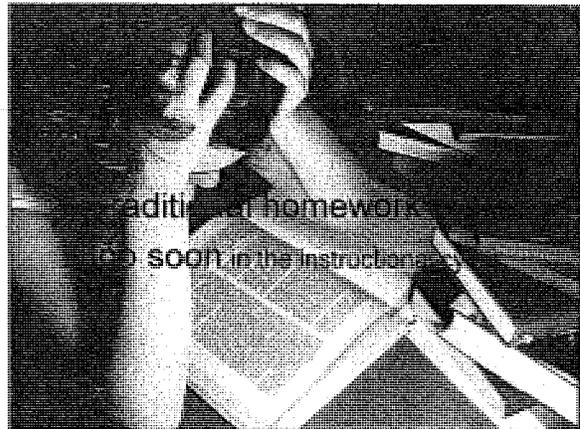
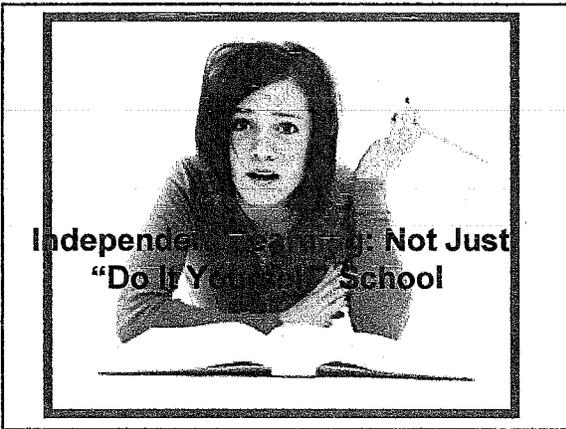
6 Elements of Productive Group Work



- *Interpersonal and Small-Group Skills*
 - the ability to resolve conflicts in a constructive manner, to communicate effectively, and to ably draw upon the strengths of others to solve problems
- *Group Processing*
 - key to a group's future effectiveness
 - Provide opportunity for groups to talk to one another about what worked and what didn't is crucial to future success
- *Provide a Meaningful Task*
 - students need time to wrestle with difficulty and risk possible failure
 - must offer a challenge or a problem to solve to make all of those principles of cooperative learning come into play

What does it take to make a task engaging *and* interactive?





Independent Practice

- ❖ Provides students with opportunities to apply what they have learned through focus lessons, guided instruction, and collaborative learning.
- ❖ Should help students become increasingly self-directed and engaged.
- ❖ Not a pile of worksheets or packets
- ❖ If homework, concept needs to be previously taught and learned.
- ❖ Should follow modeling, guided practice, and collaborative work with peers

(Fisher & Frey, 2008)



Summarizers

Summarizing New Knowledge Strategies

- Carousel Brainstorming
- 3-2-1 Response
- Dear Teacher
- Draw A Picture or Diagram
- Ticket Out the Door (Exit Card)
- Think...Pair...Share
- It's Okay to Pass Summary Notes
- Muddiest Point
- Final Countdown

Handout

Indicators of Effective Independent Learning

- Students have received explicit focused lessons, guided instruction, and collaborative learning experiences related to the concepts needed to complete the independent task
- Independent tasks extend beyond practice to application and extension of new knowledge

Video Reflection

- Read over your previous notes from the video.
- Watch the video again and revise or edit your notes based on the information you have received today.



The Release of Learning

By Nancy Frey and Douglas Fisher

preview

Successful instruction gradually transfers responsibility for learning from teachers to students.

Focus lessons, guided instruction, collaborative tasks, and independent learning facilitate the release of responsibility.

A three-process feedback model guides teachers as they implement the instructional strategies.

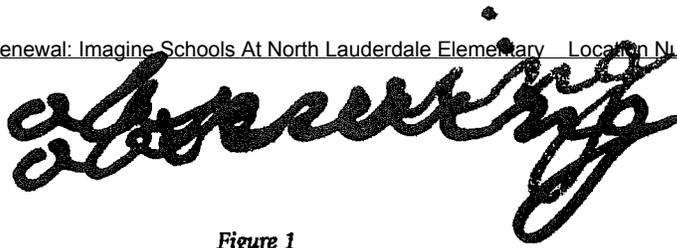
Principals are among the most important players in improving student achievement from year to year. What a teacher actually does in the classroom is important in terms of student achievement, but it is the principal who guides teachers to improved practice.

Although any number of instructional frameworks are useful in improving student achievement, our work has focused on the gradual release of responsibility. An optimal outcome of instruction is that students can independently apply what they have learned in unique situations. To ensure this, classrooms must be structured to purposefully and intentionally guide students toward mastery. Therefore, teachers must be acutely aware of the instructional moves that build student confidence and competence. And principals are key to making this happen.

If the principal is an instructional leader, it seems reasonable for him or her to focus on classroom observations and feedback systems. But simply being in a classroom and seeing students at work will not change teacher behavior or student learning. Principals must know what to look for in a classroom and how to scaffold and guide teachers in implementing quality instruction.

The Gradual Release of Responsibility

The thinking behind the gradual release of responsibility is that teachers must plan to move from providing extensive support to peer support to no support. Or as Duke and Pearson (2002) suggested, teachers have to move from assuming "all the responsibility for performing a task...to a situation in which the students assume all of the responsibility" (p. 211). Unfortunately, in too many classrooms releasing responsibility is too sudden and unplanned and results in misunderstandings and failure. Consider the classroom in which students hear a lecture and are then expected to pass a test. Or the classroom in which students are told to read texts at home and come to class prepared to discuss them. Or the classroom in which students are assigned a problem set 20 minutes after the teacher has demonstrated how to do the problems. In each of these cases, students were expected to perform independently but were not well prepared for the task.



example, “quickwrites” allow students to clarify their thinking on a subject. They also provide a glimpse into student understanding. Out-of-class independent learning—homework—should be saved until students have a firm grasp of the content. Simply said, students need practice before being asked to complete tasks completely on their own.

In many classrooms, however, students are assigned tasks for homework on material or skills that have not yet been taught. As the MetLife (2008) survey documented, secondary teachers confessed that they “very often or often” assigned homework because they ran out of time in class. The practice of assigning homework for missed class content will not result in student understanding. In fact, it is more likely to reinforce misunderstanding because in many cases students are practicing ineffectively and incorrectly.

So I See, Now What?

As we have noted, conducting classroom observations is part of the equation necessary for improvement. Knowing what to look for is also necessary if classroom observations are to be meaningful. In other words, principals need a clearly articulated vision for the instruction they expect to see. Teachers should be engaged in a gradual release of responsibility so that students are apprenticed in disciplinary thinking and academic language.

But even this second factor is not enough to create change. In addition to spending time in classrooms and knowing what to look for, principals must coach teachers in continual improvement (and principals should be coached by others as well). In our leadership roles, we are particularly taken with the thinking of Hattie and Timperley (2007) and their conceptualization of feedback as three processes: feed up, feed back, and feed forward. Although they focused their work on student learning through feedback, we have applied it to our work in teacher professional development.

Feed up. The first process focuses on learning goals, which need to be agreed upon if change is going to happen. When the teacher does not agree with the principal about a learning goal, the second process, feedback, is likely to be ignored. When the learning goal does not relate to some aspect of quality instruction, time is wasted. Our experiences suggest that feed up and the conversation surrounding learning goals are essential if change is the goal. And parenthetically, we believe that every teacher, ourselves included, can improve his or her practice. Just a few years ago, Doug had a learning goal to model his thinking aloud using text features (e.g., headings, graphs, charts, tables, etc.). Doug

Figure 1

Observing a Gradual Release of Responsibility Lesson

Focus Lessons

- The teacher uses “I” statements to model thinking.
- Questioning is used to scaffold instruction, not to interrogate students.
- The lesson includes a decision frame for when to use the skill or the strategy.
- The lesson builds metacognitive awareness, especially indicators of success.
- Focus lessons give way to guided instruction, not immediately to independent learning.

Guided Instruction

- Small group arrangements are evident.
- Grouping changes throughout the semester.
- The teacher has an active role in guided instruction and doesn’t simply circulate and help individual students.
- There is a dialogue between learners and the teacher as they begin to apply the skill or strategy.
- The teacher uses cues and prompts to scaffold understanding when a student makes an error and does not immediately tell the student the correct answer.

Collaborative Learning

- Small group arrangements are evident.
- Grouping changes throughout the semester.
- The concepts students need to understand to complete collaborative tasks have been modeled by the teacher.
- Students have received guided instruction of the concepts they need to complete collaborative tasks.
- Students are individually accountable for their contributions to the group.
- Tasks give students opportunities to interact with one another.

Independent Learning

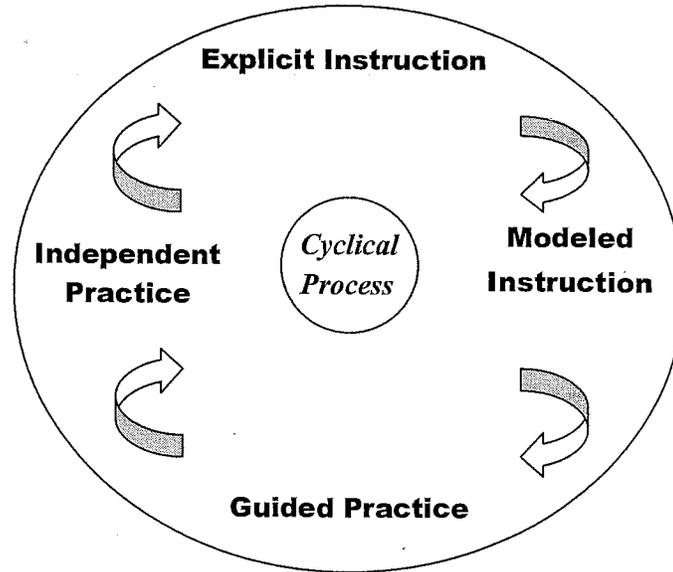
- Students have received modeled, guided, and collaborative learning experiences that relate to concepts they need to complete independent tasks.
- Independent tasks extend beyond practice to application and extension of new knowledge.
- The teacher meets with individual students for conferencing about the independent learning tasks.

Source: Adapted from Fisher, D., & Frey, N. (2008). *Better learning through structured teaching: A framework for the gradual release of responsibility*. Alexandria, VA: Association for Supervision and Curriculum Development.

THE GRADUAL RELEASE LESSON PLAN MODEL

Explicit Instruction/Modeled Instruction/Guided Practice/Independent Work

I do / We do / You do



EXPLICIT INSTRUCTION

What It Is

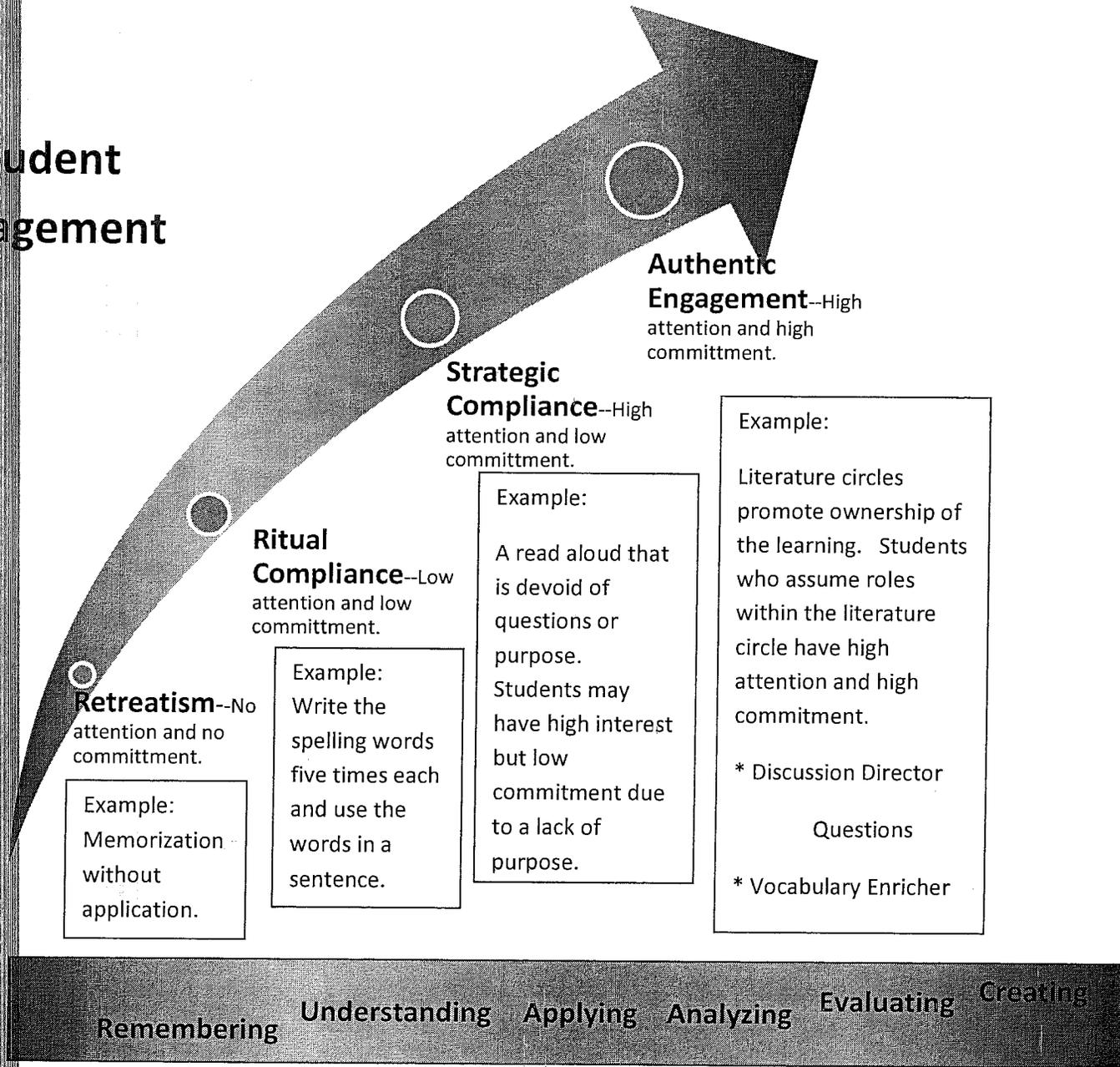
- The first “I Do” part of the lesson
- The time to teach the concepts contained in the learning objective
- The time to make connections to previous learning
- The time to give students the “Why”
- The time to introduce the teaching point/ essential questions
- Designed to prepare students to learn
- The time to introduce key vocabulary

What It Isn't

- A long lecture
- The time for complete student understanding of the concept
- Worksheets
- Videos (unless part of the “hook”)
- Assignments written on board
- Students asking questions
- Assigned reading and answering questions

Adapted from the work of Doug Fisher and Nancy Frey, *Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility*, published by ASCD, 2008.

Student Engagement



Rigor

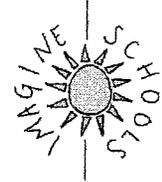
| ACTIVITY | What is it? How do you use it? |
|---------------------|--|
| Ticket Out the Door | At the end of the lesson, the students are asked to describe or explain the major concept of the lesson in a "Ticket out the Door." |
| Study Cards | Students keep notes based on what they think will appear on the test. Students are then able to use their notes/study cards during the test. |
| Learning Logs | Learning Log summaries help students to explain in writing their understandings, points of confusion or experiences. |
| Anticipation Guides | An Anticipation Guide includes a list of 8-10 statements related to a topic of study. Prior to introducing new information, engage students by having them write whether or not they AGREE or DISAGREE with the statements listed on the guide. After the new content has been taught, have students react to the new information by responding again to the statements on the Anticipation/Reaction Guide. In writing, the students explain why their before and after answers are different. |
| ABC Summary | The ABC Summary uses the letters of the alphabets as prompts for remembering important ideas or information about a topic. Students attempt to recall and connect summary words or phrases about the topic they have been studying to letters of the alphabet. |
| Wordsplash | The Wordsplash used to activate learning is used again by students to summarize learning. Students write factual statements with the words displayed in the splash. |
| Dear Teacher... | Students compose a friendly letter to their teacher explaining what they already learned about a topic. In the letter, students inform the teacher what they liked/disliked or are still unclear about. |
| 3-2-1 Countdown | The 3-2-1 is used at the end of class to summarize a particular topic. Students are asked to write down: 3 most important things learned, 2 questions that still need to be answered and 1 way their learning connects to what they knew before. |
| The Important Thing | The important Thing summarizer is a structure within which students write a paragraph-length synopsis of a topic following a patten established and repeated in Margaret Wise Brown's Important Book. |
| 1 Word Summary | In a 1 Word Summary students search for one key word to represent or summarize a concept or topics studied in class. |
| Summary Sentence | Ask students to write one sentence that best summarizes what they consider to be the most important information from the lesson. |
| Sentences on a Ring | After each lesson within a unit, students fill an index card with sentences. The index cards are added to a metal ring. |
| The Last Word | When using the Last Word, the topic to be summarized becomes an acronym. Students brainstorm all for the things they can remember about the topic studied and then elaborate on those ideas to create a phrase that start with each letter in the topic. |
| Relay Summary | Students are divided into teams of four to five. The first student in each team starts with a blank piece of paper and writes one summary sentence, then passes it to the next teammate. That student adds a sentence, passes on, etc., until the who team has added or until the number of required sentences are on the paper. |
| Synectics | Students review the topic they have studied by comparing that topic to some other randomly selected familiar object or situation. |
| Shaping Up Review | Using the Shaping Up Review, students will synthesize major concepts from the lesson using four different shapes. |
| Exit Slips | An exit slip can be a one sentence summary of what students learned. Other uses are to answer a review question, to pose a question related to the topic studied, to make a short list of facts learned, or to set a learning goal for the next day. |
| Vanity Plates | Students create a vanity plate that represents the main idea of the lesson. |
| FAQ Sheets | Students create "Frequently Asked Question" sheets for other students. |
| Study Cube | Students record 6 ideas that need to be remember from the lesson on a cube template. |
| Move Over Emeril | Students list the main ingredients (ideas) of the lesson |

Semantic Feature Analysis Chart: An overview of the literacy/learning strategies found in the last section of this Guide. The headings are strategies or practices recommended by the National Reading Panel. Use this chart to guide selection of strategies to meet the objectives or purpose when planning content lessons.

| Strategy | Monitoring Comprehension | Using Graphic Organizers | Answering Questions | Generating Questions | Recognizing Text Structure | Summarizing | Activating Prior Knowledge | Collaborative Work | Developing Vocabulary |
|---|--------------------------|--------------------------|---------------------|----------------------|----------------------------|-------------|----------------------------|--------------------|-----------------------|
| Analytic Graphic Organizer | | x | x | x | | | | | |
| Anticipation/Reaction Guide | x | | x | | | | x | | |
| Bloom's Critical Thinking Cue Questions | | | x | | | | | | |
| Coding/Comprehension Monitoring | x | | | | | | | | |
| Discussion Web | | | x | x | | x | | | |
| Fishbowl Discussion | | | x | x | | x | | | |
| Frustration Model | | | | | | | | | x |
| Group Summarizing | | | | | | x | | x | |
| Interactive Word Wall | | | | | | | | | x |
| Jigsaw | x | | x | x | | x | | x | x |
| Knowledge Rating Guide | | | x | | | | | | x |
| Paired Reading | x | | | | | x | | x | |
| Problematic Situation | x | | | | | | x | | |
| Question-Answer Relationship | x | | x | x | | | | | |
| Quick Write | x | | | x | | x | x | | x |
| Reciprocal Teaching | x | | x | x | | x | | x | |
| ReQuest | x | | x | x | | x | x | | |
| RAFT | x | | | | | x | x | | |
| Save the Last Word | x | | | | x | x | | x | |
| Semantic Feature Analysis | x | | | | | | x | | x |
| Think-Aloud | x | | | | | | | | |
| Triple-Entry Vocabulary Journal | x | | | | | | | x | x |
| Two-Column Note Taking | x | | | | | | | | |
| Word Sort | | | x | x | | x | x | | x |
| Word Study | | | | | | | | | x |



Professional Learning Plan (PLP)



Teacher: _____

School Year: 2011-2012

School Leader: Dave Gordon

| Goal | Time Frame | Resources Needed | Expected Outcomes |
|---|--|---|---|
| <p>Professional Learning Goal: I would like to get training on teaching Science and Go Math for 5th grade.</p> | <p>December (Science Go Math Big Ideas 1) June 2011- All Go Math trainings</p> | <p>* Science investigation materials * Informational Text to help support science concepts * Go Math Series</p> | <p>Bring back strategies I can use in the classroom, so they my students can be successful in both math and science.</p> |
| <p>Instructional Practice Goal: Use small groups in Reading, Math and Science</p> | <p>June 2011</p> | <p>* books * small group best practices for math and science</p> | <p>I expect small group instruction to help students better understand important content.</p> |
| <p>Personal Goal: I would like to see all of my students show growth</p> | <p>June 2011</p> | <p>* science investigation materials * books students enjoy * math manipulatives</p> | <p>Students will be excited to learn and continue their educational growth in their middle school future. Plus, I'd be very happy!</p> |



Signature of the Teacher

09/22/2011
Date



Signature of the School Leader

11/28/2011
Date

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2011-2012 SCHOOL IMPROVEMENT PLAN



School Name: IMAGINE CHARTER/N LAUDERDALE

District Name: Broward

Principal: David Gordon

SAC Chair: Faye Douglas

Superintendent: Robert Runcie

Date of School Board Approval: 12/16/2011

Last Modified on: 11/28/2011

Gerard Robinson, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Pamela Stewart, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

School Grades Trend Data

(Use this data to complete Sections 1-4 of the reading and mathematics goals and Section 1 of the writing and science goals.)

Adequate Yearly Progress (AYP) Trend Data

(Use this data to complete Section 5 of the reading and mathematics goals and Section 3 of the writing goals.)

Florida Comprehensive Assessment Test (FCAT) Trend Data

(Use this data to inform the problem solving process when writing goals.)

HIGHLY QUALIFIED ADMINISTRATORS

List your school's highly qualified administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP).

| Position | Name | Degree(s)/ Certification(s) | # of Years at Current School | # of Years as an Administrator | Prior Performance Record (include prior School Grades, FCAT (High Standards, Learning Gains, Lowest 25%), and AYP information along with the associated school year) |
|-----------|-------------|--|------------------------------|--------------------------------|--|
| Principal | Dave Gordon | Masters Degree, Educational Leadership | 1 | 19 | "A" school for four years |

HIGHLY QUALIFIED INSTRUCTIONAL COACHES

List your school's highly qualified instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP). Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

| Subject Area | Name | Degree(s)/ Certification(s) | # of Years at Current School | # of Years as an Instructional Coach | Prior Performance Record (include prior School Grades, FCAT (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year) |
|--------------|------|-----------------------------|------------------------------|--------------------------------------|---|
| | | Degrees: Elementary Ed, | | | Significant gains were achieved by Mrs. Leydig's students in reading and math. |

| | | | | |
|--------------|------------------|---|---|---|
| Science/Math | Genevieve Leydig | k-6; Masters in Special Education; Certifications: ESOL, Special Ed, Elem Ed | 1 | 100% of Mrs. Leydig's students passed the end of the year Reading assessment. Mrs. Leydig worked at an "A" school with 77% of students' making learning gains in Reading and 71% making learning gains in Math. |
| Reading | Erin Kelly | Degrees: B.A. in Accounting and Economics M.ED in Ed. Leadership. Certifications: k-6; ESOL k-12 ; ESE k-12 | 1 | <p>2005-2006 – Trapnell Elementary, fifth grade math/science (Title I, Migrant School) – school grade went from a C to a B. 95% of Mrs. Kelly's students made gains.</p> <p>2006-2007- Folsom Elementary, fifth grade all subjects (Title I, Reading First) – school grade moved from a C to a B. Over 95% of Mrs. Kelly's students (including bottom quartile learners) made AYP.</p> <p>2007-2008 – Folsom Elementary, fifth grade all subjects (Title I, Reading First) – school grade remained a B. Awarded Hillsborough County Merit Pay based on student achievement. 100% of Mrs. Kelly's students made AYP in at least one subject area.</p> <p>2008-2009 – Pizzo Elementary, fourth grade all subjects (Title I) – school grade went from a C to a B. Awarded Hillsborough County Merit Pay based on student achievement. 100% of Mrs. Kelly's students made AYP in at least one subject area.</p> <p>2009-2010 – Pizzo Elementary, fourth grade all subjects (Title I) – school grade remained a B. Awarded Hillsborough County Merit Pay based on student achievement. 100% of Mrs. Kelly's students made AYP in at least one subject area.</p> <p>2010-2011 – Imagine Broward, third and fifth grade reading – school grade moved from a B to an A. In reading, 95% of students scored proficient and/or made AYP. Over 90% of bottom quartile students made AYP.</p> <p>Student achievement percentile rankings for Mrs. Kelly's students (compared to all other teachers in Hillsborough County) were as follows: Reading 99%, Science – 92.61%, Math 86.16%, Writing – 84.78%.</p> |

HIGHLY QUALIFIED TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, highly qualified teachers to the school.

| | Description of Strategy | Person Responsible | Projected Completion Date | Not Applicable (If not, please explain why) |
|---|---|---|---------------------------|---|
| 1 | 1. Recruiting highly qualified teachers using team process for interviewing | New School Development Task Force Chair | September 2010 | |
| 2 | 2. Advertise on the Teachers – Teacher website for highly qualified teachers | New School Development Task Force Chair | Summer 2010 | |
| 3 | 3. Retaining highly qualified teachers by providing opportunities for growth, improvement for success | Administration | On-going | |
| 4 | 4. Mentor new teachers | Administration | On-going | |

Non-Highly Qualified Instructors

List all instructional staff and paraprofessionals who are teaching out-of-field and/or who are NOT highly qualified.

| Name | Certification | Teaching Assignment | Professional Development/Support to Become Highly Qualified |
|------|---------------|---------------------|---|
| | | | Will enroll in spring ESOL course and collaborate |

| | | | |
|-------------------|------------------------|--------------|---|
| Jessica Berry | PreK (age 3 - grade 3) | Kindergarten | with ESOL Endorsed colleagues in order to plan and integrate ESOL strategies into daily lessons. |
| Genear Brown | 1-6 | Fifth Grade | Will enroll in spring ESOL course and collaborate with ESOL Endorsed colleagues in order to plan and integrate ESOL strategies into daily lessons. |
| Paul Gunderson | K-6, ESE K-12 | First Grade | Will enroll in spring ESOL course and collaborate with ESOL Endorsed colleagues in order to plan and integrate ESOL strategies into daily lessons. |
| Mary Houle | K-6 | Kindergarten | Will enroll in spring ESOL course and collaborate with ESOL Endorsed colleagues in order to plan and integrate ESOL strategies into daily lessons. |
| Aimee Poulin | K-6 | Third Grade | Will enroll in spring ESOL course and collaborate with ESOL Endorsed colleagues in order to plan and integrate ESOL strategies into daily lessons. |
| Farideh Jaberl | K-6 | First Grade | Will enroll in spring ESOL course and collaborate with ESOL Endorsed colleagues in order to plan and integrate ESOL strategies into daily lessons. |
| Timi Dattoli | K-6 | Second Grade | Will enroll in ESOL course and collaborate with ESOL Endorsed colleagues in order to plan and integrate ESOL strategies into daily lessons. |
| Sara Graffeo | K-6, Middle Integrated | Second Grade | Will enroll in ESOL course and collaborate with ESOL Endorsed colleagues in order to plan and integrate ESOL strategies into daily lessons. |
| Elizabeth Pawlak | K-6 | Third Grade | Will enroll in ESOL course and collaborate with ESOL Endorsed colleagues in order to plan and integrate ESOL strategies into daily lessons. |
| Trineca McCleod | K-6 | Fifth Grade | Enrolled in fall ESOL course and will collaborate with ESOL Endorsed colleagues in order to plan and integrate ESOL strategies into daily lessons. |
| Christine Bailey | K-6 | Kindergarten | Will enroll in spring ESOL course and collaborate with ESOL Endorsed colleagues in order to plan and integrate ESOL strategies into daily lessons. |
| Danielle Gauvreau | ESE K-12 | Fourth | Has passed K-6 subject area and is in process of adding to her FL certificate. Will enroll in spring ESOL course and collaborate with ESOL Endorsed colleagues in order to plan and integrate ESOL strategies into daily lessons. |

Staff Demographics

Please complete the following demographic information about the instructional staff in the school who are teaching at least one academic course.

*When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

| Total Number of Instructional Staff | % of First-Year Teachers | % of Teachers with 1-5 Years of Experience | % of Teachers with 6-14 Years of Experience | % of Teachers with 15+ Years of Experience | % of Teachers with Advanced Degrees | % Highly Qualified Teachers | % Reading Endorsed Teachers | % National Board Certified Teachers | % ESOL Endorsed Teachers |
|-------------------------------------|--------------------------|--|---|--|-------------------------------------|-----------------------------|-----------------------------|-------------------------------------|--------------------------|
| 26 | 7.7%(2) | 46.2%(12) | 38.5%(10) | 30.8%(8) | 30.8%(8) | 50.0%(13) | 3.8%(1) | 0.0%(0) | 50.0%(13) |

Teacher Mentoring Program

Please describe the school's teacher mentoring program by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

| Mentor Name | Mentee Assigned | Rationale for Pairing | Planned Mentoring Activities |
|-------------|-----------------|--|--|
| | | | <p>Mentor and mentee will collaborate during weekly PLC meetings in order to accomplish these goals:</p> <p>Goal 1: Mentee will develop the with-it-ness required to efficiently and effectively balance classroom management and instructional needs.</p> |
| Erin Kelly | Aimee Poulin | <p>Ms. Kelly is the Reading Resource Specialist and has six years of teaching integrated curriculum in grades 3-5. She has experience in mentoring and improving student academic achievement.</p> | <p>Goal 2: Mentee will acquire the knowledge necessary to unwrap standards and plan focused, scaffolded lessons.</p> <p>Goal 3: Mentee will understand how to analyze student data in order to drive instruction.</p> <p>Goal 4: Mentee will understand how to integrate curriculum areas in order to increase the rigor of lessons.</p> <p>Mentors will facilitate components of The Coaching Cycle (planning, modeling, debriefing, co-teaching, and debriefing) with all mentees on a weekly basis.</p> |
| Erin Kelly | Alicia Wright | <p>Ms. Kelly is the Reading Resource Specialist and has six years of teaching integrated curriculum in grades 3-5. She has</p> | <p>Mentor and mentee will collaborate during weekly PLC meetings in order to accomplish these goals:</p> <p>Goal 1: Mentee will develop the with-it-ness required to efficiently and effectively balance classroom management and instructional needs.</p> <p>Goal 2: Mentee will acquire the knowledge necessary to unwrap standards and plan focused, scaffolded lessons.</p> |

| | | | | |
|------------|------------------|--|--|--|
| | | | experience in mentoring and improving student academic achievement. | <p>Goal 3: Mentee will understand how to analyze student data in order to drive instruction.</p> <p>Goal 4: Mentee will understand how to integrate curriculum areas in order to increase the rigor of lessons.</p> <p>Mentors will facilitate components of The Coaching Cycle (planning, modeling, debriefing, co-teaching, and debriefing) with all mentees on a weekly basis.</p> |
| | | | | <p>Mentor and mentee will collaborate during weekly PLC meetings in order to accomplish these goals:</p> <p>Goal 1: Mentee will develop the with-it-ness required to efficiently and effectively balance classroom management and instructional needs.</p> |
| Mary Houle | Christine Bailey | | Mary Houle is the Kindergarten PLC Facilitator and has experience teaching Kindergarten. | <p>Goal 2: Mentee will acquire the knowledge necessary to unwrap standards and plan focused, scaffolded lessons.</p> <p>Goal 3: Mentee will understand how to analyze student data in order to drive instruction.</p> <p>Goal 4: Mentee will understand how to integrate curriculum areas in order to increase the rigor of lessons.</p> <p>Mentors will facilitate components of The Coaching Cycle (planning, modeling, debriefing, co-teaching, and debriefing) with all mentees on a weekly basis.</p> |
| | | | Ms. Leydig is the Math and Science Coach. She has experience | <p>Mentor and mentee will collaborate during weekly PLC meetings in order to accomplish these goals:</p> <p>Goal 1: Mentee will develop the with-it-ness required to efficiently and effectively balance classroom management and instructional needs.</p> <p>Goal 2: Mentee will acquire the knowledge necessary to unwrap standards and plan focused, scaffolded lessons.</p> |

| | | | | |
|--|------------------|-----------------|--|--|
| | Genevieve Leydig | Kristina Clarke | teaching integrated curriculum in the primary grades and improving student academic achievement. | <p>Goal 3: Mentee will understand how to analyze student data in order to drive instruction.</p> <p>Goal 4: Mentee will understand how to integrate curriculum areas in order to increase the rigor of lessons.</p> <p>Mentors will facilitate components of The Coaching Cycle (planning, modeling, debriefing, co-teaching, and debriefing) with all mentees on a weekly basis.</p> |
| | | | | <p>Mentor and mentee will collaborate during weekly PLC meetings in order to accomplish these goals:</p> <p>Goal 1: Mentee will develop the with-it-ness required to efficiently and effectively balance classroom management and instructional needs.</p> |
| | Genevieve Leydig | Andrea Tucker | <p>Ms. Leydig is the Math Coach. She has experience teaching integrated curriculum in the primary grades and improving student academic achievement.</p> | <p>Goal 2: Mentee will acquire the knowledge necessary to unwrap standards and plan focused, scaffolded lessons.</p> <p>Goal 3: Mentee will understand how to analyze student data in order to drive instruction.</p> <p>Goal 4: Mentee will understand how to integrate curriculum areas in order to increase the rigor of lessons.</p> <p>Mentors will facilitate components of The Coaching Cycle (planning, modeling, debriefing, co-teaching, and debriefing) with all mentees on a weekly basis.</p> |
| | | | <p>Ms. Said is the Science</p> | <p>Mentor and mentee will collaborate during weekly PLC meetings in order to accomplish these goals:</p> <p>Goal 1: Mentee will develop the with-it-ness required to efficiently and effectively balance classroom management and instructional needs.</p> <p>Goal 2: Mentee will acquire the knowledge necessary to unwrap</p> |

| | | | | |
|--|------------|-----------------|--|---|
| | Samia Said | Audrey Albano | Coach. She has experience teaching integrated curriculum and improving student academic achievement. | standards and plan focused, scaffolded lessons. Goal 3: Mentee will understand how to analyze student data in order to drive instruction. |
| | | | | Goal 4: Mentee will understand how to integrate curriculum areas in order to increase the rigor of lessons. Mentors will facilitate components of The Coaching Cycle (planning, modeling, debriefing, co-teaching, and debriefing) with all mentees on a weekly basis. |
| | | | | Mentor and mentee will collaborate during weekly PLC meetings in order to accomplish these goals: Goal 1: Mentee will develop the with-it-ness required to efficiently and effectively balance classroom management and instructional needs. |
| | Samia Said | Kenwel Jahinger | Ms. Said is the Science Coach. She has experience teaching integrated curriculum and improving student academic achievement. | Goal 2: Mentee will acquire the knowledge necessary to unwrap standards and plan focused, scaffolded lessons. Goal 3: Mentee will understand how to analyze student data in order to drive instruction. Goal 4: Mentee will understand how to integrate curriculum areas in order to increase the rigor of lessons. Mentors will facilitate components of The Coaching Cycle (planning, modeling, debriefing, co-teaching, and debriefing) with all mentees on a weekly basis. |

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Services are provided to ensure students requiring additional remediation and/or enhancement are assisted through programs which are offered beyond the school day. This will include tutorial, small group sessions before or after school; week-ends; and during the summer. Extensive staff development will be provided throughout the school year both on and off campus.

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Identify the school-based RtI Leadership Team.

The school-based RtI Leadership Team is comprised of the following members: Dave Gordon, principal; Lloyd Sigrist, ESE and ELL contact as RtI/Inclusion Facilitator; Erin Kelly, Reading Resource Specialist and Student Achievement Data Coach; Genevieve Leydig, Math and Science Resource Teacher; Michael Baker, Behavioral Specialist; Sumre Glass, Academic

Achievement member and Curriculum Coach, and the charter school psychologist. Available for consultation on an as needed basis are our Regional Educational Director and our Speech Language Therapist.

The principal provides a common vision for the use of data-based decision-making to ensure:
a sound, effective academic program is in place ;
a process to address and monitor subsequent needs is created;
the Academic Achievement Committee is implementing RtI processes;
assessment of RtI skills of school staff is conducted;
fidelity of implementation of intervention support is documented;
adequate professional development to support RtI implementation is provided ;
effective communication with parents regarding school-based RtI plans and activities occurs.

The general education teachers provide information about core instruction; participate in student data collection; collaborate with other staff to implement Tier 1 and Tier 2 instruction/intervention; and integrates Tier 1 materials/instruction with Tier 2 and 3 activities.

Exceptional student education contact and resource room teacher participate in student data collection; integrate core instructional activities and materials into instruction across the curriculum; and collaborate with general education staff to introduce multi-sensory and differentiated instruction strategies for classroom implementation. They also will conduct model lessons and demonstrate behavioral interventions for application.

The school psychologist participates in collection, interpretation and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problems-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

The technology specialist develops or arranges for the technology necessary to access, manage and display data; provides training for staff to support their efforts to research sources of pertinent and relevant data to guide decision making.

The RtI/Student Achievement Data Coach will assist in the design and implementation of progress monitoring, collect and analyze data, contribute to the development of intervention plans, implement Tier 3 interventions, and offer professional development and technical assistance.

Describe how the school-based RtI Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate RtI efforts?

Describe how the school-based RtI Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate RtI efforts?

The school-based RtI Leadership Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After ensuring that effective Tier 1- Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based RtI Leadership Team.

The Academic Achievement Committee will use the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed that identifies a student's specific areas of deficiencies and the appropriate research-based interventions to address those identified deficiencies. The team will ensure the necessary resources are available and that the intervention is implemented with fidelity. Each case will be assigned a specific case liaison to support the interventionist whether the teacher or the RtI Facilitator (Data Coach). The liaison will report back to the Academic Achievement Committee on all data collected to guide subsequent discussions.

- Problem Solving Model

The four steps of the Problem Solving Model are:

Problem Identification entails identifying the problem and the desired behavior for the student.

Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.

Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.

Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.

The problem solving process is self-correcting, and, will recycle in order to achieve the best outcomes for all students. This problem solving process is strongly supported by both IDEA and NCLB. Specifically, both legislative actions support all students achieving benchmarks regardless of their status in general or special education.

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

Members of the school-based RtI Leadership Team (Academic Achievement Committee) will communicate with the School Advisory Council (SAC) and will help to develop the SY10 SIP. Utilizing the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and focus attention on the deficient areas which need to be discussed; set clear expectations for instruction [rigor, relevance and relationship]; facilitate the development of a systematic approach to teaching [gradual release; essential questions; activating strategies; instructional strategies extending, refining and summarizing]; and work to align all practices and procedures.

Examples of the topics for discussion will be:

FCAT scores and students in the lowest 25%
AYP and subgroups
SAT 10 Learning Gains
strengthens and weaknesses of intensive programs
mentoring, tutoring, and other services.

3 The RtI/Inclusion Facilitator (Student Achievement Coach) will provide professional development for the SAC members on the RtI process.

RtI Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Baseline data:

Florida Comprehensive Assessment Test (FCAT)
SAT 10
Curriculum Based Measurement
Florida Assessment for Instruction in Reading (FAIR)
Broward Assessment Test (BAT)
Imagine Writes
K-3 Literacy Assessment System
STAR Literacy
Diagnostic Assessment for Reading (DAR)
Progress Monitoring and Reporting Network (PMRN)
Comprehensive English Language Learning Assessment (CELLA)
Office Discipline Referrals
Retentions
Absences

Midyear data:

Florida Assessment for Instruction in Reading (FAIR)
Diagnostic Assessment for Reading (DAR)
Broward Assessment Tests (BAT)
Imagine Writes
Progress Monitoring and Reporting Network (PMRN)
K-3 Literacy Assessment System
STAR Literacy

End of year data:

Florida Assessment for Instruction in Reading (FAIR)
Florida Comprehensive Assessment Test (FCAT)
SAT 10
FCAT Writes
STAR Literacy

Frequency of required Data Analysis and Action Planning Days:

Data analysis will occur biweekly. Monthly action planning days will be part of the Academic Achievement Committees monthly agenda.

Describe the plan to train staff on RtI.

Describe the plan to train staff on RtI.
Professional development will be offered by RtI/Regional Student Achievement Coach on a monthly basis. The school site Student Achievement Coach will work with grade levels on a biweekly basis.
The school-based RtI/Regional Student Achievement Coach will provide in-service to the faculty on designated professional development days (PDD) and during monthly staff meetings. These in-service opportunities will include, but are not limited to, the following:

- Problem Solving Model
- Consensus building
- Positive Behavioral Intervention and Support (PBIS)
- Data-based decision-making to drive instruction
- Progress monitoring
- Selection and availability of research-based interventions

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

Identify the school-based Literacy Leadership Team (LLT)
The school-based Literacy Leadership Team (LLT) will be comprised of the following staff members:
Principal, Dave Gordon
Erin Kelly, Elementary Reading Resource Specialist
Genevieve Leydig, Math and Science Resource Specialist
Sumre Glass, Middle School Curriculum Specialist
Mary Houle, Kindergarten PLC Facilitator
Farideh Jaber, First Grade PLC Facilitator
Dominic Grasso, Second Grade PLC Facilitator
Elizabeth Pawlak, Third Grade PLC Facilitator
Monica Stokes, Fourth Grade PLC Facilitator
Samia Said, Fifth Grade PLC Facilitator
Francine DiPierro-Peace, Middle School Teacher
Susan Ortiz, Middle School Teacher

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).
The role and function of the LLT will be to create a culture of literacy at the school through promotion of a literacy rich environment such interactive word walls and differentiated classroom libraries, a focus on literacy across the curriculum which includes science and social studies with strong lesson planning, and a procedure for strong communication through-out the school that encourages collaboration and commitment from all the school's stakeholders in the vision for literacy. This team will meet monthly.

What will be the major initiatives of the LLT this year?

What will be the major initiatives of the LLT this year?
We will have three major initiatives for the LLT:
1. Establish a culture of literacy throughout the school.
2. Set up and monitor our assessment system including: SAT 10 baseline information, progress monitoring data and benchmarking data. They will support teachers in their data chats with each other, with students and with parents while coordinating data driven centers.
3. Monitor the use of instructional resources with fidelity especially our core reading and reading intervention programs as well as our technology programs: STAR, AR, FCAT Explorer and Riverdeep's Destination Reading.
3. Set up and support the professional learning for the staff to promote collaboration among the building faculty and increase the capacity of effective reading teachers on the staff.

NCLB Public School Choice

Notification of (School in Need of Improvement) SINI Status
No Attachment

Public School Choice with Transportation (CWT) Notification
No Attachment

Notification of (School in Need of Improvement) SINI Status
No Attachment

***Elementary Title I Schools Only: Pre-School Transition**

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

We provide a welcoming environment for our Kindergartners. In the spring, we orchestrate a major campaign to visit the nearby preschools. We leave brochures describing our program and provide times for visitations. We hold a Kindergarten Round-Up for prospective families. During this evening meeting, parents meet the kindergarten teachers, hear an overview of our program from the administration and teachers and attend a rotational visitation through the classrooms. Each class is set up to show a cored curriculum. One room represents mathematics and will show the materials used from centers to computer programs. Parents get to feel how "a day in the life" of Kindergartner will be at Imagine Charter School at North Lauderdale.

We will assess our Kindergartners in order to ascertain individual and group needs and to assist in the development of our robust instructional/intervention programs. All students will be assessed using the Core Reading and Math program readiness assessments, Phonemic Awareness and Number Sense prior knowledge will set the foundation for a successful school year.

***Grades 6-12 Only**

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

***High Schools Only**

Note: Required for High School - Sec. 1008.37(4), F.S., Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the School Feedback Report

PART II: EXPECTED IMPROVEMENTS

Reading Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

| | |
|--|--|
| 1. Students achieving proficiency (FCAT Level 3) in reading | 44% of students will score a Level 3 in Reading by June, 2012. |
| Reading Goal #1: | |
| 2011 Current Level of Performance:* | 2012 Expected Level of Performance:* |
| 37%(43) | 44% (53) |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|--|
| 1 | 1.1 Students' limited vocabularies prevent them from understanding text and deploying strategies necessary for independent word acquisition | 1.1 Specific vocabulary strategies will be utilized at each grade level including Vocabulary Improvement Strategy and Interactive Word Walls including visuals. | 1.1 Curriculum Coach | 1.1 Teachers will provide weekly vocabulary assessment. Students will graph progress on vocabulary development in the vocabulary section of their binders. Curriculum Coach will model Vocabulary Improvement Strategy and Interactive Word Walls. Data chat conversations will celebrate strategy effectiveness. | 1.1 Weekly teacher assessments and word wall visuals and student achievement graphs in student binder. |
| 2 | 1.2 Teachers lack familiarity with the NGSSS and the FCAT 2.0 specifications and an understanding of the implication of the standards for instruction and achievement | 1.2 By collaborating on the the reading Instructional Focus Calendar with the curriculum coach, teachers will enhance their knowledge of NGSSS in reading according to the 2.0 Item Specification. Teachers will participate in professional development opportunities focusing on NGSSS and FCAT 2.0 | 1.2 Curriculum Coach Principal | 1.2 Implementation of content specified on curriculum maps Workshop attendance logs | 1.2 Weekly classroom Walk Throughs with focused feedback. Weekly lesson plan monitoring with feedback |
| | 1.3 Inconsistent use of daily guided reading | 1.3 Daily use of guided reading across all grade levels Action Steps: Create master | 1.3 Administration Curriculum Coaches | 1.3 Teacher Level -Teachers will collect and review classroom running record data that includes miscue analysis and | 1.3 FAIR Running Records and Mini BATs |

| | | | | |
|---|--|--|--|--|
| 3 | | <p>schedules for teachers that provides time for daily guided reading Professional Development followed by two coaching cycles on creating and implementing guided reading groups</p> <p>Modeling of guided reading as requested by Reading Coaches and Resource Teachers Teacher, Coaches and Resource will disaggregate data to determine Guided Reading Group Needs Common Planning with Reading Resource during PLCs or common planning time</p> | <p>comprehension check -Teachers will use data to create groups, identify instructional objectives, differentiate instruction -Teachers will post student data in the "War Room" or the Easy CBM website. (www.easycbm.com)</p> <p>PLC/Department Level - PLC will collect and review grade level running record data that includes miscue analysis and comprehension check -PLC, after training and coaching by PSLT, will record the data on the Reading Intervention Guide school wide spreadsheet -PLC will use data to identify, create and implement: intervention groups, instructional objectives, differentiated instruction - PLC will collaborate on problem solving strategies to increase effectiveness of reading instruction</p> <p>Administrative Level: -LLT Team will monitor "War Room" data walls -LLT will use data to evaluate the effectiveness of strategy implementation, supplemental instruction for students, and plan upcoming professional development sessions.</p> | |
|---|--|--|--|--|

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

| | | | | | |
|---|---|------------------------|---|---|-------------------------------|
| <p>2. Students achieving above proficiency (FCAT Levels 4 and 5) in reading</p> <p>Reading Goal #2:</p> | <p>24% of students will achieve proficiency in Reading at a Level 4 and 5 by June, 2012</p> | | | | |
| <p>2011 Current Level of Performance:*</p> | <p>2012 Expected Level of Performance:*</p> | | | | |
| <p>14% (23)</p> | <p>24% (40)</p> | | | | |
| <p>Problem-Solving Process to Increase Student Achievement</p> | | | | | |
| | <p>Anticipated Barrier</p> | <p>Strategy</p> | <p>Person or Position Responsible for Monitoring</p> | <p>Process Used to Determine Effectiveness of Strategy</p> | <p>Evaluation Tool</p> |

| | | | | | |
|---|---|---|---|--|---|
| 1 | 2.1. Insufficient exposure to enrichment activities outside of school impacts background knowledge | 2.1. Insufficient exposure to enrichment activities outside of school impacts background knowledge | Curriculum Coach | 2.1. Project rubric will be utilized to monitor field trip project completion | 2.1. Student projects following each field trip will be assessed using a rubric scoring guide. Students will utilize reflect on the experience by providing a journal entry following a rubric for components to be included in the piece |
| 2 | 2.1. Student projects following each field trip will be assessed using a rubric scoring guide. Students will utilize reflect on the experience by providing a journal entry following a rubric for components to be included in the piece | 2.2. Provide monthly incentives for students to participate in the Advanced Reading Challenge and Accelerated Reader through classroom incentive charts rewards, class competitions, and grade level competitions | 2.2. Curriculum Coach Media Coordinator | 2.2. Teachers will monitor weekly reading logs and monthly recognition of progress based on incentive charts | 2.2. Incentive charts in each room will track the number of books read by students and classes |
| 3 | | | | | |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

| | |
|---|---|
| 3. Percentage of students making Learning Gains in reading | 55% of students will make Learning Gains in reading by June, 2012 |
| Reading Goal #3: | |
| 2011 Current Level of Performance:* | 2012 Expected Level of Performance:* |
| 50% (84) | 55% (101) |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|---|--|--|--|
| 1 | 3.1. Students lack fluency development due to infrequent independent reading | 3.1. A 15 minute school-wide independent reading time will be established for reading for enjoyment based on the Daily 5 Strategies. Students will read one book, of their choice, every two weeks followed by a book response which may include a book talk with peers or teacher or a response in a dialogue journal. | 3.1. Teachers Curriculum Coach | 3.1. Students will maintain a reading log checked weekly by teachers and will record their words per minute in the fluency folder. | 3.1. Increased scores on bi-weekly fluency test. Reading log will reflect an increase in independent reading |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

| | |
|--|--|
| 4. Percentage of students in Lowest 25% making learning gains in reading Reading Goal #4: | 58% of students in the lowest 25% will make learning gains in reading by June, 2012. |
| 2011 Current Level of Performance:* | 2012 Expected Level of Performance:* |
| 53% (89) | 58% (106) |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|--|--|--|
| 1 | 4.1. Students in the lowest 25% are one or more grade levels behind | 4.1. Provide daily push in interventions addressing specific skills based on FCAT data, SAT 10 data, and Fair testing. | 4.1. Curriculum Coach | 4.1. RtI monitoring forms designed by curriculum coach will be monitored weekly to assist in communication between small group tutor and teacher and coach and administration. Tutors will maintain a log of student progress on specific skills weekly. | 4.1. Increased scores on mini-assessments given bi-monthly |
| 2 | 4.2. Teachers do not provide differentiated curriculum to meet the individual needs of each student | 4.2. Teachers will provide small group intervention after school twice a week for 30 minutes to address specific needs based on FCAT data and will incorporate differentiated methods of instruction to meet specific needs of students | 4.2. SES Facilitator Curriculum Coach | 4.2. Monthly checklist provided by SES companies and attendance log from after school enrichment as well as lesson plan documentation of varied instructional methods | 4.2. Learning Gains computed between fall and spring SAT 10, BAT scores, and Teacher assessments |
| 3 | | | | | |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the applicable subgroup(s):

| | |
|---|---|
| 5A. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5A: | 45% of Black students will achieve proficiency by June, 2012. |
|---|---|

Reading Goal #5A: Ethnicity
(White, Black, Hispanic, Asian, American Indian)

| | |
|--|---|
| 2011 Current Level of Performance:* | 2012 Expected Level of Performance:* |
| Black: 38% proficient (50) | Black: 45% will meet proficiency(59) |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|--|----------------------------|-----------------|--|--|------------------------|
| | 5A.1. | 5A.1. | 5A.1. | 5A.1. | 5A.1. |

| | | | | | |
|---|--|--|------------------|---|--|
| 1 | Students lack skills to decode multisyllabic and polysyllabic words in grade level texts | Teachers will use materials from the core reading program "Treasures" and resources from FCRR addressing the 6 Types of Syllabication in order to facilitate automaticity of sound/letter correlations | Curriculum Coach | Curriculum Coach and teachers will collaborate to select and monitor passages, graphing progress every fifth lesson and use time drills to facilitate | Post test scores on word reading from the core reading program "Treasures" for each unit (quarterly) Assessments and the BATI and BAT II assessments given twice a year and FAIR data. |
|---|--|--|------------------|---|--|

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

| | |
|---|---|
| 5B. Student subgroups not making Adequate Yearly Progress (AYP) in reading | ELL was not a subgroup during the 2010-2011 FCAT testing year. |
| Reading Goal #5B: | |
| Reading Goal #5B: English Language Learners (ELL) | |
| 2011 Current Level of Performance:* | 2012 Expected Level of Performance:* |
| ELL was not a subgroup during the 2010-2011 FCAT testing year. | 44 percent of students will be performing at proficiency level in 2012. |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|--|--|---|---|
| 1 | 1.1 ELL students lack exposure to different graphic organizers to help build understanding of key reading concepts. | 1.1 ELL students will be provided with various visual and graphic organizers to help build understanding. | Curriculum Coach; ESOL Contact | 1.1 Students will be able to transfer knowledge into various graphic organizers without assistance. | 1.1 Review of student graphic organizers. |
| 2 | 1.2 Teachers lack a full understanding of how to successfully implement effective ESOL strategies into daily instruction. | 1.2 The LEA teaching approach will be used throughout reading instruction to help students develop a better understanding of reading concepts. | Curriculum Coach; ESOL Contact | 1.2 Classroom observations | 1.2 The classroom teacher as well as the curriculum coach will monitor student data to determine if the student is making significant learning gains. |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

| | |
|---|---|
| 5C. Student subgroups not making Adequate Yearly Progress (AYP) in reading | |
| Reading Goal #5C: | |
| Reading Goal #5C: Students with Disabilities (SWD) | |
| 2011 Current Level of Performance:* | 2012 Expected Level of Performance:* |
| | |

| Problem-Solving Process to Increase Student Achievement | | | | |
|---|----------|---|---|-----------------|
| Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| No Data Submitted | | | | |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

| | |
|---|--|
| 5D. Student subgroups not making Adequate Yearly Progress (AYP) in reading | 42% of Economically Disadvantaged students will achieve proficiency by June, 2012. |
| Reading Goal #5D: | |
| Reading Goal #5D: Economically Disadvantaged | |
| 2011 Current Level of Performance:* | 2012 Expected Level of Performance:* |
| 35% proficient (57) | 42% will meet proficiency (68) |

| Problem-Solving Process to Increase Student Achievement | | | | | |
|---|--|--|---|--|--|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | 5D.1. Concrete measures aren't used routinely to check for understanding during whole group lessons. | 5D.1. Teacher will use specific engagement strategies to check for understanding during whole group lessons such as "think, pair, share" "rally robin", "snowballing" and "Jigsawing" | 5D.1. Curriculum Coach Principal | 5D.1. Lesson plans will be reviewed collaboratively during grade level meetings bi-monthly to review techniques used for checking for understanding | 5D.1. Lesson plan section "Checking for Understanding" using collaborative structures |
| 2 | 5D.2. Students lack exposure to varied reading strategies while reading informational text in content are classes (Science, Social Studies, and Math) | 5D.2. Teachers will incorporate the daily 5 reading format: Read to Self, Read to Someone, Write about what you read, listen to reading, and spelling word work | 5D.2. Curriculum Coach | 5D.2. Increase reading scores on weekly assessments will evidence strategy success. Student work will reflect the implementation of reading components and lesson plans will reflect incorporation of daily 5 strategies. | 5D.2. Increase in reading scores on bi-weekly assessments. |

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g., PLC, subject, grade level, or school-wide) | Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|------------------------------------|---------------------|----------------------------------|---|--|--|---|
| Higher Order Questioning | K to 5 | HRD Curriculum Coach | School Wide | On-Going | Classroom Walkthroughs/Lesson Plans | Principal |
| CRISS | k-5 | Curriculum Coach | Elementary Teachers | On-going | Teachers will acquire skills for incorporating active reading strategies in all content areas | Principal |
| Daily 5 | k-5 | Curriculum Coaches | Elementary Teachers | On-going | Curriculum coach will implement a book study using the text "The daily 5". Following the book study, teachers will be able to implement reading strategies across the curriculum. Weekly lesson plans will reflect the daily 5 format, and student independent work will reflect the mini lesson. | Principal |
| Interactive Word Walls | k-5 | Curriculum Coach | School-Wide | On-Going | Curriculum Coach will model interactive word walls and will assist teachers in planning interactive word walls. Teachers will be provided opportunities to observe a lesson implementing an interactive word wall. Weekly lesson plans will reflect new words and the activities being implemented. Walk throughs will monitor strategy incorporation into weekly lessons. | Curriculum Coach Principal |

Reading Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---|---|----------------|------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| Subtotal: \$0.00 | | | |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| School will provide the most current available technology to assist in effective instruction. Including, Interactive Promethean boards, projectors, document cameras and carts. School will provide all classroom teachers BEEP accounts in order to help teachers with lesson planning and implementation. | Promethean Boards Document Cameras Projectors BEEP Accounts | SIG Grant | \$41,000.00 |
| Subtotal: \$41,000.00 | | | |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| Subtotal: \$0.00 | | | |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| School will provide all classroom | | | |

| | | | |
|---|---------------|-----------|---------------------------------|
| teachers BEEP accounts in order to help teachers with lesson planning and implementation. | BEEP Accounts | SIG Grant | \$2,400.00 |
| | | | Subtotal: \$2,400.00 |
| | | | Grand Total: \$43,400.00 |

End of **Reading** Goals

Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

| | |
|---|--|
| 1. Students achieving proficiency (FCAT Level 3) in mathematics Mathematics Goal #1: | 46% of students will achieve proficiency by scoring a Level 3 in mathematics by June 2012. |
| 2011 Current Level of Performance:* | 2012 Expected Level of Performance:* |
| 39% (49) | 46% (66) |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|--|---|---|---|
| 1 | 1.1. Teachers lack specificity using best practices for the NGSSS and the 2.0 Item Specification | 1.1. By developing the math instructional focus calendar with the curriculum coaches, teachers will enhance delivery methods for content specific skills according to the 2.0 | 1.1. Curriculum Coach | 1.1. Curriculum Coach will collaborate with teachers in developing an instructional focus calendar reflecting NGSSS. | Lesson Plans will reflect the NGSSS implemented in the classroom and classroom walk throughs will evidence implementation of the curriculum maps. |
| 2 | 1.2. Students lack basic math facts needed for computation | 1.2. Teachers will engage students in weekly math fact drills and will provide Go Math interventions prior to beginning a computation lesson | 1.2. Teachers Curriculum Coach | 1.2. Students will actively engage in practicing math facts by participating in peer activities and class competitions challenging their knowledge of basic math facts. Weekly, students will chart results of their math fact drills in data notebooks evidencing improvement in basic math facts | 1.2. Results of weekly math fact drills will reflect consistent improvement in knowledge of basic math facts |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

| | |
|--|---|
| 2. Students achieving above proficiency (FCAT Levels 4 and 5) in mathematics Mathematics Goal #2: | 20% of students will achieve above proficiency with a Level of 4 and 5 score by June, 2012. |
| 2011 Current Level of Performance:* | 2012 Expected Level of Performance:* |
| 10% (16) | 20% (34) |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|--|---|---|---|
| 1 | 2.1. Teachers lack specificity using best practices for the NGSSS and the 2.0 Item Specification | 2.1. By developing the math instructional focus calendar with the curriculum coaches, teachers will enhance delivery methods for content specific skills according to the 2.0 specifications | 2.1. Curriculum Coach | 2.1. Classrooms observing the implementation of curriculum maps with focused feedback walk through | 2.1. Weekly walk throughs and evaluation narratives |
| 2 | 2.2. Students lack ability to break down word problems | 2.2. Teachers will use key word strategies to dissect word problems. Teachers will use reading strategies to determine essential components of a word problem | 2.2. Curriculum Coach Teachers | 2.2. Teachers will utilize reading strategies to assist students with word problems. Weekly tests and daily observations will document success of strategy implementation | 2.2. Daily observation of student comprehension and ability to solve word problems. Bi monthly mini assessments |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

| | |
|--|---|
| 3. Percentage of students making Learning Gains in mathematics Mathematics Goal #3: | 45% of students will make learning gains in mathematics by June 2012. |
| 2011 Current Level of Performance:* | 2012 Expected Level of Performance:* |
| 35% (59) | 45% (76) |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|--|---|---|---|
| 1 | 3.1. Students are not engaging in tasks reflective of differentiated instruction | 3.1. Teachers will provide a menu of instructional options for students utilizing various modes of instruction to accommodate the needs of all students. | 3.1. Curriculum Coach Principal | 3.1. Teacher Walk Throughs and daily lesson plans | 3.1. Weekly lesson plan checks and classroom walkthroughs with focused feedback |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

| | |
|--|---|
| 4. Percentage of students in Lowest 25% making learning gains in mathematics Mathematics Goal #4: | On the 2011 FCAT, 55% of students in the lowest 25% will achieve learning gains in mathematics. |
| 2011 Current Level of Performance:* | 2012 Expected Level of Performance:* |
| 50% (84) | 55% (101) |

| Problem-Solving Process to Increase Student Achievement | | | | | |
|---|--|--|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | 4.1. Students in the lowest 25% are one or more grade levels behind | 4.1. Students in the lowest 25% are one or more grade levels behind | 4.1. Curriculum Coach Principal Teachers | 4.1. RtI monitoring forms designed by curriculum coach will monitored weekly. Bi monthly mini assessments will evidence progress in mathematics. | 4.1. Increased scores on mini assessments given bi-monthly |
| 2 | 4.2. Students demonstrate a lack of test taking strategies | 4.2. FCAT countdown focus test that consists of 5 FCAT "Do Now" questions will be administered on Fridays. This test has four separate versions. Teachers will use these four versions to deliver direct instruction, guided practice, independent practice and homework. | 4.2. Curriculum Coach Principal | 4.2. Evidence of test taking strategies applied to student work assessed weekly. | Weekly scoring on 5 question cumulative review booklet |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the applicable subgroup(s):

| | |
|--|---|
| 5A. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics | By June 2011, 43% of Black studnets will meet math proficiency. |
| Mathematics Goal #5A: | |
| Mathematics Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian) | |
| 2011 Current Level of Performance:* | 2012 Expected Level of Performance:* |
| 36% (47) | 43% (56) |

| Problem-Solving Process to Increase Student Achievement | | | | | |
|---|---|--|---|--|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | 5A.1. Students lack math background knowledge impeding lesson progression to critical levels | 5A.1. Professional learning community of Building Background Knowledge Teachers will assess background knowledge of a unit's mathematical concepts prior to beginning the unit of instruction | 5A.1. Math Coach Principal | 5A.1. Teachers will use various strategies to assess prior knowledge Teachers will provide in various pre-instructional activities to build prior knowledge . | 5A.1. Classroom Walkthrough Lesson Plans Bi Monthly Focus Test and Team Data Chats |
| 2 | 5A.2. Teachers need time to plan for differentiated instruction during small group and center activities | 5A.2. Differentiated instruction will target data driven small group instruction that individualizes student needs based on FCAT data | 5A.2. Curriculum Coach Principal | 5A.2. Lesson plans will reflect methods of differentiated instruction focusing on specific ;math deficits | 5A.2. Weekly lesson plan check Clasroom Walk Throughs |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

| | |
|---|--|
| 5B. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5B: | ELL was not a subgroup during the 2010-2011 FCAT testing year. |
|---|--|

Mathematics Goal #5B: English Language Learners (ELL)

| | |
|--|---|
| 2011 Current Level of Performance:* | 2012 Expected Level of Performance:* |
|--|---|

| | |
|--|---|
| ELL was not a subgroup during the 2010-2011 FCAT testing year. | 46 percent of students will be performing at proficiency level by 2012. |
|--|---|

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|--|--|--|---|
| 1 | 1.1 ELL students lack ability to solve problem solving skills. | 1.1 ELL students will be provided with numerous math manipulatives as we as various picture cues when working with word problems. | Classroom teacher, Curriculum Coach, ESOL Contact | 1.1 Classroom observation. | The classroom teacher as well as the curriculum coach will monitor student data to determine if the student is making significant learning gains in problem solving skills. |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

| | |
|---|--|
| 5C. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5C: | |
|---|--|

Mathematics Goal #5C: Students with Disabilities (SWD)

| | |
|--|---|
| 2011 Current Level of Performance:* | 2012 Expected Level of Performance:* |
|--|---|

| | |
|--|--|
| | |
|--|--|

Problem-Solving Process to Increase Student Achievement

| Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|----------------------------|-----------------|--|--|------------------------|
| No Data Submitted | | | | |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

| | |
|---|--|
| 5D. Student subgroups not making Adequate Yearly | |
|---|--|

| Progress (AYP) in mathematics | | 43% of Economically Disadvantaged students will meet proficiency by June, 2012 | | | |
|--|---|--|--|---|--|
| Mathematics Goal #5D: | | | | | |
| Mathematics Goal #5D: Economically Disadvantaged | | | | | |
| 2011 Current Level of Performance:* | | | 2012 Expected Level of Performance:* | | |
| 37% (56) | | | 43% (66) | | |
| Problem-Solving Process to Increase Student Achievement | | | | | |
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | | | | | |
| 2 | 5D.1. Students need repeated practice using various methods to attain critical concepts | 5D.1. Teachers will use manipulatives for concept building | 5D.1 Curriculum Coach Principal | 5D.1. Classroom observations by principal will evidence engaging activities using manipulatives moving abstract concepts to concrete skills | 5D.1. Classroom Walkthroughs Lesson plans |

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|---|----------------------------|---|---|--|--|--|
| Math Manipulatives | k-5 | HRD | All Teachers | On-Going Early Release | Teachers will attend training throughout the year on the use of various math manipulatives. Teachers will model strategies for peers during weekly team meetings and during Early Release time. Weekly lesson plans will reflect incorporation of manipulatives and classroom walk throughs will monitor implementation. | Principal Curriculum Coach |
| Differentiated Instruction | k-5 | HRD Curriculum Coach | All Teachers | On-Going | Curriculum Coach will model methods of Differentiated Instruction and will assist teachers in planning lessons reflecting Differentiated Instruction. Lesson plans and classroom walkthroughs will monitor implementation. | Principal Curriculum Coach |
| | | | | | | |
| | | | | | Teachers will attend training throughout the year on the use of various math manipulatives. Teachers will model strategies | |

| | | | | | | |
|------------------------------|-----|------------------|--------------|----------------------|---|----------------------------|
| FCAT 2.0 Item Specifications | 3-5 | Curriculum Coach | All Teachers | Grade Level Meetings | for peers during weekly team meetings and during Early Release time. Weekly lesson plans will reflect incorporation of manipulatives and classroom walk throughs will monitor implementation. | Principal Curriculum coach |
|------------------------------|-----|------------------|--------------|----------------------|---|----------------------------|

Mathematics Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---------------------------------------|--------------------------|----------------|---------------------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| Purchase of new math series | | School budget | \$20,000.00 |
| | | | Subtotal: \$20,000.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| | | | Grand Total: \$20,000.00 |

End of Mathematics Goals

Science Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | | | | | |
|--|------------------------------|---|---|---|-------------------------|
| 1. Students achieving proficiency (FCAT Level 3) in science | | 21% of students will achieve a level 3 on FCAT science. | | | |
| Science Goal #1: | | | | | |
| 2011 Current Level of Performance:* | | | 2012 Expected Level of Performance:* | | |
| 12% (11) | | | 21% (27) | | |
| Problem-Solving Process to Increase Student Achievement | | | | | |
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Lack of hands on experiments | Engage students in hands on Science learning requiring higher level thinking skills | Curriculum Coach Principal | Curriculum Coach will provide opportunities for teachers to share best practices and for demonstrating hands - on science activities. | Classroom walk throughs |

| | | | | | |
|---|---|--|---|--|---|
| | | | | Coach will monitor implementation of these lessons in the classroom setting. | |
| 2 | 1.2 Teachers lack specificity using best practices for the NGSSS and 2.0 Item Specification | 1.2 By developing the science instructional focus calendar with the curriculum coach, teachers will enhance knowledge of standards and will develop effective delivery strategies of the NGSSS according to the 2.0 Item Specifications. | 1.2 Curriculum Coach Principal | 1.2 Weekly classroom walkthrough observing the implementation of the curriculum maps with focused feedback from coaches, administration, and peers. | 1.2 Weekly classroom walkthroughs and evaluation narratives focused feedback. |
| 3 | 1.3 Students lack organizational skills to help clarify and monitor science understanding. | 1.3 On a daily basis, students will utilize an interactive science notebook in order to help organize and clarify their thoughts, reactions, and learned facts based on different science lessons. | 1.3 Classroom teacher Curriculum coach Principal | 1.3 Coach will provide teachers with an effective grading rubric that outlines what the interactive notebook should look like. The teachers will then develop a model notebook to be used to effectively model to the students what their notebooks should look like. Students will be provided with a copy of the rubric in order to ensure they are meeting the expectations of the teacher. | Classroom walk throughs and rubric feedback. |
| 4 | 1.4 ELL Goal ELL students lack a full ability of how to successfully monitor their own understanding using rubrics. | 1.4 ELL Goal ELL students will be provided with explicit rubrics to help guide expectations as well as help develop understanding of science concepts. | 1.4 Classroom teacher, Curriculum Coach, ESOL Contact | 1.4 The classroom teacher as well as the curriculum coach will monitor student work to determine if the student is following the given rubric. | Classroom walk throughs and rubric feedback. |
| 5 | 1.5 ELL Goal ELL students need more time to review various diagrams as well as illustrations. This lack of time, hinders their ability to comprehend various scientific concepts. | 1.5 ELL students will be given the opportunity to review various illustrations and diagrams before a lesson, to ensure understanding. | 1.5 Classroom teacher, Curriculum Coach, ESOL Contact | Classroom observation. | classroom observation |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

| | |
|---|---|
| 2. Students achieving above proficiency (FCAT Levels 4 and 5) in science | Based on 2010 FCAT 0% of students performed at a level 4 and 5. On the 2011 FCAT we project that 10% of students will achieve a level 4 and 5 in science. |
| Science Goal #2: | |
| 2011 Current Level of Performance:* | 2012 Expected Level of Performance:* |
| 0% (0) | 10% (5) |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|--|---|---|---|
| 1 | 2.1. Students do not transfer science concepts to real world applications | 2.1. Collaboratively, teachers will plan to create an integrated curriculum map that connects science concepts to real life situations. Science teachers will collaborate on lesson plans, instructional strategies, pacing of curriculum, and assessment strategies. | 2.1. Curriculum Coach Principal | 2.1. Student work will reflect understanding of skills as it relates to real life situations | 2.1 Teacher assessments of lesson/unit FCAT Science |

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g., PLC, subject, grade level, or school-wide) | Target Dates and Schedules(e.g., Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|---|---------------------|----------------------------------|---|---|--|---|
| Hands On Science Learning | K-5 | Curriculum Coach HRD | Classroom Teachers | On-Going | Classroom Walkthroughs Grade-level meetings | Principal Curriculum Coach |
| New Textbook Series Orientation | k-5 | Textbook Coordinator | Classroom Teachers | On-Going | Classroom Walkthroughs | Principal Curriculum Coach |
| Item Specification | 3-5 | Curriculum Coach | Classroom Teachers | On-Going | Classroom Walkthroughs | Principal |
| Teaching Science through Interactive Science notebooks. | K-5 | Curriculum Coach | Classroom Teachers | On-Going | Classroom walkthroughs and rubric review of teacher feedback | Curriculum Coach Principal |

Science Budget:

| Evidence-based Program(s)/Material(s) | | | |
|--|---|----------------|--------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| Instruct students using effective hands on materials as well as trade books with content area connections. | STEM trade books with content area connections. Various science supplies to promote an inquiry based learning approach. | SIG Grant | \$15,000.00 |
| Subtotal: | | | \$15,000.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| Subtotal: | | | \$0.00 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |

| | | | |
|-----------------|---------------------------------|-----------------------|---------------------------------|
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| | | | Grand Total: \$15,000.00 |

End of Science Goals

Writing Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

| | |
|---|---|
| 1. Students achieving Adequate Yearly Progress (FCAT Level 3.0 and higher) in writing Writing Goal #1: | On the 2011 FCAT, 90% of students will achieve a level 3 and higher in writing. |
| 2011 Current Level of Performance:* | 2012 Expected Level of Performance:* |
| 94% (11) | 90% (17) |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|--|--|--|--|
| 1 | 1.1. Student work is not consistently scored with rubrics | Teachers will review state used rubric with students and will utilize the rubric for scoring and conferencing. | Curriculum Coach | 1.1. Student work will be scored with teacher made rubrics and will be reviewed with the student . Student portfolios will contain monthly Imagine Writes samples as well as classroom samples. | 1.1. FCAT Writes Imagine Writes monthly results |
| 2 | 1.2. Students do not receive adequate conference time to review areas of strength and areas of remediation. | 1.2. Teacher will create a schedule for weekly conferencing with students to provide focused specific feedback also teachers will provide feedback throughout the writing experience prior to a student proceeding to the publishing stage of writing | Curriculum Coach | 1.2. Teacher will create a schedule for weekly conferencing with students to provide focused specific feedback also teachers will provide feedback throughout the writing experience prior to a student proceeding to the publishing stage of writing | 1.2. Schedule of conferences and student work. Monthly Imagine Writes! FCAT Writes! |
| 3 | 1.3. Students will engage in daily process writing experiences | 1.3. Students will engage in daily writing experiences that incorporate writing process including prewriting, drafting, conferencing, revising, editing, and publishing | 1.3. Curriculum Coach Principal | 1.3. Students will maintain a writing portfolio containing works in progress and published pieces. | 1.3. Student Portfolios Monthly Imagine Writes FCAT Writes! |

| | | | | | |
|--|---|--|--|--|--|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | | | | | |
| 2. Student subgroups not making Adequate Yearly Progress (AYP) in writing | | | By June 2012, 95% of the students taking the FCAT Writes will score at level 3 or above. | | |
| Writing Goal #2A: | | | | | |
| Writing Goal #2A: Ethnicity (White, Black, Hispanic, Asian, American Indian) | | | | | |
| 2011 Current Level of Performance:* | | | 2012 Expected Level of Performance:* | | |
| Black: 94 | | | Black: 95 | | |
| Problem-Solving Process to Increase Student Achievement | | | | | |
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Students do not engage in daily writing utilizing authentic experiences | Teachers will engage students in daily writing relating the writing to real life situations using various modes of writing and various forms including poetry, letters, and essays. Daily writing journals will be implemented | Curriculum Coach | CurriculumCoach will model methods of incorporating writing across the curriculum and will observe implementation in classroom settings. | Monthly Imagine Writes! FCAT Writes |

| | | | | | |
|--|--|---|--|---|--|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | | | | | |
| 2. Student subgroups not making Adequate Yearly Progress (AYP) in writing | | | ELL was not a subgroup during the 2010-2011 FCAT testing year. | | |
| Writing Goal #2B: | | | | | |
| Writing Goal #2B: English Language Learners (ELL) | | | | | |
| 2011 Current Level of Performance:* | | | 2012 Expected Level of Performance:* | | |
| ELL was not a subgroup during the 2010-2011 FCAT testing year. | | | 90 percent ELL students will score a 4.0 on FCAT in 2012. | | |
| Problem-Solving Process to Increase Student Achievement | | | | | |
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | 1.1 ELL students lack an ability to fully understand various vocabulary words. This lack of knowledge hinders their ability to express voice in writing using excellent word choice. | 1.1 Interactive word walls with picture cues will be used to help develop understanding and build independent vocabulary knowledge. | 1.1 Classroom teacher, Curriculum Coach, ESOL Contact | 1.1 Classroom walkthroughs as well as feedback on various writing samples will be used to determine if the student is making gains. | A classroom walk through with an emphasis on the teachers reading word wall will be the best way to determine if this strategy is effective. |

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | | | | |
|--|-----------------|--|--|------------------------|
| 2. Student subgroups not making Adequate Yearly Progress (AYP) in writing | | | | |
| Writing Goal #2C: | | | | |
| Writing Goal #2C: Students with Disabilities (SWD) | | | | |
| 2011 Current Level of Performance:* | | 2012 Expected Level of Performance:* | | |
| | | | | |
| Problem-Solving Process to Increase Student Achievement | | | | |
| Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| No Data Submitted | | | | |

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | | | | | |
|--|--|---|--|---|---|
| 2. Student subgroups not making Adequate Yearly Progress (AYP) in writing | | | By June 2012, 94% of the students taking the FCAT Writes will perform at level 3 or above. | | |
| Writing Goal #2D: | | | | | |
| Writing Goal #2D: Economically Disadvantaged | | | | | |
| 2011 Current Level of Performance:* | | | 2012 Expected Level of Performance:* | | |
| 94 | | | 95 | | |
| Problem-Solving Process to Increase Student Achievement | | | | | |
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | 2D.1. Student work is not consistently scored with rubrics | 2D.1. Teachers will develop and utilize rubric scoring of written work. FCAT Writes scoring rubric will be used on monthly written pieces. Teachers will review the rubric with the students and will Provide a sample student essay reflecting each score 1-6. | 2D.1. Curriculum Coach | 2D.1. Student portfolios will provide teacher conferencing notes and student reflections. Weekly written pieces will reflect an increase in written fluency, an improvement in organization, focus and elaboration due to consistent conferencing with student. | 2D.1. Student work Imagine Writes FCAT Writes |

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g., PLC, subject, grade level, or school-wide) | Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|------------------------------------|---------------------|----------------------------------|---|--|--|---|
| Writing Workshop | K-5 | HRD Curriculum Coach | All Teachers | On-Going | Implementation in the classroom as well as lesson plans reflecting writing strategies. Classroom walkthroughs will evidence implementation. | Curriculum coach Principal |
| Rubric Development and Scoring | k-5 | Curriculum Coach | All Teachers | On-Going | Curriculum Coach will model the process of developing a rubric during pre planning. Teachers will collaborate on rubric development and will a binder of sample rubrics will be available in the War room. | Curriculum coach Principal |

Writing Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---------------------------------------|--------------------------|----------------|----------------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| | | | Grand Total: \$0.00 |

End of **Writing** Goals

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

| | |
|---|---|
| Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement: | |
| 1. Attendance Attendance Goal #1: | Based on 2010/11 school year, 25% (93)of our students were tardy to school. By June 2011, we will reduce the number of tardies to 15% (55). |

| | |
|---|--|
| 2011 Current Attendance Rate:* | 2012 Expected Attendance Rate:* |
| 94.2% attendance on a daily basis | 94.2% attendance on a daily basis |
| 2011 Current Number of Students with Excessive Absences (10 or more) | 2012 Expected Number of Students with Excessive Absences (10 or more) |
| 23/365 | 11/365 |
| 2011 Current Number of Students with Excessive Tardies (10 or more) | 2012 Expected Number of Students with Excessive Tardies (10 or more) |
| 93/365 | 55/365 |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|--|--|------------------------|
| 1 | 1.2. Parents have a limited understanding about the importance of on time arrival to maximize in-seat instructional time. | 1.2. School will call parents and send notifications through the phone calling system. Newsletter reminders and class contests for attendance will also be implemented. | 1.2. Parent Choice Committee Chair Principal | Attendance receptionist will review tardy log on a weekly basis and a comparison by month of total tardies will be maintained. Students with excessive tardies will receive a written communication to parents after the third tardy and a phone call from the computerized phone service. | Tardy Log Principal |

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

| PD Content / Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g., PLC, subject, grade level, or school-wide) | Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|--|----------------------------|---|--|---|--|--|
| No Data Submitted | | | | | | |

Attendance Budget:

| Evidence-based Program(s)/Material(s) | | | |
|--|---------------------------------|-----------------------|-------------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| Subtotal: | | | \$0.00 |

| Technology | | | |
|---------------------------------|--------------------------|----------------|----------------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| | | | Grand Total: \$0.00 |

End of Attendance Goal(s)

Suspension Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

| | | | | | |
|---|----------------------------|---|--|--|------------------------|
| Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement: | | | | | |
| 1. Suspension | | By June 2012, accurate data will track out of school and in school suspensions. | | | |
| Suspension Goal #1: | | | | | |
| 2011 Total Number of In-School Suspensions | | 2012 Expected Number of In-School Suspensions | | | |
| No data available | | To be determined | | | |
| 2011 Total Number of Students Suspended In School | | 2012 Expected Number of Students Suspended In School | | | |
| No data available | | To be determined | | | |
| 2011 Number of Out-of-School Suspensions | | 2012 Expected Number of Out-of-School Suspensions | | | |
| No data available | | To be determined | | | |
| 2011 Total Number of Students Suspended Out of School | | 2012 Expected Number of Students Suspended Out of School | | | |
| No data available | | To be determined | | | |
| Problem-Solving Process to Increase Student Achievement | | | | | |
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| | 1.1. | 1.1. Teachers will | Principal | 1.1. Reduction of referrals | Referral Log |

| | | | | | |
|---|---|--|--|-------------------|--|
| 1 | Teachers need effective classroom management strategies to effectively redirect inappropriate behaviors | appropriately use CHAMPS strategies to redirect inappropriate student behavior | | to administration | |
|---|---|--|--|-------------------|--|

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g., PLC, subject, grade level, or school-wide) | Target Dates and Schedules(e.g., Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|------------------------------------|---------------------|----------------------------------|---|---|-----------------------------------|---|
| CHAMPS | K to 5 | Academy Leaders | K to 5 | Pre=planning | Discipline plan | Principal |

Suspension Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---------------------------------------|--------------------------|----------------|----------------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| | | | Grand Total: \$0.00 |

End of Suspension Goal(s)

Dropout Prevention Goal(s)

Note: Required for High School - F.S., Sec. 1003.53

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

| | |
|---|--|
| Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement: | |
| 1. Dropout Prevention | |
| Dropout Prevention Goal #1: | |
| *Please refer to the percentage of students who | |

| | | | |
|--|-----------------|--|--|
| <i>dropped out during the 2009-2010 school year.</i> | | | |
| 2011 Current Dropout Rate:* | | 2012 Expected Dropout Rate:* | |
| | | | |
| 2011 Current Graduation Rate:* | | 2012 Expected Graduation Rate:* | |
| | | | |
| Problem-Solving Process to Increase Student Achievement | | | |
| Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy |
| No Data Submitted | | | |

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g., PLC,subject, grade level, or school-wide) | Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|---|----------------------------|---|---|---|--|--|
| No Data Submitted | | | | | | |

Dropout Prevention Budget:

| Evidence-based Program(s)/Material(s) | | | |
|--|---------------------------------|-----------------------|-------------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| Subtotal: \$0.00 | | | |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| Subtotal: \$0.00 | | | |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| Subtotal: \$0.00 | | | |

| Other | | | |
|----------|--------------------------|----------------|----------------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| | | | Grand Total: \$0.00 |

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

| Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement: | | | | | |
|---|---|---|---|--|--|
| 1. Parent Involvement | | | | | |
| Parent Involvement Goal #1: | | | By June 2012, the school will increase its parental involvement by 10%. | | |
| *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated. | | | | | |
| 2011 Current Level of Parent Involvement:* | | | 2012 Expected Level of Parent Involvement:* | | |
| 20 per meeting | | | 30 per meeting | | |
| Problem-Solving Process to Increase Student Achievement | | | | | |
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | 1.1. Due to evening employment, evening meetings are difficult to attend. | 1.1 Parent activities will be planned and offered in the evening as well as in the afternoon and on Saturdays. Activities will be advertised through such methods such as parent link, flyers, etc. | Parent Choice Task Force Leader | 1.1 Increased number of parents attending meetings at the school | 1.1 Imagine Parent Surveys Meeting/Activity attendance |

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g., PLC, subject, grade level, or school-wide) | Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|------------------------------------|---------------------|----------------------------------|---|--|-----------------------------------|---|
| Student Led conferencing | k-5 | Coaches | k-5 teachers | On-going | Model a student led conference | Coaches Principal |

Parent Involvement Budget:

| Evidence-based Program(s)/Material(s) | | | |
|--|---------------------------------|-----------------------|----------------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| | | | Grand Total: \$0.00 |

End of Parent Involvement Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

| Evidence-based Program(s)/Material(s) | | | | |
|---------------------------------------|---|---|----------------|------------------|
| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
| Mathematics | Purchase of new math series | | School budget | \$20,000.00 |
| Science | Instruct students using effective hands on materials as well as trade books with content area connections. | STEM trade books with content area connections. Various science supplies to promote an inquiry based learning approach. | SIG Grant | \$15,000.00 |
| Subtotal: \$35,000.00 | | | | |
| Technology | | | | |
| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
| Reading | School will provide the most current available technology to assist in effective instruction. Including, Interactive Promethean boards, projectors, document cameras and carts. School will provide all classroom teachers BEEP accounts in order to help teachers with lesson planning and implementation. | Promethean Boards Document Cameras Projectors BEEP Accounts | SIG Grant | \$41,000.00 |
| Subtotal: \$41,000.00 | | | | |
| Professional Development | | | | |
| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | No Data | \$0.00 |
| Subtotal: \$0.00 | | | | |
| Other | | | | |
| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
| Reading | School will provide all classroom teachers BEEP accounts in order to help teachers with lesson planning and implementation. | BEEP Accounts | SIG Grant | \$2,400.00 |
| Subtotal: \$2,400.00 | | | | |
| Grand Total: \$78,400.00 | | | | |

Differentiated Accountability

School-level Differentiated Accountability Compliance

Intervene
 Correct II
 Prevent II
 Correct I
 Prevent I
 NA

[View uploaded file](#) (Uploaded on 10/6/2011)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

✓ **Yes. Agree with the above statement.**

| Projected use of SAC Funds | Amount |
|----------------------------|--------|
| No data submitted | |

Describe the activities of the School Advisory Council for the upcoming year

The Governing Board will meet quarterly to review the School Improvement Plan and monitor the progress of the students achievement.

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2010-2011
 Adequate Yearly Progress (AYP) Trend Data 2009-2010
 Adequate Yearly Progress (AYP) Trend Data 2008-2009

SCHOOL GRADE DATA

| Broward School District IMAGINE CHARTER/N LAUDERDALE 2010-2011 | | | | | | |
|--|-----------|-----------|---------|---------|---------------------|--|
| | Reading | Math | Writing | Science | Grade Points Earned | |
| % Meeting High Standards (FCAT Level 3 and Above) | 39% | 41% | 73% | 12% | 165 | Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component. |
| % of Students Making Learning Gains | 50% | 35% | | | 85 | 3 ways to make gains: m Improve FCAT Levels m Maintain Level 3, 4, or 5 m Improve more than one year within Level 1 or 2 |
| Adequate Progress of Lowest 25% in the School? | 53% (YES) | 50% (YES) | | | 103 | Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math. |
| FCAT Points Earned | | | | | 353 | |
| Percent Tested = 99% | | | | | | Percent of eligible students tested |
| School Grade* | | | | | F | Grade based on total points, adequate progress, and % of students tested |

| Broward School District IMAGINE CHARTER/N LAUDERDALE 2009-2010 | | | | | | |
|--|-----------|-----------|---------|---------|---------------------|--|
| | Reading | Math | Writing | Science | Grade Points Earned | |
| % Meeting High Standards (FCAT Level 3 and Above) | 45% | 46% | 78% | 12% | 181 | Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component. |
| % of Students Making Learning Gains | 51% | 54% | | | 105 | 3 ways to make gains: m Improve FCAT Levels m Maintain Level 3, 4, or 5 m Improve more than one year within Level 1 or 2 |
| Adequate Progress of Lowest 25% in the School? | 57% (YES) | 70% (YES) | | | 127 | Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math. |
| FCAT Points Earned | | | | | 413 | |
| Percent Tested = 100% | | | | | | Percent of eligible students tested |
| School Grade* | | | | | D | Grade based on total points, adequate progress, and % of students tested |

| Broward School District IMAGINE CHARTER/N LAUDERDALE 2008-2009 | | | | | | |
|--|-----------|----------|---------|---------|---------------------|--|
| | Reading | Math | Writing | Science | Grade Points Earned | |
| % Meeting High Standards (FCAT Level 3 and Above) | 52% | 37% | 93% | 6% | 188 | Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component. |
| % of Students Making Learning Gains | 72% | 46% | | | 118 | 3 ways to make gains: m Improve FCAT Levels m Maintain Level 3, 4, or 5 m Improve more than one year within Level 1 or 2 |
| Adequate Progress of Lowest 25% in the School? | 65% (YES) | 47% (NO) | | | 112 | Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math. |
| FCAT Points Earned | | | | | 418 | |
| Percent Tested = 97% | | | | | | Percent of eligible students tested |
| School Grade* | | | | | D | Grade based on total points, adequate progress, and % of students tested |

[Return to Normal View](#)



You selected:

District: BROWARD

Years: 2010-2011, 2009-2010, 2008-2009, 2007-2008, 2006-2007, 2005-2006, 2004-2005, 2003-2004, 2002-2003, 2001-2002, 2000-2001, 1999-2000, 1998-1999

School Grades:

Report Type: School Grades

Modify Selections | Return to List of Schools | Export to MS Excel Format

| School Accountability Report | | | | | | | | | | | | | | | | | | | | | | | |
|---|------------------------------|------------|--|---|-----------------------------------|--------------------------------|--------------------------------|-----------------------------------|------------------------------------|---------------------------------|--|---|--|---|----------------|------------------------|---------------|------------------------------|----------------------------------|----------------------------------|-------------------------------|-------------------------------|-------------------------------|
| Click on the column header to re-sort by that column. | | | | | | | | | | | | | | | | | | | | | | | |
| School Number | School | Level | School Year (Click on year to see detailed report) | Grade (Includes Learning Gains) more info | % at Level 3 or Higher in Reading | % at Level 3 or Higher in Math | % Meeting the Writing Standard | % at Level 3 or Higher in Science | % Making Learning Gains in Reading | % Making Learning Gains in Math | % of Lowest 25% Making Learning Gains in Reading | % of Lowest 25% Making Learning Gains in Math | Bonus points for 11th-12th grade Retakes | Points Earned (Sum of Previous 9 Columns) more info | Percent Tested | Free and Reduced Lunch | Minority Rate | % In Lowest Reading Level(s) | % Level 2 and Above FCAT Reading | % Level 3 and Above FCAT Reading | % Level 2 and Above FCAT Math | % Level 3 and Above FCAT Math | % 3 and Above on FCAT Writing |
| Broward | | | | | | | | | | | | | | | | | | | | | | | |
| 5171 | IMAGINE CHARTER/N LAUDERDALE | Elementary | 2010-11 | F | 39 | 41 | 73 | 12 | 50 | 35 | 53 | 50 | NA | 353 | 99 | 96 | 97 | | | | | | |
| 5171 | | Elementary | 2009-10 | D | 45 | 46 | 78 | 12 | 51 | 54 | 57 | 70 | NA | 413 | 100 | 95 | 97 | | | | | | |
| 5171 | | Elementary | 2008-09 | D | 52 | 37 | 93 | 6 | 72 | 46 | 65 | 47 | NA | 418 | 97 | 89 | 97 | | | | | | |
| 5171 | | Elementary | 2007-08 | F | 47 | 41 | 84 | 18 | 51 | 50 | 42 | 61 | NA | 394 | 99 | 87 | 98 | | | | | | |
| 5171 | | Elementary | 2006-07 | C | 61 | 51 | 83 | 31 | 72 | 52 | 59 | 63 | NA | 472 | 97 | 83 | 97 | | | | | | |
| 5171 | | Elementary | 2005-06 | C | 65 | 56 | 48 | | 69 | 62 | 67 | | | 367 | 96 | 66 | 95 | | | | | | |
| 5171 | | Elementary | 2004-05 | C | 48 | 44 | 61 | | 59 | 67 | 67 | | | 346 | 95 | 69 | 96 | | | | | | |
| 5171 | | Elementary | 2003-04 | F | 46 | 26 | 55 | | 54 | 43 | 41 | | | 265 | 99 | 58 | 92 | | | | | | |
| 5171 | | Elementary | 2002-03 | C | 47 | 38 | 67 | | 53 | 62 | 53 | | | 320 | 99 | 60 | 90 | | | | | | |
| 5171 | | Elementary | 1998-99 | | | | | | | | | | | | | | | | | | | | |

* Schools that serve high school grade levels will receive a grade based on a weighting of FCAT-based components and non-FCAT-based components proportional to the number and level of non-high-school grades taught at the school at tested grade levels. Please see the 2010-2011 School Grades Technical Assistance Paper (<http://schoolgrades.fldoe.org/pdf/1011/SchoolGradesTAP2011.pdf>) or page 2 of the guide sheet at <http://schoolgrades.fldoe.org/pdf/1011/Guidesheet2011SchoolGrades.pdf> for additional information.

| Guides to the Calculations |
|--|
| <ul style="list-style-type: none"> • 2011 School Grades Guide Sheet (PDF) • School Grades Technical Assistance Paper 2010-11 (PDF) • Adequate Yearly Progress (AYP) Technical Assistance Paper 2010-11 (PDF) • Alternative School Improvement Ratings Technical Assistance Paper 2010-11 (PDF) • High School Grading Requirements (PowerPoint) • High School Grading Requirements (Rich Text Format) |

[Return to Normal View](#)



School Grade School Level Details

Grade Level Details | Back to Selected Schools | New Query

| Broward School District IMAGINE CHARTER/N LAUDERDALE 2010-2011 | | | | | | |
|--|-----------|-----------|---------|---------|---------------------|--|
| | Reading | Math | Writing | Science | Grade Points Earned | |
| % Meeting High Standards (FCAT Level 3 and Above) | 39% | 41% | 73% | 12% | 165 | Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component. |
| % of Students Making Learning Gains | 50% | 35% | | | 85 | 3 ways to make gains: <ul style="list-style-type: none"> • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2 |
| Adequate Progress of Lowest 25% in the School? | 53% (YES) | 50% (YES) | | | 103 | Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math. |
| FCAT Points Earned | | | | | 353 | |

| | | | | | | |
|----------------------|--|--|--|--|---|--|
| Percent Tested = 99% | | | | | | Percent of eligible students tested |
| School Grade* | | | | | F | Grade based on total points, adequate progress, and % of students tested |

A = 525 points or more; at least 95% tested; at least 50% of lowest students in reading and math must make gains in the current year

B = 495 to 524 C = 435 to 494; for B and C at least 50% of lowest students in reading and math must make gains in one of two consecutive years

D = 395 to 434 F = less than 395

* New in 2010, high schools and combination schools that serve high school grade levels will receive a grade based on FCAT components and new measures applicable specifically to high schools.

| |
|---|
| <p>Guides to the Calculations</p> <ul style="list-style-type: none"> • 2011 School Grades Guide Sheet (PDF) • School Grades Technical Assistance Paper 2010-11 (PDF) • Adequate Yearly Progress (AYP) Technical Assistance Paper 2010-11 (PDF) • Alternative School Improvement Ratings Technical Assistance Paper 2010-11 (PDF) • High School Grading Requirements (PowerPoint) • High School Grading Requirements (Rich Text Format) |
|---|

[Return to Normal View](#)



School Grade Grade Level Details

Back to School Level Details | Back to Selected Schools | New Query

**IMAGINE CHARTER/N LAUDERDALE, 5171
2010-2011 - Grade Level Details**

| % Meeting High Standards | Grade 3 | Grade 4 | Grade 5 |
|---------------------------------|----------------|----------------|----------------|
| Reading | 31% | 52% | 32% |
| Math | 64% | 50% | 13% |
| Writing | | 73% | |
| Science | | | 12% |
| % Making Learning Gains | Grade 3 | Grade 4 | Grade 5 |
| Reading | *** | 80% | 22% |
| Math | *** | 47% | 22% |
| Lowest 25% in Reading | *** | *** | *** |
| Lowest 25% in Math | *** | *** | *** |
| Percent Tested | 98% | 99% | 100% |

*The data in this cell has been suppressed to protect student identification

***Too few scores to report

Guides to the Calculations

- [2010 School Grades Guide Sheet \(PDF\)](#)
- [School Grades Technical Assistance Paper 2009-10 \(PDF\)](#)
- [Adequate Yearly Progress \(AYP\) Technical Assistance Paper 2009-10 \(PDF\)](#)
- [Alternative School Improvement Ratings Technical Assistance Paper 2009-10](#)

[Return to Normal View](#)



School Grade School Level Details

Grade Level Details |
 Back to Selected Schools |
 New Query

| Broward School District IMAGINE CHARTER/N LAUDERDALE 2009-2010 | | | | | | |
|--|-----------|-----------|---------|---------|---------------------|--|
| | Reading | Math | Writing | Science | Grade Points Earned | |
| % Meeting High Standards (FCAT Level 3 and Above) | 45% | 46% | 78% | 12% | 181 | Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component. |
| % of Students Making Learning Gains | 51% | 54% | | | 105 | 3 ways to make gains: <ul style="list-style-type: none"> • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2 |
| Adequate Progress of Lowest 25% in the School? | 57% (YES) | 70% (YES) | | | 127 | Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math. |
| FCAT Points Earned | | | | | 413 | |

| | | | | | | |
|-----------------------|--|--|--|--|----------|--|
| Percent Tested = 100% | | | | | | Percent of eligible students tested |
| School Grade* | | | | | D | Grade based on total points, adequate progress, and % of students tested |

A = 525 points or more; at least 95% tested; at least 50% of lowest students in reading and math must make gains in the current year
 B = 495 to 524 C = 435 to 494; for B and C at least 50% of lowest students in reading and math must make gains in one of two consecutive years
 D = 395 to 434 F = less than 395

* New in 2010, high schools and combination schools that serve high school grade levels will receive a grade based on FCAT components and new measures applicable specifically to high schools.

| |
|---|
| <p>Guides to the Calculations</p> <ul style="list-style-type: none"> • 2010 School Grades Guide Sheet (PDF) • School Grades Technical Assistance Paper 2009-10 (PDF) • Adequate Yearly Progress (AYP) Technical Assistance Paper 2009-10 (PDF) • Alternative School Improvement Ratings Technical Assistance Paper 2009-10 (PDF) • High School Grading Requirements (PowerPoint) • High School Grading Requirements (Rich Text Format) |
|---|

[Return to Normal View](#)



School Grade Grade Level Details

Back to School Level Details | Back to Selected Schools | New Query

**IMAGINE CHARTER/N LAUDERDALE, 5171
2009-2010 - Grade Level Details**

| % Meeting High Standards | Grade 3 | Grade 4 | Grade 5 |
|---------------------------------|----------------|----------------|----------------|
| Reading | 50% | 44% | 37% |
| Math | 63% | 36% | 32% |
| Writing | | 78% | |
| Science | | | 12% |
| % Making Learning Gains | Grade 3 | Grade 4 | Grade 5 |
| Reading | *** | 67% | 32% |
| Math | *** | 49% | 59% |
| Lowest 25% in Reading | *** | *** | *** |
| Lowest 25% in Math | *** | *** | *** |
| Percent Tested | 99% | 99% | 100% |

*The data in this cell has been suppressed to protect student identification

***Too few scores to report

Guides to the Calculations

- [2010 School Grades Guide Sheet \(PDF\)](#)
- [School Grades Technical Assistance Paper 2009-10 \(PDF\)](#)
- [Adequate Yearly Progress \(AYP\) Technical Assistance Paper 2009-10 \(PDF\)](#)
- [Alternative School Improvement Ratings Technical Assistance Paper 2009-10](#)

[Return to Normal View](#)



School Grade School Level Details

Grade Level Details |
 Back to Selected Schools |
 New Query

| Broward School District IMAGINE CHARTER/N LAUDERDALE 2008-2009 | | | | | | |
|--|-----------|----------|---------|---------|---------------------|--|
| | Reading | Math | Writing | Science | Grade Points Earned | |
| % Meeting High Standards (FCAT Level 3 and Above) | 52% | 37% | 93% | 6% | 188 | Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component. |
| % of Students Making Learning Gains | 72% | 46% | | | 118 | 3 ways to make gains: <ul style="list-style-type: none"> • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2 |
| Adequate Progress of Lowest 25% in the School? | 65% (YES) | 47% (NO) | | | 112 | Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math. |
| FCAT Points Earned | | | | | 418 | |

| | | | | | | |
|-------------------------|--|--|--|--|----------|--|
| Percent Tested = 97% | | | | | | Percent of eligible students tested |
| School Grade* | | | | | D | Grade based on total points, adequate progress, and % of students tested |

A = 525 points or more; at least 95% tested; at least 50% of lowest students in reading and math must make gains in the current year

B = 495 to 524 C = 435 to 494; for B and C at least 50% of lowest students in reading and math must make gains in one of two consecutive years

D = 395 to 434 F = less than 395

* New in 2010, high schools and combination schools that serve high school grade levels will receive a grade based on FCAT components and new measures applicable specifically to high schools.

| Guides to the Calculations |
|--|
| <ul style="list-style-type: none"> • 2011 School Grades Guide Sheet (PDF) • School Grades Technical Assistance Paper 2010-11 (PDF) • Adequate Yearly Progress (AYP) Technical Assistance Paper 2010-11 (PDF) • Alternative School Improvement Ratings Technical Assistance Paper 2010-11 (PDF) • High School Grading Requirements (PowerPoint) • High School Grading Requirements (Rich Text Format) |

[Return to Normal View](#)



School Grade Grade Level Details

Back to School Level Details | Back to Selected Schools | New Query

**IMAGINE CHARTER/N LAUDERDALE, 5171
2008-2009 - Grade Level Details**

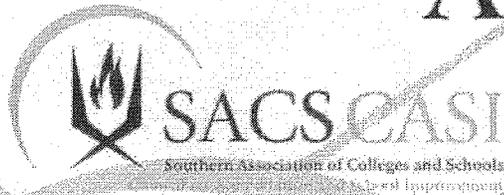
| % Meeting High Standards | Grade 3 | Grade 4 | Grade 5 |
|---------------------------------|----------------|----------------|----------------|
| Reading | 44% | *** | 65% |
| Math | 49% | *** | 24% |
| Writing | | *** | |
| Science | | | 6% |
| % Making Learning Gains | Grade 3 | Grade 4 | Grade 5 |
| Reading | *** | *** | 74% |
| Math | *** | *** | 45% |
| Lowest 25% in Reading | *** | *** | *** |
| Lowest 25% in Math | *** | *** | *** |
| Percent Tested | 100% | 100% | 92% |

*The data in this cell has been suppressed to protect student identification

***Too few scores to report

| Guides to the Calculations |
|--|
| <ul style="list-style-type: none"> • 2011 School Grades Guide Sheet (PDF) • School Grades Technical Assistance Paper 2010-11 (PDF) • Adequate Yearly Progress (AYP) Technical Assistance Paper 2010-11 (PDF) • Alternative School Improvement Ratings Technical Assistance Paper 2010-11 |

ACCREDITED SCHOOL



This is to certify that

Imagine Schools @ North Lauderdale

Having met the requirements established by the AdvancED Accreditation Commission and Board of Trustees is hereby accredited by the

Southern Association of Colleges and Schools Council on Accreditation and School Improvement, a division of AdvancED

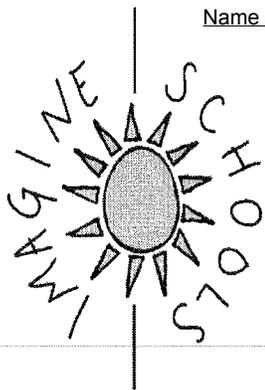
Expiration Date: **6/30/2013**

A handwritten signature in cursive script that reads "Mark A. Elgart".

Mark A. Elgart
President/Chief Executive Officer

This accreditation is also granted by the Commission on International and Trans-Regional Accreditation, an alliance of the premier American educational accrediting agencies, and, therefore, entitles this institution to all the services and privileges of regional, national, and international professional recognition.





Shared Values Committee

Role:

Teaching our teachers, leaders and other staff members what our shared values are (Justice, Integrity and Fun = JIF), what they mean and how we can embrace them in our workplace: JOY at Work.

**Grade determined by teacher surveys in the spring.*

| School | Grade |
|---------------|-------|
| Broward | B- |
| Chancellor | A- |
| N. Lauderdale | A- |
| Weston | A |

| 2008-2009 School | Grade |
|--------------------|-------|
| Broward | C- |
| Lantana/Chancellor | C- |
| N. Lauderdale | B- |
| Weston | A- |

| 2007-2008 School | Grade |
|------------------|-------|
| Lantana | A- |
| N. Lauderdale | C |
| Weston | A |

POSSIBLE TASK FORCES

A. JOY AT WORK BOOK

Possible Action Plan Ideas:

- “Joy at Work” Book Talks
- New Teacher Chats
- Bulletin boards promoting values
- Activities promoting “I am Imagine” – what makes your school an Imagine School
- Develop process for decision making model
- Conduct periodic surveys to assess building morale and understanding of shared values.
- Other

B. Teaching Imagine Values

Possible Action Plan Ideas:

- Teaching, Clarifying, Promotion and Monitoring

Definitions:

- Integrity:** Care not only about one’s own classroom, but to care about all those in the school, region and country.
- Justice.** Justice means *to each person what he or she deserves and to each person what is appropriate.*

Since each student, employee, parent, and organization with whom we interact is unique, each must receive special treatment. Justice does not mean sameness or equality, but that everyone is treated uniquely and appropriately.

- Fun:**
 - Decision Making: “Joy at Work” principle of giving responsibility for most important decisions to non-leaders in our schools. Creating an environment where all stakeholders participate in educational, economic, and administrative decisions and take responsibility for the results is key to having an effective and enjoyable school.
 - 80/20 Philosophy. Imagine Schools believes that each person was born to use his mind, heart, and physical skills to take actions, make decisions, and be held responsible for the results. Encourage and allow teachers to use their talents in unique ways.

- Monitor Decision making process
- Distribute and set up procedure to discuss Imagine Schools Annual Report

C. Sharing and Seeking Advice from other Imagine Schools

Possible Action Plan Ideas:

- Promote your school – Imagine Newsletter Articles (*S.H.A.R.E. liaison – Imagine Contact*)
- Contact other Imagine Schools across the country for School Improvement ideas
- Committee and SHARE (Schools Helping Address Regional Events) Teams meet as a regional team to share ideas and create regional action plans.

D. School Exchanges – people and things

Possible Action Plan Ideas:

- Instructional Materials exchanges when have a surplus or need
- People exchanges
 - Teachers do model lessons
 - Personnel help with program start-up
 - Business managers assist each other
 - Transition teams for new schools
 - Technology solutions
 - Grant writing teams
 - Curriculum Guide distribution and division teams

E. 80/20 FUN – Time and Talents

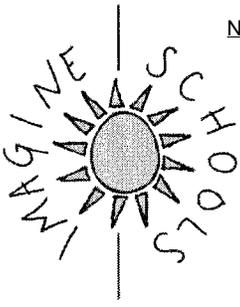
Possible Action Plan Ideas:

- Conduct a survey to assess teacher talents, so to tap into expertise in other areas: drama, marketing, business, guidance counseling, cooking
- Showcase those who go above and beyond
- Involved in Teacher of the Year
- Other

F. Analyze Survey Results

Possible Action Plan Ideas

- Communicate the responses on the Staff Surveys (Shared Values Surveys) – Inside Imagine
 - Graphs and percentages
 - Comment – scanned written responses
- Discuss the meanings of the questions
- Analyze the results and create an action plan to address deficits
- Administer the survey each year



New School Development Committee

Role: *Promote the school's development (programs, facilities, services, technology)*
Promote the school to the community (marketing, media relations)
Promote the school's growth or expansion (new building, new rooms, into a middle school or high school feeder pattern)

POSSIBLE TASK FORCES

A. Building Usage

Possible Action Plan Ideas:

- Organize the storage area for more effective use
- Assess all office spaces, closets for effective use of space
- Plan usage of empty classrooms
- Expand Playground, PE area, parking lot
- Beautification
- Marketing ideas
- Media Relationships
- Class size reduction expansion
- Multi-age classrooms (when enrollment isn't perfect)

B. School Development (Develop into a better school)

Possible Action Plan Ideas:

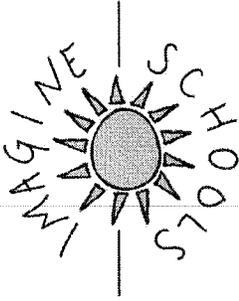
- Middle School Electives
- Elementary School Enrichments
- School Magnet or Theme School
- SAC accreditation
- School Excellent Reviews
- Other

C. New Schools (expand into a feeder pattern – elementary to middle to high school)

Possible Action Plan Ideas:

- Look for land sales with reasonable prices
- Support other county growth where you have connections
- Other

Parent Choice Committee



Role: *Promote your school as the community's first choice for education. Develop marketing plans, parent involvement plans and monitor parent satisfaction.*

**Grade determined by re-enrollment numbers and parent surveys in the spring.*

| 2009-2010 School | Grade |
|------------------|-------|
| Broward | A |
| Chancellor | A |
| N. Lauderdale | A |
| Weston | A |

| 2008-2009 School | Grade |
|--------------------|-------|
| Broward | A |
| Lantana/Chancellor | A |
| N. Lauderdale | A |
| Weston | A |

| 2007-2008 School | Grade |
|------------------|-------|
| Lantana | A+ |
| N. Lauderdale | A+ |
| Weston | A+ |

POSSIBLE TASK FORCES

A. Student Enrollment

Possible Action Plan Ideas:

- Conduct exit surveys (parents must fill out when they withdraw)
- Marketing ideas
- District Communication about AYP letters
- Other

B. Parent Participation

Possible Action Plan Ideas:

- Honor Roll Assemblies
- Student Performances at PTO meetings
- Festivals and social gatherings
- Workshops for parents
- Other

C. Parent Surveys

Possible Action Plan Ideas:

- Analyze last year's results
- Distribute in spring
- Other

D. Parent Satisfaction

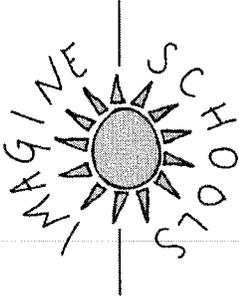
Possible Action Plan Ideas:

- School Advisory Committees
- Quarterly Surveys
- Conferences
- Portfolio Nights
- Report Cards and Progress Reports
- Open House
- Meet and Greets
- Other

E. SIP – School Improvement Plan

- Parent Participation Section
- Other

Economic Sustainability Committee



Role: Find ways for your school to live within your means. Prioritize needs, find ways to cut costs, generate more revenue and educate staff and students in financial literacy.

**Grade determined by balanced budget.*

| 2009-2010 School | Grade |
|------------------|-------|
| Broward | B |
| Chancellor | B+ |
| N. Lauderdale | B+ |
| Weston | B+ |

| 2008-2009 School | Grade |
|--------------------|-------|
| Broward | C |
| Lantana/Chancellor | B+ |
| N. Lauderdale | B |
| Weston | B |

| 2007-2008 School | Grade |
|------------------|-------|
| Lantana | B |
| N. Lauderdale | A- |
| Weston | A- |

POSSIBLE TASK FORCES

A. Analyze Budget

Possible Action Plan Ideas:

- Provide cost effective strategies for lowering costs
- Other

B. Revenue Generating Ideas

Possible Action Plan Ideas:

- Grant Writing
- Fund Raisers
- Enrichment Programs (after school fee based programs)
- Preschool
- Partnerships
- Other

C. Regional Discounts

Possible Action Plan Ideas:

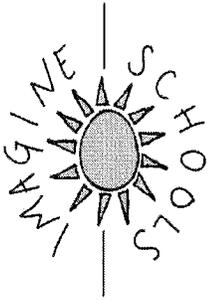
- Regional Vendors – better price when more participate
 - Custodial
 - Uniforms
 - Landscaping
 - Computers (N Computing)
 - Air Conditioning
 - Furniture
 - Cafeteria
 - Textbooks
 - Other

C. Financial Literacy Standards

Possible Action Plan Ideas:

- Implementation of the Financial Literacy Standards in the Imagine Schools' Curriculum Guide
- Other

D. Other



Academic Achievement Committee

Role: *Implement Joy in Learning in the classroom as an extension of the Joy at Work philosophy, promote data driven decision based on our learning gains data, monitor curriculum and instruction action plans.*

**Grade is determined by learning gains demonstrated on the fall to spring SAT 10.*

| 2009-2010 School Year | Imagine Grade | State Grade | AYP |
|------------------------|---------------|-------------|-------|
| Broward | B | B | no |
| Chancellor | B- | C | no |
| N. Lauderdale Elem./MS | B+ | D/D | No/no |
| Weston | A | A | yes |

POSSIBLE TASK FORCES

A. Curriculum and Instruction

Possible Action Plan Ideas:

- SIP – School Improvement Plan
- Imagine Schools’ Curriculum Guide
 - Standards (Next Generation SSS, Imagine Standards, Common Core)
- Curriculum Mapping – Instructional Focus
- S.T.A.R. – Strategic Targets for Academic Rewards – Regional Initiative
- Lesson Planning (S.T.A.R.)
- Instructional Strategies (Curriculum Guide and S.T.A.R.)
- Project Based Learning (An Ethic of Excellence by Ron Berger:
Dennis and Eileen Bakke have mentioned for two years)

Ideas in Curriculum Guide

- Participate in Imagine Schools Inside Imagine Discussion Board
- Other
-

B. Professional Development Focus (S.H.A.R.E. liaison - PD facilitator is the chair)

Possible Action Plan Ideas:

- Workshops on Early Release Days and Workdays and Preplanning Week
- PLC – Professional Learning Communities focus for monthly or bimonthly meetings
- Communicate district offerings
- Organize conference attendance
-
- Monitor certification renewals
- Other

C. Theme or Magnet Idea

Possible Action Plan Ideas:

- Bi-literate Program
- Project CHILD
- MicroSociety

| 2008-2009 School Year | Imagine Grade | State Grade | AYP |
|------------------------|---------------|-------------|-------|
| Broward | A- | B | yes |
| Lantana/Chancellor | A- | A | yes |
| N. Lauderdale Elem./MS | A- | D/C | no/no |
| Weston | A+ | A | yes |

| 2007-2008 School Year | Imagine Grade | State Grade | AYP |
|------------------------|---------------|-------------|-------|
| Lantana | A | B | no |
| N. Lauderdale Elem./MS | A | F/C | no/no |
| Weston | A | A | yes |

| 2006-2007 School Year | Imagine Grade | State Grade | AYP |
|------------------------|---------------|-------------|-------|
| Lantana | A | A | no |
| N. Lauderdale Elem./MS | A | C/C | no/no |
| Weston | A | A | yes |

| 2005-2006 School Year | Imagine Grade | State Grade | AYP |
|------------------------|---------------|-------------|-------|
| Lantana | | B | P |
| N. Lauderdale Elem./MS | | C/C | no/no |
| Weston | | A | yes |

| 2004-2005 School Year | Imagine Grade | State Grade | AYP |
|------------------------|---------------|-------------|--------|
| Lantana | | B | yes |
| N. Lauderdale Elem./MS | | C/C | yes/no |
| Weston | | A | yes |

| 2003-2004 School Year | Imagine Grade | State Grade | AYP |
|------------------------|---------------|-------------|-------|
| Lantana | A | A | no |
| N. Lauderdale Elem./MS | A | C/C | no/no |
| Weston | A | A | yes |

- Project Based Learning
- Other

D. Assessment ((S.H.A.R.E. liaison - Data Coach is the chair) SAT 10, FCAT, AYP

Possible Action Plan Ideas:

- Participate in Regional and National Webinars
- Security and administration of standardized tests ((S.H.A.R.E. liaison – Test Coordinator)
- Analyze Testing Data: Inside Imagine SAT 10 scores, Learning Gains Scores (Data Coach Chair)
 - Run off and prepare reports
 - Run data chats – strengths and weaknesses
 - Recommend instructional focus
- Benchmark Assessments
 - Imagine Benchmark Assessments
 - BAT – Broward Assessment Test/SSS Diagnostic Test
- SSP (Student Success Plans)/ PMP (Pupil Monitoring Plan) – Data Folders

E. AYP Issues

Possible Action Plan Ideas:

- Differentiated Instruction

F. ESE (S.H.A.R.E. liaison - ESE Coordinator is the Chair – also should be on Imagine Schools Discussion Board and Conference Calls)

Possible Action Plan Ideas:

- Materials
- Scheduling
- Inclusion/pull out
- Other

G. ESOL (S.H.A.R.E. liaison - ESOL Coordinator is the Chair – also should be on imagine Schools discussion board and conference calls)

Possible Action Plan Ideas:

- Materials
- Testing
- Teacher Certification
- Inclusion/pull out
- Other

H. Response to Intervention (Schools have an RtI Committee, should include data coach)

Possible Action Plan Ideas:

- Develop RtI plan (scheduling, personnel, materials)
- Meeting procedure
- Other

I. Mentoring Program (Should work with PD Task Force)

Possible Action Plan Ideas:

- Format, scheduling, agendas
- Other

J. Inventory Instructional Materials

Possible Action Plan Ideas:

- New textbook adoption

- Current materials inventory – where is it kept, how do teachers fill out
- Other

K. Technology: Tech Task Force (could also be under New School Development)

Possible Action Plan Ideas:

- Inventory of equipment - Use of Equipment (PD)
- Research Programs – send links, Textbook links
- Inside Imagine
- Take and Keep pictures of school functions (for National Forum and other presentations) (*S.H.A.R.E. liaison – Imagine Contact*)
- Website for the school
- Passwords set up:
 - STAR/SRI
 - FCAT Explorer
 - Go Math
 - Treasures/Storytown
 - BEEP/Learning Village
 - Virtual Counselor
- Other

L. Reading(S.H.A.R.E. liaison and/or may have reading coach)

Possible Action Plan Ideas:

- Reading Program (textbook)
- Media Centers (ways to get more books)
- Book Swaps
- Reading Incentives
 - Advanced Reading Challenge, Book It, 100 Book Challenge, AR/Reading Counts
- Parent Nights – work with Parent Choice Committee
- Classroom Libraries
- Reading Strategies – Anchor Charts (posters/graphic organizers/language experience- class created)
- Attends Reading meetings with the district

M. Mathematics (S.H.A.R.E. liaison and/or may have math coach)

Possible Action Plan Ideas:

- Math Program (textbook)
- Math Superstars
- Math Competitions
- Problem of the Day (Do Now's, Fab Five)

N. Science (S.H.A.R.E. liaison and/or may have math coach)

Possible Action Plan Ideas:

- Science Program (Instructional materials/Textbooks/Supplements)
- Science Fair (*S.H.A.R.E. liaison – Imagine Coordinator*)
- Science Lab (portable or in a room – equipment)
- Science Experiments in classrooms

O. Social Studies (S.H.A.R.E. liaison and/or may have math coach)

Possible Action Plan Ideas:

- Social Studies Programs (textbooks, supplements, maps, globes)
- Cultural Awareness

- Project Based Learning
- Geography (Dennis spoke about this at the summer forum)
 - Geography Bee (*S.H.A.R.E. liaison – Imagine Coordinator*)
- Other

P. *Writing (S.H.A.R.E. liaison and/or may have math coach)*

Possible Action Plan Ideas:

- School-wide prompts
- Programs/Textbooks/Materials
- Rubrics - scoring
- Spelling Bee (*S.H.A.R.E. liaison Imagine Coordinator*)
- Other

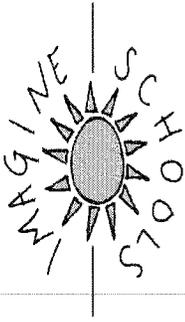
Q. *School Excellence Review Program and SAC Accreditation*

- Coordinate with Regional Education Director

R. *Special Events*

Possible Action Plan Ideas:

- Impact Day (Career Day)
- Field Day
- School Newspaper
- Say No to Drugs



Positive Character Development Committee

Role: *Cultivate a culture of character at your school, promote teaching right from wrong, justice, and the importance of serving others and integrate positive character into student leadership and sports while emphasizing citizenship, service and correlating positive character to success in school and in life.*

**Grade determined by student surveys fall to spring and school's portfolio.*

| 2009-2010 School | Grade |
|------------------|-------|
| Broward | |
| Lantana | |
| N. Lauderdale | A- |
| Weston | A |

POSSIBLE TASK FORCES

A. Character Education Program - S.H.A.R.E. liaison and Imagine Schools Contact

Possible Action Plan Ideas:

- Participate in Imagine Schools Webinars
- Participate in Inside Imagine discussion board
- Imagine Character Education Curriculum
- Lesson planning by integrated into the curriculum
- Pillars and monthly focus
- Assemblies
- Standards in Curriculum Guide
- Other

| 2008-2009 School | Grade |
|------------------|-------|
| Broward | B+ |
| Lantana | B |
| N. Lauderdale | B- |
| Weston | A- |

B. Character Education Surveys

Possible Action Plan Ideas:

- Analyze and distribute to teachers
- Other

C. School-wide Discipline Plan

Possible Action Plan Ideas:

- RtI
- Incentives – promoting positive character
- Other

D. Imagine's Essay Contest

Possible Action Plan Ideas:

- Teaching Maxims
- Other

E. School Safety

Possible Action Plan Ideas:

- Arrival and dismissal plans
- Other

F. Service Learning

Possible Action Plan Ideas:

- Community Events
- Charity in response to a crisis
- Other

| 2007-2008 School | Grade |
|------------------|-------|
| Lantana | B |
| N. Lauderdale | B+ |
| Weston | B+ |

Imagine Charter School at North Lauderdale
F2010-S2011

7/25/2011
3:58:52PM

Reading Learning Gain

| Grade | Num Students | Mean | Q1 | Median | Q3 | Proportion w/Growth >= Expected | Mean Spring NCE | Proportion NCE >=50 |
|--------|--------------|------|------|--------|------|------------------------------------|--------------------|---------------------|
| 1 | 48 | 1.09 | 0.98 | 1.09 | 1.17 | 0.73 | 45.59 | 0.42 |
| 2 | 32 | 0.93 | 0.86 | 0.93 | 1.00 | 0.28 | 35.47 | 0.22 |
| 3 | 37 | 1.04 | 0.99 | 1.06 | 1.11 | 0.70 | 27.00 | 0.08 |
| 4 | 49 | 1.02 | 0.94 | 1.01 | 1.09 | 0.59 | 38.72 | 0.22 |
| 5 | 50 | 0.90 | 0.84 | 0.90 | 0.96 | 0.20 | 26.20 | 0.08 |
| 6 | 55 | 1.02 | 0.95 | 1.00 | 1.09 | 0.56 | 36.37 | 0.20 |
| 7 | 46 | 0.99 | 0.91 | 0.97 | 1.06 | 0.43 | 33.52 | 0.26 |
| 8 | 43 | 1.00 | 0.96 | 1.02 | 1.06 | 0.56 | 36.37 | 0.16 |
| School | 360 | 1.00 | 0.92 | 1.00 | 1.08 | 0.51 | 35.10 | 0.21 |

Math Learning Gain

| Grade | Num Students | Mean | Q1 | Median | Q3 | Proportion w/Growth >= Expected | Mean Spring NCE | Proportion NCE >=50 |
|--------|--------------|------|------|--------|------|------------------------------------|--------------------|---------------------|
| 1 | 54 | 1.24 | 1.15 | 1.24 | 1.33 | 0.94 | 55.00 | 0.70 |
| 2 | 45 | 1.02 | 0.98 | 1.02 | 1.06 | 0.60 | 37.75 | 0.22 |
| 3 | 39 | 1.04 | 0.98 | 1.03 | 1.13 | 0.72 | 29.66 | 0.13 |
| 4 | 49 | 1.08 | 1.02 | 1.07 | 1.15 | 0.84 | 41.32 | 0.33 |
| 5 | 55 | 0.94 | 0.85 | 0.95 | 1.01 | 0.31 | 30.69 | 0.18 |
| 6 | 56 | 0.98 | 0.91 | 0.96 | 1.05 | 0.39 | 32.84 | 0.09 |
| 7 | 44 | 0.96 | 0.90 | 0.97 | 1.02 | 0.32 | 37.98 | 0.32 |
| 8 | 46 | 1.00 | 0.92 | 1.01 | 1.07 | 0.54 | 42.62 | 0.28 |
| School | 388 | 1.03 | 0.95 | 1.02 | 1.11 | 0.58 | 38.68 | 0.29 |

Average Learning Gain

| Grade | Num Students | Mean | Q1 | Median | Q3 | Proportion w/Growth >= Expected |
|--------|--------------|------|------|--------|------|------------------------------------|
| 1 | 48 | 1.17 | 1.08 | 1.17 | 1.24 | 0.96 |
| 2 | 33 | 0.97 | 0.92 | 0.99 | 1.02 | 0.33 |
| 3 | 37 | 1.04 | 0.99 | 1.05 | 1.10 | 0.73 |
| 4 | 47 | 1.04 | 0.98 | 1.05 | 1.09 | 0.68 |
| 5 | 50 | 0.92 | 0.87 | 0.93 | 0.99 | 0.20 |
| 6 | 55 | 1.00 | 0.94 | 0.98 | 1.05 | 0.49 |
| 7 | 44 | 0.98 | 0.91 | 0.97 | 1.02 | 0.34 |
| 8 | 42 | 0.99 | 0.94 | 1.01 | 1.04 | 0.40 |
| School | 356 | 1.02 | 0.94 | 1.00 | 1.07 | 0.52 |

Imagine Charter School at North Lauderdale
 Spring 2011
 Family Survey Totals



Teachers know my children and focus on them as individuals.

| Response | Frequency | Percent | 0 | 20 | 40 | 60 | 80 | 100 |
|-----------|-----------|---------|---|----|----|----|----|-----|
| Always | 113 | 53.6% | | | | | | |
| Often | 52 | 24.6% | | | | | | |
| Sometimes | 40 | 19.0% | | | | | | |
| Rarely | 3 | 1.4% | | | | | | |
| Never | 3 | 1.4% | | | | | | |

Staff at our school cares about my children's progress.

| Response | Frequency | Percent | 0 | 20 | 40 | 60 | 80 | 100 |
|-----------|-----------|---------|---|----|----|----|----|-----|
| Always | 138 | 62.7% | | | | | | |
| Often | 49 | 22.3% | | | | | | |
| Sometimes | 26 | 11.8% | | | | | | |
| Rarely | 5 | 2.3% | | | | | | |
| Never | 2 | 0.9% | | | | | | |

My children receive quality instruction in reading.

| Response | Frequency | Percent | 0 | 20 | 40 | 60 | 80 | 100 |
|-----------|-----------|---------|---|----|----|----|----|-----|
| Always | 135 | 64.0% | | | | | | |
| Often | 48 | 22.7% | | | | | | |
| Sometimes | 22 | 10.4% | | | | | | |
| Rarely | 5 | 2.4% | | | | | | |
| Never | 1 | 0.5% | | | | | | |

My children receive quality instruction in writing.

| Response | Frequency | Percent | 0 | 20 | 40 | 60 | 80 | 100 |
|-----------|-----------|---------|---|----|----|----|----|-----|
| Always | 142 | 62.6% | | | | | | |
| Often | 45 | 19.8% | | | | | | |
| Sometimes | 32 | 14.1% | | | | | | |
| Rarely | 4 | 1.8% | | | | | | |
| Never | 4 | 1.8% | | | | | | |

My children receive quality instruction in mathematics.

| Response | Frequency | Percent | 0 | 20 | 40 | 60 | 80 | 100 |
|-----------|-----------|---------|---|----|----|----|----|-----|
| Always | 119 | 57.2% | | | | | | |
| Often | 50 | 24.0% | | | | | | |
| Sometimes | 32 | 15.4% | | | | | | |
| Rarely | 6 | 2.9% | | | | | | |
| Never | 1 | 0.5% | | | | | | |

I understand and agree with our school's homework policy.

| Response | Frequency | Percent | 0 | 20 | 40 | 60 | 80 | 100 |
|-----------|-----------|---------|---|----|----|----|----|-----|
| Always | 142 | 64.3% | | | | | | |
| Often | 44 | 19.9% | | | | | | |
| Sometimes | 29 | 13.1% | | | | | | |
| Rarely | 2 | 0.9% | | | | | | |
| Never | 4 | 1.8% | | | | | | |

Teachers communicate with me regularly about my children's progress.

| Response | Frequency | Percent | 0 | 20 | 40 | 60 | 80 | 100 |
|-----------|-----------|---------|---|----|----|----|----|-----|
| Always | 112 | 51.9% | | | | | | |
| Often | 33 | 15.3% | | | | | | |
| Sometimes | 39 | 18.1% | | | | | | |
| Rarely | 13 | 6.0% | | | | | | |
| Never | 19 | 8.8% | | | | | | |

I feel comfortable speaking to teachers about problems regarding my children's education.

| Response | Frequency | Percent | 0 | 20 | 40 | 60 | 80 | 100 |
|-----------|-----------|---------|---|----|----|----|----|-----|
| Always | 159 | 71.6% | | | | | | |
| Often | 32 | 14.4% | | | | | | |
| Sometimes | 18 | 8.1% | | | | | | |
| Rarely | 5 | 2.3% | | | | | | |
| Never | 8 | 3.6% | | | | | | |

School staff and leaders respect my opinions and concerns regarding school issues.

| Response | Frequency | Percent | 0 | 20 | 40 | 60 | 80 | 100 |
|-----------|-----------|---------|---|----|----|----|----|-----|
| Always | 117 | 53.4% | | | | | | |
| Often | 59 | 26.9% | | | | | | |
| Sometimes | 26 | 11.9% | | | | | | |
| Rarely | 10 | 4.6% | | | | | | |
| Never | 7 | 3.2% | | | | | | |

Imagine Charter School at North Lauderdale
Spring 2011



Family Survey Totals

The school offers me opportunities to get involved in my children's education.

| Response | Frequency | Percent | 0 | 20 | 40 | 60 | 80 | 100 |
|-----------|-----------|---------|---|----|----|----|----|-----|
| Always | 127 | 57.5% | | | | | | |
| Often | 42 | 19.0% | | | | | | |
| Sometimes | 27 | 12.2% | | | | | | |
| Rarely | 16 | 7.2% | | | | | | |
| Never | 9 | 4.1% | | | | | | |

The principal is accessible to parents and guardians.

| Response | Frequency | Percent | 0 | 20 | 40 | 60 | 80 | 100 |
|-----------|-----------|---------|---|----|----|----|----|-----|
| Always | 117 | 55.2% | | | | | | |
| Often | 56 | 26.4% | | | | | | |
| Sometimes | 21 | 9.9% | | | | | | |
| Rarely | 11 | 5.2% | | | | | | |
| Never | 7 | 3.3% | | | | | | |

The school provides an inviting atmosphere for families and visitors.

| Response | Frequency | Percent | 0 | 20 | 40 | 60 | 80 | 100 |
|-----------|-----------|---------|---|----|----|----|----|-----|
| Always | 135 | 61.1% | | | | | | |
| Often | 56 | 25.3% | | | | | | |
| Sometimes | 17 | 7.7% | | | | | | |
| Rarely | 9 | 4.1% | | | | | | |
| Never | 4 | 1.8% | | | | | | |

Our school building and grounds are well maintained.

| Response | Frequency | Percent | 0 | 20 | 40 | 60 | 80 | 100 |
|-----------|-----------|---------|---|----|----|----|----|-----|
| Always | 131 | 60.4% | | | | | | |
| Often | 58 | 26.7% | | | | | | |
| Sometimes | 15 | 6.9% | | | | | | |
| Rarely | 8 | 3.7% | | | | | | |
| Never | 5 | 2.3% | | | | | | |

My children receive quality instruction in science.

| Response | Frequency | Percent | 0 | 20 | 40 | 60 | 80 | 100 |
|-----------|-----------|---------|---|----|----|----|----|-----|
| Always | 114 | 52.8% | | | | | | |
| Often | 56 | 25.9% | | | | | | |
| Sometimes | 35 | 16.2% | | | | | | |
| Rarely | 8 | 3.7% | | | | | | |
| Never | 3 | 1.4% | | | | | | |

My children receive quality instruction in social studies.

| Response | Frequency | Percent | 0 | 20 | 40 | 60 | 80 | 100 |
|-----------|-----------|---------|---|----|----|----|----|-----|
| Always | 103 | 54.2% | | | | | | |
| Often | 53 | 27.9% | | | | | | |
| Sometimes | 23 | 12.1% | | | | | | |
| Rarely | 6 | 3.2% | | | | | | |
| Never | 5 | 2.6% | | | | | | |

The people who work in the front office are friendly and helpful.

| Response | Frequency | Percent | 0 | 20 | 40 | 60 | 80 | 100 |
|-----------|-----------|---------|---|----|----|----|----|-----|
| Always | 150 | 76.1% | | | | | | |
| Often | 29 | 14.7% | | | | | | |
| Sometimes | 13 | 6.6% | | | | | | |
| Rarely | 3 | 1.5% | | | | | | |
| Never | 2 | 1.0% | | | | | | |

My children feel safe at school.

| Response | Frequency | Percent | 0 | 20 | 40 | 60 | 80 | 100 |
|-----------|-----------|---------|---|----|----|----|----|-----|
| Always | 142 | 64.5% | | | | | | |
| Often | 41 | 18.6% | | | | | | |
| Sometimes | 24 | 10.9% | | | | | | |
| Rarely | 5 | 2.3% | | | | | | |
| Never | 8 | 3.6% | | | | | | |

Teachers go out of their way to help my children when they need extra help.

| Response | Frequency | Percent | 0 | 20 | 40 | 60 | 80 | 100 |
|-----------|-----------|---------|---|----|----|----|----|-----|
| Always | 99 | 50.5% | | | | | | |
| Often | 63 | 32.1% | | | | | | |
| Sometimes | 23 | 11.7% | | | | | | |
| Rarely | 10 | 5.1% | | | | | | |
| Never | 1 | 0.5% | | | | | | |

Imagine Charter School at North Lauderdale
Spring 2011
Family Survey Totals



Students at our school are learning how to resolve conflicts appropriately.

| Response | Frequency | Percent | 0 | 20 | 40 | 60 | 80 | 100 |
|-----------|-----------|---------|---|----|----|----|----|-----|
| Always | 85 | 40.1% | | | | | | |
| Often | 65 | 30.7% | | | | | | |
| Sometimes | 51 | 24.1% | | | | | | |
| Rarely | 7 | 3.3% | | | | | | |
| Never | 4 | 1.9% | | | | | | |

Students are treated with respect and dignity at school.

| Response | Frequency | Percent | 0 | 20 | 40 | 60 | 80 | 100 |
|-----------|-----------|---------|---|----|----|----|----|-----|
| Always | 105 | 51.2% | | | | | | |
| Often | 49 | 23.9% | | | | | | |
| Sometimes | 37 | 18.0% | | | | | | |
| Rarely | 12 | 5.9% | | | | | | |
| Never | 2 | 1.0% | | | | | | |

Teachers and staff model and teach positive character attributes to students.

| Response | Frequency | Percent | 0 | 20 | 40 | 60 | 80 | 100 |
|-----------|-----------|---------|---|----|----|----|----|-----|
| Always | 116 | 55.0% | | | | | | |
| Often | 66 | 31.3% | | | | | | |
| Sometimes | 23 | 10.9% | | | | | | |
| Rarely | 5 | 2.4% | | | | | | |
| Never | 1 | 0.5% | | | | | | |

Teachers and staff are caring and supportive of one another.

| Response | Frequency | Percent | 0 | 20 | 40 | 60 | 80 | 100 |
|-----------|-----------|---------|---|----|----|----|----|-----|
| Always | 113 | 58.2% | | | | | | |
| Often | 53 | 27.3% | | | | | | |
| Sometimes | 21 | 10.8% | | | | | | |
| Rarely | 3 | 1.5% | | | | | | |
| Never | 4 | 2.1% | | | | | | |

I see positive changes in my children's behavior as a result of our school's emphasis on character development.

| Response | Frequency | Percent | 0 | 20 | 40 | 60 | 80 | 100 |
|-----------|-----------|---------|---|----|----|----|----|-----|
| Always | 114 | 51.1% | | | | | | |
| Often | 47 | 21.1% | | | | | | |
| Sometimes | 41 | 18.4% | | | | | | |
| Rarely | 14 | 6.3% | | | | | | |
| Never | 7 | 3.1% | | | | | | |

I am aware that our school strives for success in Imagine's Six Measures of Excellence.

| Response | Frequency | Percent | 0 | 20 | 40 | 60 | 80 | 100 |
|-----------|-----------|---------|---|----|----|----|----|-----|
| Always | 106 | 53.5% | | | | | | |
| Often | 55 | 27.8% | | | | | | |
| Sometimes | 20 | 10.1% | | | | | | |
| Rarely | 13 | 6.6% | | | | | | |
| Never | 4 | 2.0% | | | | | | |

I am aware that our school staff is attempting to live out the Imagine Schools Shared Values of integrity, justice, and fun.

| Response | Frequency | Percent | 0 | 20 | 40 | 60 | 80 | 100 |
|-----------|-----------|---------|---|----|----|----|----|-----|
| Always | 127 | 58.3% | | | | | | |
| Often | 51 | 23.4% | | | | | | |
| Sometimes | 27 | 12.4% | | | | | | |
| Rarely | 8 | 3.7% | | | | | | |
| Never | 5 | 2.3% | | | | | | |

I volunteer at our school.

| Response | Frequency | Percent | 0 | 20 | 40 | 60 | 80 | 100 |
|-----------|-----------|---------|---|----|----|----|----|-----|
| Always | 41 | 20.7% | | | | | | |
| Often | 8 | 4.0% | | | | | | |
| Sometimes | 23 | 11.6% | | | | | | |
| Rarely | 28 | 14.1% | | | | | | |
| Never | 98 | 49.5% | | | | | | |

I am satisfied with the quality of education my children are receiving.

| Response | Frequency | Percent | 0 | 20 | 40 | 60 | 80 | 100 |
|-----------|-----------|---------|---|----|----|----|----|-----|
| Always | 114 | 52.5% | | | | | | |
| Often | 54 | 24.9% | | | | | | |
| Sometimes | 34 | 15.7% | | | | | | |
| Rarely | 10 | 4.6% | | | | | | |
| Never | 5 | 2.3% | | | | | | |

Imagine Charter School at North Lauderdale
 Spring 2011
 Family Survey Totals



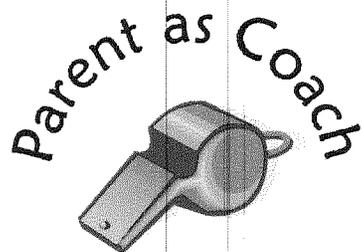
I am likely to recommend our school to others.

| Response | Frequency | Percent | 0 | 20 | 40 | 60 | 80 | 100 |
|-----------|-----------|---------|---|----|----|----|----|-----|
| Always | 105 | 54.4% | | | | | | |
| Often | 35 | 18.1% | | | | | | |
| Sometimes | 29 | 15.0% | | | | | | |
| Rarely | 10 | 5.2% | | | | | | |
| Never | 14 | 7.3% | | | | | | |



General FCAT Coaching Tips

Tips parents need to know in order to help their children with FCAT



1. Talk to your child about the upcoming test and let them discuss their feelings-this alone can reduce stress. Let your child know it is normal to be a little anxious and that it is okay.
2. Encourage your child to do well, but don't pressure him/her.
3. Make sure your child does all their homework and reading assignments throughout the school year in order to be prepared for the test.

Name of Charter School Seeking Renewal: Imagine Schools At North Lauderdale Elementary Location Number: 5171

4. If your child seems overly stressed and anxious, talk to your child's teacher.
5. Even if you are anxious about your child's test, keep a positive attitude around your child.
6. Help your child practice for the test. Ask your child's teacher what you can work on or where you can go for sample questions or formats.
7. Let your child relax for a little while before bed time and make sure that your child gets a good night's sleep prior to the test day.
8. Ensure on test day that your child eats a healthy breakfast that is not too heavy or sugar laden.
9. When parents are less stressed, children are too. Look for ways to reduce your stress. Find ways to laugh and find the humor in life.
10. Your love for your child coupled with realistic and consistent expectations will go far in helping your child reduce test stress and anxiety.
11. Electronic devices are not allowed in the testing area. On FCAT testing days, please leave electronic devices home.

IMAGINE your child rising...

IMAGINE you coaching them there...

Imagine

**The heights of success your child can reach,
and you can help them get there...**

GAME ON!



WE NEED YOU TO COACH!



IMAGINE CHARTER SCHOOL
OF NORTH LAUDERDALE
FCAT PARENT/COACH

1395 S. State Road 7
North Lauderdale, FL 33068
Phone: 954.973.8900
Fax: 954.974.5588

Dear Parent,

This brochure has been created with you and your child in mind. As the FCAT approaches, it is imperative that your child practice the skills he/she is learning in the classroom at home.

We have created this brochure to give you tips on how best to guide your child when he/she is reading and basically help you coach him/her on becoming a better reader. After all, being a good reader is a skill that he/she will need now and throughout his/her lifetimes.

Take all opportunities to let your student practice reading, from standard books, to informational signs, food labels and any other occasions that your student can apply his/her reading skills to real life.

READING



HOW TO HELP YOUR CHILD BE A BETTER READER

Grade Level K-2 Tips

- Read with your child for 20 minutes every night. Take turns to make it more fun.
- Ask your child questions about the story and have him/her ask you questions as well.
- Encourage your child to predict what will happen with a character in the story.
- Have your child retell some events in order.
- Review sight words and make sure your child recognizes them.

Grade Level 3-5 Tips

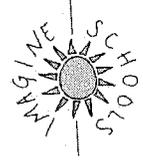
- Have your child read at least 20 minutes a day at home.
- Ask your child the basic who, what, when, where, why and how questions in regard to the story.
- Work with your student in breaking down words by syllables, prefix, suffix and root words and sounding them out.
- If possible, have your student read to you part of the time and stop at words that you are not sure your child knows, help him/her define them.



Grade Level 6-8 Tips

- Encourage your student to read at least 20 minutes a day.
- Ask him/her to summarize and report to you what they read and include key details about it.
- Ask him/her about character and possibly to compare that character to themselves.
- Ask him/her about the plot, what is the problem in the story, how do her/him think it will resolve?
- Have your student read aloud to you, see if him/her are stumbling over words, encourage him/her to break words down & sound them out.

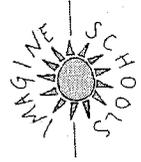
**Imagine Charter School at North
Lauderdale
Spring 2011
Character Education Student Survey
Grade 4**



| Statement | Response | Frequency | Percent |
|---|-----------|-----------|---------|
| I feel safe at my school. | Response | 33 | 62.3% |
| | Always | 14 | 26.4% |
| | Often | 6 | 11.3% |
| | Sometimes | 0 | 0.0% |
| | Never | 0 | 0.0% |
| People at my school care about me. | Response | 27 | 50.9% |
| | Always | 13 | 24.5% |
| | Often | 11 | 20.8% |
| | Sometimes | 2 | 3.8% |
| | Never | 0 | 0.0% |
| I understand my school's rules and what happens when I break the rules. | Response | 44 | 83.0% |
| | Always | 5 | 9.4% |
| | Often | 2 | 3.8% |
| | Sometimes | 2 | 3.8% |
| | Never | 0 | 0.0% |
| I try to follow school rules. | Response | 38 | 73.1% |
| | Always | 9 | 17.3% |
| | Often | 5 | 9.6% |
| | Sometimes | 0 | 0.0% |
| | Never | 0 | 0.0% |
| Students at my school take care of our school property. | Response | 7 | 13.5% |
| | Always | 11 | 21.2% |
| | Often | 25 | 48.1% |
| | Sometimes | 9 | 17.3% |
| | Never | 0 | 0.0% |
| I am learning to be a good citizen of my school and neighborhood. | Response | 41 | 78.8% |
| | Always | 7 | 13.5% |
| | Often | 4 | 7.7% |
| | Sometimes | 0 | 0.0% |
| | Never | 0 | 0.0% |
| I am learning how to resolve arguments and fights peacefully. | Response | 28 | 53.8% |
| | Always | 18 | 34.6% |
| | Often | 6 | 11.5% |
| | Sometimes | 0 | 0.0% |
| | Never | 0 | 0.0% |
| I try to make new students feel welcome at our school. | Response | 39 | 73.6% |
| | Always | 8 | 15.1% |
| | Often | 4 | 7.5% |
| | Sometimes | 2 | 3.8% |
| | Never | 0 | 0.0% |
| I treat other people the way I would like them to treat me. | Response | 31 | 58.5% |
| | Always | 12 | 22.6% |
| | Often | 8 | 15.1% |
| | Sometimes | 2 | 3.8% |
| | Never | 0 | 0.0% |

Number of students who responded = 53

**Imagine Charter School at North
Lauderdale
Spring 2011
Character Education Student Survey
Grade 4**



| I have chances to be a leader in my class and at my school. | | | 0 | 20 | 40 | 60 | 80 | 100 |
|---|-----------|---------|---|----|----|----|----|-----|
| Response | Frequency | Percent | | | | | | |
| Response | 30 | 56.6% | | | | | | |
| Always | 15 | 28.3% | | | | | | |
| Often | 3 | 5.7% | | | | | | |
| Sometimes | 5 | 9.4% | | | | | | |
| Never | | | | | | | | |

| My classmates and I can disagree without fighting. | | | 0 | 20 | 40 | 60 | 80 | 100 |
|--|-----------|---------|---|----|----|----|----|-----|
| Response | Frequency | Percent | | | | | | |
| Response | 25 | 47.2% | | | | | | |
| Always | 10 | 18.9% | | | | | | |
| Often | 11 | 20.8% | | | | | | |
| Sometimes | 7 | 13.2% | | | | | | |
| Never | | | | | | | | |

| I finish my homework even if there is something else I would rather do. | | | 0 | 20 | 40 | 60 | 80 | 100 |
|---|-----------|---------|---|----|----|----|----|-----|
| Response | Frequency | Percent | | | | | | |
| Response | 29 | 54.7% | | | | | | |
| Always | 14 | 26.4% | | | | | | |
| Often | 9 | 17.0% | | | | | | |
| Sometimes | 1 | 1.9% | | | | | | |
| Never | | | | | | | | |

| I try to do my best on my school work. | | | 0 | 20 | 40 | 60 | 80 | 100 |
|--|-----------|---------|---|----|----|----|----|-----|
| Response | Frequency | Percent | | | | | | |
| Response | 49 | 92.5% | | | | | | |
| Always | 3 | 5.7% | | | | | | |
| Often | 1 | 1.9% | | | | | | |
| Sometimes | 0 | 0.0% | | | | | | |
| Never | | | | | | | | |

| When I am wrong, I admit it. | | | 0 | 20 | 40 | 60 | 80 | 100 |
|------------------------------|-----------|---------|---|----|----|----|----|-----|
| Response | Frequency | Percent | | | | | | |
| Response | 28 | 52.8% | | | | | | |
| Always | 12 | 22.6% | | | | | | |
| Often | 9 | 17.0% | | | | | | |
| Sometimes | 4 | 7.5% | | | | | | |
| Never | | | | | | | | |

| I try to take good care of our school property. | | | 0 | 20 | 40 | 60 | 80 | 100 |
|---|-----------|---------|---|----|----|----|----|-----|
| Response | Frequency | Percent | | | | | | |
| Response | 42 | 79.2% | | | | | | |
| Always | 6 | 11.3% | | | | | | |
| Often | 4 | 7.5% | | | | | | |
| Sometimes | 1 | 1.9% | | | | | | |
| Never | | | | | | | | |

| If someone does something wrong to me, I can forgive them. | | | 0 | 20 | 40 | 60 | 80 | 100 |
|--|-----------|---------|---|----|----|----|----|-----|
| Response | Frequency | Percent | | | | | | |
| Response | 7 | 25.0% | | | | | | |
| Always | 6 | 21.4% | | | | | | |
| Often | 10 | 35.7% | | | | | | |
| Sometimes | 5 | 17.9% | | | | | | |
| Never | | | | | | | | |

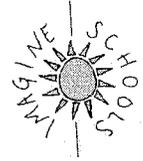
| I understand that it is OK to make mistakes if I learn from them. | | | 0 | 20 | 40 | 60 | 80 | 100 |
|---|-----------|---------|---|----|----|----|----|-----|
| Response | Frequency | Percent | | | | | | |
| Response | 22 | 78.6% | | | | | | |
| Always | 4 | 14.3% | | | | | | |
| Often | 2 | 7.1% | | | | | | |
| Sometimes | 0 | 0.0% | | | | | | |
| Never | | | | | | | | |

| I do what is right even when my friends don't. | | | 0 | 20 | 40 | 60 | 80 | 100 |
|--|-----------|---------|---|----|----|----|----|-----|
| Response | Frequency | Percent | | | | | | |
| Response | 20 | 71.4% | | | | | | |
| Always | 4 | 14.3% | | | | | | |
| Often | 4 | 14.3% | | | | | | |
| Sometimes | 0 | 0.0% | | | | | | |
| Never | | | | | | | | |

| If a friend asks to copy my homework, I say "No". | | | 0 | 20 | 40 | 60 | 80 | 100 |
|---|-----------|---------|---|----|----|----|----|-----|
| Response | Frequency | Percent | | | | | | |
| Response | 26 | 92.9% | | | | | | |
| Always | 0 | 0.0% | | | | | | |
| Often | 0 | 0.0% | | | | | | |
| Sometimes | 2 | 7.1% | | | | | | |
| Never | | | | | | | | |

Number of students who responded = 53

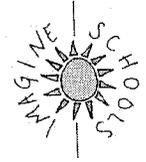
**Imagine Charter School at North
Lauderdale
Spring 2011
Character Education Student Survey
Grade 4**



| Statement | Response | Frequency | Percent | Bar Chart (0-100) |
|--|-----------|-----------|---------|-------------------|
| I try to help other people at school. | Response | 15 | 53.6% | [Bar at 53.6%] |
| | Always | 5 | 17.9% | [Bar at 17.9%] |
| | Often | 4 | 14.3% | [Bar at 14.3%] |
| | Sometimes | 4 | 14.3% | [Bar at 14.3%] |
| | Never | | | |
| I use what I learn at school to help improve my community. | Response | 17 | 60.7% | [Bar at 60.7%] |
| | Always | 7 | 25.0% | [Bar at 25.0%] |
| | Often | 4 | 14.3% | [Bar at 14.3%] |
| | Sometimes | 0 | 0.0% | |
| | Never | | | |
| Students at my school treat adults with respect. | Response | 7 | 25.0% | [Bar at 25.0%] |
| | Always | 8 | 28.6% | [Bar at 28.6%] |
| | Often | 9 | 32.1% | [Bar at 32.1%] |
| | Sometimes | 4 | 14.3% | [Bar at 14.3%] |
| | Never | | | |
| At my school, I can talk to an adult about what is right and wrong. | Response | 13 | 46.4% | [Bar at 46.4%] |
| | Always | 3 | 10.7% | [Bar at 10.7%] |
| | Often | 5 | 17.9% | [Bar at 17.9%] |
| | Sometimes | 7 | 25.0% | [Bar at 25.0%] |
| | Never | | | |
| Adults at my school treat students with respect. | Response | 19 | 67.9% | [Bar at 67.9%] |
| | Always | 4 | 14.3% | [Bar at 14.3%] |
| | Often | 1 | 3.6% | [Bar at 3.6%] |
| | Sometimes | 4 | 14.3% | [Bar at 14.3%] |
| | Never | | | |
| Teachers at my school want students to succeed. | Response | 24 | 88.9% | [Bar at 88.9%] |
| | Always | 0 | 0.0% | |
| | Often | 3 | 11.1% | [Bar at 11.1%] |
| | Sometimes | 0 | 0.0% | |
| | Never | | | |
| Teachers at my school are concerned about cheating and try to stop it. | Response | 23 | 82.1% | [Bar at 82.1%] |
| | Always | 2 | 7.1% | [Bar at 7.1%] |
| | Often | 1 | 3.6% | [Bar at 3.6%] |
| | Sometimes | 2 | 7.1% | [Bar at 7.1%] |
| | Never | | | |
| Adults at my school tell my family about the good things I do. | Response | 15 | 55.6% | [Bar at 55.6%] |
| | Always | 3 | 11.1% | [Bar at 11.1%] |
| | Often | 1 | 3.7% | [Bar at 3.7%] |
| | Sometimes | 8 | 29.6% | [Bar at 29.6%] |
| | Never | | | |
| I am proud to be part of my school. | Response | 14 | 50.0% | [Bar at 50.0%] |
| | Always | 5 | 17.9% | [Bar at 17.9%] |
| | Often | 7 | 25.0% | [Bar at 25.0%] |
| | Sometimes | 2 | 7.1% | [Bar at 7.1%] |
| | Never | | | |
| I am learning about Imagine's Shared Values of integrity, justice and fun. | Response | 22 | 81.5% | [Bar at 81.5%] |
| | Always | 1 | 3.7% | [Bar at 3.7%] |
| | Often | 1 | 3.7% | [Bar at 3.7%] |
| | Sometimes | 3 | 11.1% | [Bar at 11.1%] |
| | Never | | | |

Number of students who responded = 53

**Imagine Charter School at North
Lauderdale
Spring 2011
Character Education Student Survey
Grade 4**



Adults at my school treat me with justice.

| Response | Frequency | Percent | 0 | 20 | 40 | 60 | 80 | 100 |
|-----------|-----------|---------|--------------------------|----|----|----|----|-----|
| Always | 20 | 71.4% | [Bar extending to 71.4%] | | | | | |
| Often | 2 | 7.1% | [Bar extending to 7.1%] | | | | | |
| Sometimes | 3 | 10.7% | [Bar extending to 10.7%] | | | | | |
| Never | 3 | 10.7% | [Bar extending to 10.7%] | | | | | |

Number of students who responded = 53

Instructional Grouping < 50 Percent

Stanford 10 Prim. 3/A - Grade 4 Fall (07)

Grade: **4**
Class: **A Wright**

District: **Imagine Schools**
School: **North Lauderdale**

Word Study Skills (ALL)

Max Points: 30

All Students: 55% [24]
National: 70%

12 students with percent correct less than 50%

| | | |
|----|----|----|
| 43 | 47 | 27 |
| 40 | 47 | 40 |
| 47 | 47 | 37 |
| 40 | 37 | 43 |

Structural Analysis

Max Points: 12

All Students: 69% [24]
National: 79%

No students with percent correct less than 50%

Consonant Sounds

Max Points: 9

All Students: 55% [24]
National: 69%

10 students with percent correct less than 50%

| | | |
|----|----|----|
| 0 | 44 | 44 |
| 44 | 33 | 33 |
| 44 | 44 | 44 |
| 44 | | |

Vowel Sounds

Max Points: 9

All Students: 37% [24]
National: 58%

18 students with percent correct less than 50%

| | | |
|----|----|----|
| 11 | 22 | 22 |
| 22 | 11 | 22 |
| 22 | 11 | 44 |
| 22 | 11 | 11 |
| 33 | 44 | 11 |
| 44 | 44 | 22 |

Vocabulary (ALL)

Max Points: 30

All Students: 59% [24]
National: 74%

9 students with percent correct less than 50%

| | | |
|----|----|----|
| 40 | 23 | 43 |
| 37 | 20 | 20 |
| 33 | 33 | 47 |

Synonyms

Max Points: 15

All Students: 62% [24]
National: 76%

7 students with percent correct less than 50%

| | | |
|----|----|----|
| 47 | 20 | 40 |
| 20 | 20 | 27 |
| 40 | | |

Multiple Meaning Words

Max Points: 6

All Students: 51% [24]
National: 72%

10 students with percent correct less than 50%

| | | |
|----|----|----|
| 33 | 33 | 33 |
| 33 | 0 | 0 |
| 0 | 33 | 33 |
| 17 | | |

Instructional Grouping < 50 Percent

Stanford 10 Prim. 3/A - Grade 4 Fall (07)

Grade: **4**
 Class: **A Wright**

District: **Imagine Schools**
 School: **North Lauderdale**

| Context Clues | All Students | National | | |
|---|--------------|----------------------|----|----|
| Max Points: 9 | 59% [24] | 73% | | |
| 8 students with percent correct less than 50% | | | | |
| | 33 | Jones, Tatiana | 22 | 22 |
| | 33 | Mohammed, Talat S | 33 | 44 |
| | 22 | Walters, Patrick | 33 | |
| <hr/> | | | | |
| Thinking Skills (Rd Voc) | All Students | National | | |
| Max Points: 15 | 56% [24] | 73% | | |
| 11 students with percent correct less than 50% | | | | |
| | 33 | Canonigo, Christian | 47 | 27 |
| | 33 | Lalla, Kayson Isreal | 33 | 20 |
| | 20 | Mous, Lisette | 40 | 27 |
| | 40 | Walters, Patrick | 40 | |
| <hr/> | | | | |
| Comprehension (ALL) | All Students | National | | |
| Max Points: 54 | 47% [24] | 71% | | |
| 15 students with percent correct less than 50% | | | | |
| | 35 | | 46 | 48 |
| | 44 | | 46 | 43 |
| | 22 | | 24 | 28 |
| | 15 | | 28 | 20 |
| | 28 | | 33 | 41 |
| <hr/> | | | | |
| Literary | All Students | National | | |
| Max Points: 18 | 49% [24] | 73% | | |
| 13 students with percent correct less than 50% | | | | |
| | 17 | | 44 | 44 |
| | 44 | | 28 | 28 |
| | 44 | | 17 | 39 |
| | 11 | | 22 | 28 |
| | 33 | | | |
| <hr/> | | | | |
| Informational | All Students | National | | |
| Max Points: 18 | 41% [24] | 67% | | |
| 16 students with percent correct less than 50% | | | | |
| | 22 | | 28 | 33 |
| | 33 | | 39 | 22 |
| | 17 | | 22 | 17 |
| | 28 | | 22 | 28 |
| | 28 | | 39 | 39 |
| | 44 | | | |
| <hr/> | | | | |
| Functional | All Students | National | | |
| Max Points: 18 | 51% [24] | 74% | | |
| 10 students with percent correct less than 50% | | | | |
| | 39 | | 28 | 17 |
| | 28 | | 17 | 11 |
| | 17 | | 28 | 33 |
| | 44 | | | |
| <hr/> | | | | |
| Initial Understanding | All Students | National | | |
| Max Points: 12 | 55% [24] | 77% | | |
| 9 students with percent correct less than 50% | | | | |
| | 17 | | 25 | 33 |
| | 25 | | 42 | 25 |
| | 25 | | 25 | 42 |

Instructional Grouping < 50 Percent

Stanford 10 Prim. 3/A - Grade 4 Fall (07)

Grade: **4**
 Class: **A Wright**

District: **Imagine Schools**
 School: **North Lauderdale**

Interpretation

Max Points: 20

All Students
45% [24] National
71%

13 students with percent correct less than 50%

| | | | |
|--|----|----|----|
| | 30 | 45 | 40 |
| | 30 | 10 | 30 |
| | 10 | 10 | 20 |
| | 15 | 30 | 25 |
| | 40 | | |

Critical Analysis

Max Points: 12

All Students
42% [24] National
67%

15 students with percent correct less than 50%

| | | | |
|--|----|----|----|
| | 25 | 25 | 17 |
| | 33 | 17 | 17 |
| | 33 | 8 | 33 |
| | 25 | 25 | 25 |
| | 25 | 33 | 42 |

Strategies

Max Points: 10

All Students
47% [24] National
70%

13 students with percent correct less than 50%

| | | | |
|--|----|----|----|
| | 20 | 30 | 40 |
| | 20 | 40 | 40 |
| | 20 | 40 | 20 |
| | 10 | 40 | 30 |
| | 40 | | |

Thinking Skills (Rd Comp)

Max Points: 42

All Students
45% [24] National
70%

15 students with percent correct less than 50%

| | | | |
|--|----|----|----|
| | 40 | 45 | 38 |
| | 43 | 36 | 19 |
| | 24 | 24 | 12 |
| | 29 | 19 | 24 |
| | 29 | 43 | 38 |

Math:Problem Solv. (ALL)

Max Points: 46

All Students
54% [24] National
73%

10 students with percent correct less than 50%

| | | | |
|--|----|----|----|
| | 22 | 48 | 37 |
| | 39 | 30 | 41 |
| | 39 | 26 | 46 |
| | 35 | | |

Number Sense and Operat.

Max Points: 25

All Students
53% [24] National
70%

12 students with percent correct less than 50%

| | | | |
|--|----|----|----|
| | 20 | 44 | 48 |
| | 40 | 48 | 40 |
| | 32 | 36 | 40 |
| | 20 | 36 | 44 |

Instructional Grouping < 50 Percent

Stanford 10 Prim. 3/A - Grade 4 Fall (07)

Grade: 4
Class: A Wright

District: Imagine Schools
School: North Lauderdale

Patterns, Relate., & Alg
Max Points: 5

All Students
55% [24] National
79%

11 students with percent correct less than 50%

| | | |
|----|----|----|
| 20 | 40 | 20 |
| 20 | 40 | 40 |
| 40 | 40 | 40 |
| 40 | 40 | |

Data, Statist., & Prob.
Max Points: 6

All Students
58% [24] National
74%

9 students with percent correct less than 50%

| | | |
|----|----|----|
| 17 | 33 | 33 |
| 33 | 33 | 33 |
| 0 | 33 | 17 |

Geometry and Measurement
Max Points: 10

All Students
52% [24] National
75%

8 students with percent correct less than 50%

| | | |
|----|----|----|
| 30 | 20 | 20 |
| 40 | 10 | 40 |
| 10 | 20 | |

Comm. and Representation
Max Points: 7

All Students
59% [24] National
75%

9 students with percent correct less than 50%

| | | |
|----|----|----|
| 29 | 43 | 43 |
| 29 | 43 | 43 |
| 29 | 43 | |

Estimation

Max Points: 6

All Students
51% [24] National
70%

10 students with percent correct less than 50%

| | | |
|----|----|----|
| 17 | 33 | 33 |
| 33 | 33 | 33 |
| 17 | 17 | 33 |
| 33 | | |

Mathematical Connections

Max Points: 21

All Students
54% [24] National
73%

9 students with percent correct less than 50%

| | | |
|----|----|----|
| 19 | 38 | 38 |
| 29 | 38 | 43 |
| 33 | 43 | 43 |

Reason. & Problem Solving

Max Points: 12

All Students
50% [24] National
71%

13 students with percent correct less than 50%

| | | |
|----|----|----|
| 25 | 33 | 25 |
| 33 | 42 | 25 |
| 33 | 42 | 25 |
| 17 | 33 | 25 |
| 42 | | |

Instructional Grouping < 50 Percent

Stanford 10 Prim. 3/A - Grade 4 Fall (07)

Grade: **4**
 Class: **A Wright**

District: **Imagine Schools**
 School: **North Lauderdale**

Thinking Skills (Prb Slv) All Students National
 Max Points: 39 53% [24] 72%

14 students with percent correct less than 50%

| | | |
|----|----|----|
| 21 | 46 | 44 |
| 36 | 49 | 36 |
| 31 | 41 | 49 |
| 38 | 26 | 46 |
| 33 | 46 | |

Math:Procedures (ALL) All Students National
 Max Points: 30 39% [24] 64%

18 students with percent correct less than 50%

| | | |
|----|----|----|
| 23 | 13 | 43 |
| 17 | 37 | 37 |
| 13 | 20 | 23 |
| 40 | 23 | 27 |
| 47 | 37 | 23 |
| 47 | 43 | 37 |

Number Facts All Students National
 Max Points: 6 54% [24] 66%

10 students with percent correct less than 50%

| | | |
|----|----|----|
| 33 | 33 | 0 |
| 33 | 33 | 33 |
| 33 | 0 | 0 |
| 33 | | |

Comp. with Whole Numbers All Students National
 Max Points: 16 38% [24] 63%

17 students with percent correct less than 50%

| | | |
|----|----|----|
| 25 | 6 | 31 |
| 19 | 31 | 38 |
| 12 | 12 | 25 |
| 19 | 38 | 44 |
| 31 | 25 | 44 |
| 38 | 31 | |

Computation with Decimals All Students National
 Max Points: 8 32% [24] 63%

20 students with percent correct less than 50%

| | | | |
|----|-----------------------|----|----|
| 12 | Brown, Kristoff Andre | 12 | 38 |
| 25 | Fenelon, Ralph | 12 | 38 |
| 0 | Keane, Rianna | 25 | 0 |
| 25 | McDonald, Nicholas | 12 | 25 |
| 38 | Myles, Gabriella | 38 | 38 |
| 25 | Reaves, Zanyha | 38 | 25 |
| 38 | | 38 | |

Instructional Grouping < 50 Percent

Stanford 10 Prim. 3/A - Grade 4 Fall (07)

Grade: **4**
 Class: **A Wright**

District: **Imagine Schools**
 School: **North Lauderdale**

Computation in Context
 Max Points: 14

All Students
 33% [24] National
 59%

19 students with percent correct less than 50%

| | | | |
|--|----|----|----|
| | 7 | 7 | 36 |
| | 7 | 36 | 29 |
| | 7 | 21 | 21 |
| | 21 | 7 | 14 |
| | 36 | 36 | 29 |
| | 21 | 36 | 43 |
| | 29 | | |

Comp. with Symb. Notation
 Max Points: 16

All Students
 45% [24] National
 68%

13 students with percent correct less than 50%

| | | | |
|--|----|----|----|
| | 38 | 19 | 25 |
| | 38 | 44 | 19 |
| | 19 | 25 | 38 |
| | 38 | 38 | 19 |
| | 44 | | |

Thinking Skills (Proced.)
 Max Points: 14

All Students
 33% [24] National
 59%

19 students with percent correct less than 50%

| | | | |
|--|----|----|----|
| | 7 | 7 | 36 |
| | 7 | 36 | 29 |
| | 7 | 21 | 21 |
| | 21 | 7 | 14 |
| | 36 | 36 | 29 |
| | 21 | 36 | 43 |
| | 29 | | |

Instructional Grouping < 50 Percent

Stanford 10 Prim. 3/A - Grade 4 Fall (07)

Grade: **4**
Class: **M Stokes**

District: **Imagine Schools**
School: **North Lauderdale**

| | | | | |
|---|--------------|----------|----|----|
| Word Study Skills (ALL) | All Students | National | | |
| Max Points: 30 | 58% [27] | 70% | | |
| 8 students with percent correct less than 50% | | | | |
| | 43 | | 37 | 43 |
| | 40 | | 37 | 47 |
| | 47 | | 43 | |
| | | | | |
| Structural Analysis | All Students | National | | |
| Max Points: 12 | 72% [27] | 79% | | |
| 1 student with percent correct less than 50% | | | | |
| | 33 | | | |
| | | | | |
| Consonant Sounds | All Students | National | | |
| Max Points: 9 | 60% [27] | 69% | | |
| 8 students with percent correct less than 50% | | | | |
| | 44 | | 44 | 33 |
| | 33 | | 33 | 33 |
| | 44 | | 22 | |
| | | | | |
| Vowel Sounds | All Students | National | | |
| Max Points: 9 | 37% [27] | 58% | | |
| 20 students with percent correct less than 50% | | | | |
| | 44 | | 33 | 22 |
| | 11 | | 33 | 33 |
| | 33 | | 11 | 22 |
| | 22 | | 11 | 33 |
| | 44 | | 33 | 33 |
| | 33 | | 22 | 33 |
| | 22 | | 11 | |
| | | | | |
| Vocabulary (ALL) | All Students | National | | |
| Max Points: 30 | 59% [26] | 74% | | |
| 10 students with percent correct less than 50% | | | | |
| | 27 | | 30 | 47 |
| | 33 | | 47 | 37 |
| | 43 | | 47 | 33 |
| | 27 | | | |
| | | | | |
| Synonyms | All Students | National | | |
| Max Points: 15 | 57% [26] | 76% | | |
| 10 students with percent correct less than 50% | | | | |
| | 20 | | 20 | 47 |
| | 33 | | 47 | 33 |
| | 40 | | 20 | 47 |
| | 20 | | | |
| | | | | |
| Multiple Meaning Words | All Students | National | | |
| Max Points: 6 | 63% [26] | 72% | | |
| 6 students with percent correct less than 50% | | | | |
| | 33 | | 33 | 33 |
| | 17 | | 0 | 33 |
| | | | | |
| Context Clues | All Students | National | | |
| Max Points: 9 | 58% [26] | 73% | | |
| 9 students with percent correct less than 50% | | | | |

Instructional Grouping < 50 Percent

Stanford 10 Prim. 3/A - Grade 4 Fall (07)

Grade: **4**
 Class: **M Stokes**

District: **Imagine Schools**
 School: **North Lauderdale**

| Context Clues | All Students | National |
|---|--------------|----------|
| Max Points: 9 | 58% [26] | 73% |
| 9 students with percent correct less than 50% | | |
| | 33 | 44 |
| | 33 | 22 |
| | 33 | 33 |
| | 33 | 11 |
| Thinking Skills (Rd Voc) | All Students | National |
| Max Points: 15 | 60% [26] | 73% |
| 10 students with percent correct less than 50% | | |
| | 33 | 40 |
| | 33 | 40 |
| | 27 | 47 |
| | 33 | 47 |
| Comprehension (ALL) | All Students | National |
| Max Points: 54 | 53% [26] | 71% |
| 12 students with percent correct less than 50% | | |
| | 26 | 28 |
| | 35 | 31 |
| | 22 | 44 |
| | 43 | 35 |
| Literary | All Students | National |
| Max Points: 18 | 50% [26] | 73% |
| 12 students with percent correct less than 50% | | |
| | 28 | 17 |
| | 22 | 11 |
| | 33 | 33 |
| | 33 | 39 |
| | 33 | 22 |
| Informational | All Students | National |
| Max Points: 18 | 50% [26] | 67% |
| 12 students with percent correct less than 50% | | |
| | 22 | 33 |
| | 22 | 33 |
| | 39 | 17 |
| | 28 | 33 |
| Functional | All Students | National |
| Max Points: 18 | 57% [26] | 74% |
| 9 students with percent correct less than 50% | | |
| | 44 | 28 |
| | 22 | 44 |
| | 28 | 33 |
| Initial Understanding | All Students | National |
| Max Points: 12 | 59% [26] | 77% |
| 9 students with percent correct less than 50% | | |
| | 42 | 17 |
| | 17 | 25 |
| | 33 | 25 |
| Interpretation | All Students | National |
| Max Points: 20 | 57% [26] | 71% |
| 7 students with percent correct less than 50% | | |

Instructional Grouping < 50 Percent

Stanford 10 Prim. 3/A - Grade 4 Fall (07)

Grade: **4**
Class: **M Stokes**

District: **Imagine Schools**
School: **North Lauderdale**

| | | | |
|--|--------------|----------|----|
| Interpretation | All Students | National | |
| Max Points: 20 | 57% [26] | 71% | |
| 7 students with percent correct less than 50% | | | 20 |
| | 20 | 35 | 25 |
| | 20 | | |
| | 30 | | |

| | | | |
|---|--------------|----------|----|
| Critical Analysis | All Students | National | |
| Max Points: 12 | 44% [26] | 67% | |
| 16 students with percent correct less than 50% | | | 42 |
| | 25 | 25 | 25 |
| | 25 | 42 | 25 |
| | 33 | 25 | 33 |
| | 8 | 17 | 33 |
| | 17 | 33 | |
| | 25 | | |

| | | | |
|---|--------------|----------|----|
| Strategies | All Students | National | |
| Max Points: 10 | 47% [26] | 70% | |
| 11 students with percent correct less than 50% | | | 20 |
| | 20 | 10 | 30 |
| | 20 | 20 | 10 |
| | 30 | 30 | |
| | 30 | 40 | |

| | | | |
|---|--------------|----------|----|
| Thinking Skills (Rd Comp) | All Students | National | |
| Max Points: 42 | 51% [26] | 70% | |
| 14 students with percent correct less than 50% | | | 21 |
| | 45 | 21 | 36 |
| | 21 | 38 | 21 |
| | 45 | 40 | 45 |
| | 38 | 36 | |
| | 38 | 31 | |

| | | | |
|---|--------------|----------|-------------------------|
| Math:Problem Solv. (ALL) | All Students | National | |
| Max Points: 46 | 58% [26] | 73% | |
| 11 students with percent correct less than 50% | | | 35 |
| | 39 | 33 | 35 |
| | 48 | 48 | 35 |
| | 30 | 41 | 39 |
| | 43 | 26 | |
| | 41 | | |
| | | | Fenelon, Walnisha |
| | | | Lindor, Merline |
| | | | Turin, Woobinsen Eugene |

| | | | |
|--|--------------|----------|----|
| Number Sense and Operat. | All Students | National | |
| Max Points: 25 | 59% [26] | 70% | |
| 8 students with percent correct less than 50% | | | 40 |
| | 36 | 28 | 40 |
| | 44 | 44 | |
| | 40 | 24 | |

| | | | |
|---|--------------|----------|----|
| Patterns, Relate., & Alg | All Students | National | |
| Max Points: 5 | 58% [26] | 79% | |
| 10 students with percent correct less than 50% | | | 20 |
| | 40 | 40 | 20 |
| | 20 | 20 | 20 |
| | 20 | | |
| | 40 | | |

Instructional Grouping < 50 Percent

Stanford 10 Prim. 3/A - Grade 4 Fall (07)

Grade: **4**
 Class: **M Stokes**

District: **Imagine Schools**
 School: **North Lauderdale**

Data, Statist., & Prob.

Max Points: 6

All Students

53% [26]

National

74%

12 students with percent correct less than 50%

33

17

33

0

0

17

33

33

17

33

33

33

Geometry and Measurement

Max Points: 10

All Students

60% [26]

National

75%

8 students with percent correct less than 50%

40

0

40

0

40

30

20

10

Comm. and Representation

Max Points: 7

All Students

58% [26]

National

75%

10 students with percent correct less than 50%

14

29

29

14

43

43

29

43

43

0

Estimation

Max Points: 6

All Students

59% [26]

National

70%

7 students with percent correct less than 50%

0

33

17

17

17

33

33

Mathematical Connections

Max Points: 21

All Students

61% [26]

National

73%

10 students with percent correct less than 50%

43

29

38

38

43

48

29

43

43

33

Reason. & Problem Solving

Max Points: 12

All Students

54% [26]

National

71%

11 students with percent correct less than 50%

17

33

33

25

25

17

42

33

33

17

25

Thinking Skills (Prb Slv)

Max Points: 39

All Students

58% [26]

National

72%

11 students with percent correct less than 50%

44

33

38

28

49

31

44

33

36

38

31

Math:Procedures (ALL)

Max Points: 30

All Students

47% [27]

National

64%

13 students with percent correct less than 50%

Instructional Grouping < 50 Percent

Stanford 10 Prim. 3/A - Grade 4 Fall (07)

Grade: **4** District: **Imagine Schools**
 Class: **M Stokes** School: **North Lauderdale**

Math:Procedures (ALL) All Students National
 Max Points: 30 47% [27] 64%

13 students with percent correct less than 50%

| | | | |
|--|----|----|----|
| | 20 | 30 | 37 |
| | 37 | 13 | 40 |
| | 17 | 33 | 33 |
| | 17 | 10 | 30 |
| | 23 | | |

Number Facts All Students National
 Max Points: 6 54% [27] 66%

8 students with percent correct less than 50%

| | | | |
|--|----|----|----|
| | 33 | 17 | 0 |
| | 17 | 17 | 17 |
| | 17 | 0 | |

Comp. with Whole Numbers All Students National
 Max Points: 16 46% [27] 63%

15 students with percent correct less than 50%

| | | | |
|--|----|----|----|
| | 19 | 38 | 44 |
| | 38 | 38 | 12 |
| | 38 | 19 | 25 |
| | 38 | 44 | 25 |
| | 19 | 19 | 12 |

Computation with Decimals All Students National
 Max Points: 8 44% [27] 63%

15 students with percent correct less than 50%

| | | | |
|--|----|----|----|
| | 12 | 25 | 12 |
| | 25 | 25 | 12 |
| | 25 | 25 | 38 |
| | 0 | 38 | 0 |
| | 25 | 38 | 12 |

Computation in Context All Students National
 Max Points: 14 38% [27] 59%

18 students with percent correct less than 50%

| | | | |
|--|----|----|----|
| | 7 | 21 | 21 |
| | 21 | 43 | 0 |
| | 29 | 7 | 36 |
| | 43 | 43 | 14 |
| | 14 | 43 | 0 |
| | 7 | 43 | 14 |

Comp. with Symb. Notation All Students National
 Max Points: 16 55% [27] 68%

9 students with percent correct less than 50%

| | | | |
|--|----|----|----|
| | 31 | 38 | 25 |
| | 25 | 25 | 25 |
| | 19 | 19 | 31 |

Thinking Skills (Proced.) All Students National
 Max Points: 14 38% [27] 59%

18 students with percent correct less than 50%

Instructional Grouping < 50 Percent

Stanford 10 Prim. 3/A - Grade 4 Fall (07)

Grade: 4
Class: M Stokes

District: Imagine Schools
School: North Lauderdale

Thinking Skills (Proced.)

| | | |
|----------------|--------------|----------|
| | All Students | National |
| Max Points: 14 | 38% [27] | 59% |

18 students with percent correct less than 50%

| | | | | |
|--|----|---|----|----|
| | 7 | - | 21 | 21 |
| | 21 | | 43 | 0 |
| | 29 | | 7 | 36 |
| | 43 | | 43 | 14 |
| | 14 | | 43 | 0 |
| | 7 | | 43 | 14 |

Instructional Grouping < 50 Percent

Stanford 10 Prim. 3/A - Grade 4 Fall (07)

Parameters that have been customized for this report:

| | | | |
|----------------------|---|--------------------------|------------------------------------|
| Teacher: | 54 Teachers D Lafort, S Graffeo, C Helff, E Simpson, G Golding, J Weber, S Wilkinson, W Ortiz, A Navarra, K Rodriguez, D Mcfarlane, D Haripersaud, A Brown-Landley, North Lauderdale, F Peace, J Galt, M Deligent, A Colarelli, T McCleod, A Rubenstein, C Bedoya, C Chase, F Jaber, D Rizzo, C Lazier, M Chase, R Williams, S Ortiz, E Pawlak, V Fountain, S Katia, D Grasso, D Ruffin, A Brown, T Dattoli, T Turner, C Wadsworth, J Held, A Poulin, K Lord, M Stokes, A Wright, S Said, L Vantrees, A Silva, M Houle, J Berry, Wilkinson, Vantrees, Galt, None23, None25, J Delgado, K Clarke | Objective Cutoff: | Less than 50% |
| Teacher Type: | 11-12 Homeroom | Report Name: | 2.9 Class - Instructional Grouping |

Class Objectives Summary Report

Stanford 10 Prim. 2/A - Grade 3 Fall (07)

Grade: **3**
 District: **Imagine Schools**
 School: **North Lauderdale**
 Class: **E Pawlak**

All Students based on MAX of 22 students:

| Objectives/Strands | Maximum Points | All Students Percent Correct | National Percent Correct | Difference |
|----------------------------|----------------|------------------------------|--------------------------|------------|
| | 30 | 61 | 73 | -12 |
| Word Study Skills | | | | |
| Structural Analysis | 12 | 86 | 94 | -8 |
| Consonant Sounds | 9 | 62 | 71 | -9 |
| Vowel Sounds | 9 | 26 | 47 | -21 |
| | 30 | 62 | 81 | -19 |
| Vocabulary | | | | |
| Synonyms | 18 | 61 | 83 | -22 |
| Multiple Meaning Words | 6 | 69 | 77 | -8 |
| Context Clues | 6 | 59 | 80 | -21 |
| | 40 | 53 | 71 | -18 |
| Comprehension | | | | |
| Literary | 14 | 41 | 67 | -26 |
| Informational | 13 | 56 | 72 | -16 |
| Functional | 13 | 62 | 76 | -14 |
| Initial Understanding | 8 | 55 | 73 | -18 |
| Interpretation | 18 | 51 | 72 | -21 |
| Critical Analysis & Strat. | 14 | 53 | 69 | -16 |
| | 44 | 52 | 69 | -17 |
| Math:Problem Solv. | | | | |
| Number Sense and Operat. | 24 | 54 | 71 | -17 |
| Patterns, Relate., & Alg | 4 | 55 | 68 | -13 |
| Data, Statist., & Prob. | 6 | 44 | 70 | -26 |
| Geometry and Measurement | 10 | 51 | 66 | -15 |
| Comm. and Representation | 6 | 70 | 82 | -12 |
| Estimation | 3 | 62 | 73 | -11 |
| Mathematical Connections | 22 | 47 | 65 | -18 |
| Reason. & Problem Solving | 13 | 50 | 69 | -19 |
| | 30 | 60 | 72 | -12 |
| Math:Procedures | | | | |
| Number Facts | 13 | 58 | 75 | -17 |
| Comp. with Whole Numbers | 17 | 62 | 70 | -8 |
| Computation in Context | 8 | 67 | 80 | -13 |
| Comp. with Symb. Notation | 22 | 58 | 70 | -12 |
| | 48 | | | -79 |
| Total Language | | | | |
| Capitalization | 8 | | | -80 |
| Usage | 8 | | | -79 |
| Punctuation | 8 | | | -84 |
| Sentence Structure | 7 | | | -75 |
| Prewriting | 5 | | | -75 |
| Content and Organization | 12 | | | -82 |
| | 36 | | | -80 |
| Spelling | | | | |
| Sight Words | 6 | | | -83 |
| Phonetic Principles | 24 | | | -81 |
| Structural Principles | 6 | | | -81 |
| | 40 | 65 | 76 | -11 |
| Environment | | | | |
| History | 5 | 60 | 74 | -14 |
| Geography | 5 | 82 | 88 | -6 |
| Political Science | 5 | 70 | 79 | -9 |
| Economics | 5 | 44 | 70 | -26 |
| Life | 7 | 69 | 71 | -2 |
| Earth | 4 | 62 | 76 | -14 |
| Physical | 6 | 58 | 70 | -12 |
| Science Process Skills | 3 | 79 | 88 | -9 |
| | 40 | | | -68 |
| Listening | | | | |
| Vocabulary | 10 | | | -63 |
| Comprehension | 30 | | | -70 |
| Initial Understanding | 15 | | | -74 |
| Interpretation | 15 | | | -66 |

Class Objectives Summary Report

Stanford 10 Prim. 2/A - Grade 3 Fall (07)

Grade: **3**
District: **Imagine Schools**
School: **North Lauderdale**
Class: **E Pawlak**

| Objectives/Strands | Maximum Points | All Students Percent Correct | National Percent Correct | Difference |
|--------------------|----------------|------------------------------|--------------------------|------------|
| Literary | 14 | | | -72 |
| Informational | 8 | | | -63 |
| Functional | 8 | | | -72 |

Class Cluster/Objectives Summary**Stanford 10 Prim. 3/A - Grade 4 Fall (07)**

Grade: 4
 District: Imagine Schools
 School: North Lauderdale
 Class: North Lauderdale

All Students based on MAX of 52 students;

| Objectives/Strands | Maximum Points | All Students Percent Correct | National Percent Correct | Difference |
|---------------------------|----------------|------------------------------|--------------------------|------------|
| Word Study Skills | 30 | 56 | 70 | -14 |
| Structural Analysis | 12 | 71 | 79 | -8 |
| Consonant Sounds | 9 | 57 | 69 | -12 |
| Vowel Sounds | 9 | 36 | 58 | -22 |
| Vocabulary | 30 | 59 | 74 | -15 |
| Synonyms | 15 | 59 | 76 | -17 |
| Multiple Meaning Words | 6 | 57 | 72 | -15 |
| Context Clues | 9 | 59 | 73 | -14 |
| Thinking Skills (Rd Voc) | 15 | 58 | 73 | -15 |
| Comprehension | 54 | 50 | 71 | -21 |
| Literary | 18 | 51 | 73 | -22 |
| Informational | 18 | 46 | 67 | -21 |
| Functional | 18 | 54 | 74 | -20 |
| Initial Understanding | 12 | 58 | 77 | -19 |
| Interpretation | 20 | 51 | 71 | -20 |
| Critical Analysis | 12 | 44 | 67 | -23 |
| Strategies | 10 | 47 | 70 | -23 |
| Thinking Skills (Rd Comp) | 42 | 48 | 70 | -22 |
| Math:Problem Solv. | 46 | 56 | 73 | -17 |
| Number Sense and Operat. | 25 | 56 | 70 | -14 |
| Patterns, Relate., & Alg | 5 | 57 | 79 | -22 |
| Data, Statist., & Prob. | 6 | 56 | 74 | -18 |
| Geometry and Measurement | 10 | 56 | 75 | -19 |
| Comm. and Representation | 7 | 59 | 75 | -16 |
| Estimation | 6 | 55 | 70 | -15 |
| Mathematical Connections | 21 | 58 | 73 | -15 |
| Reason. & Problem Solving | 12 | 52 | 71 | -19 |
| Thinking Skills (Prb Slv) | 39 | 56 | 72 | -16 |
| Math:Procedures | 30 | 44 | 64 | -20 |
| Number Facts | 6 | 54 | 66 | -12 |
| Comp. with Whole Numbers | 16 | 42 | 63 | -21 |
| Computation with Decimals | 8 | 39 | 63 | -24 |
| Computation in Context | 14 | 36 | 59 | -23 |
| Comp. with Symb. Notation | 16 | 51 | 68 | -17 |
| Thinking Skills (Proced.) | 14 | 36 | 59 | -23 |

Test Date: 09/01/2011
 Date Printed: 11/27/2011

Page: 1

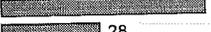
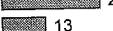
Scores based upon normative data copyright (c) 2007 NCS Pearson, Inc. Powered by Certica Solutions, Inc. All rights reserved.

Home Report

Stanford 10 Prim. 3/A - Grade 4 Fall (07)

Student: _____
 Grade: **4**
 ID: _____
 DOB: _____

District: **Imagine Schools**
 School: **North Lauderdale**
 Class: **A Wright**

| | ST9 | NCE | PERF | LEXILE | PR | Percentile Rank |
|--------------------|-----|------|--------|--------|----|--|
| Total Reading | 3 | 33.7 | Basic | | 22 |  22 |
| Word Study Skills | 5 | 53.7 | Prof. | | 57 |  57 |
| Vocabulary | 4 | 37.7 | Prof. | | 28 |  28 |
| Comprehension | 3 | 26.3 | <Basic | 475 | 13 |  13 |
| Total Math | 3 | 32.3 | Basic | | 20 |  20 |
| Math:Problem Solv. | 4 | 40.2 | Basic | | 32 |  32 |
| Math:Procedures | 2 | 21.8 | Basic | | 9 |  9 |

| Score Legend | |
|--------------|-------------------------|
| NCE | Normal Curve Equivalent |
| PR | Percentile Rank |

HOW TO INTERPRET THESE SCORES:

The report shows the Stanine (S), Percentile Rank (PR) and Norm Curve Equivalent (NCE) scores this student earned.

Stanine scores range from a low of 1 to a high of 9. Stanines 4, 5 and 6 are considered to be average; Stanines 1, 2, and 3 are below average; and Stanines 7, 8 and 9 are above average. If a child achieves a stanine score that was below average in a particular area, the test reveals an area in which the child needs improvement. If the child achieves an average stanine score, the test indicates that he or she performed at about the same level as other students who took the test. If the child achieved a stanine score that is above average, the test results mean that he or she performed better in that area than other students who took the test.

Percentile Ranks range from a low of 1 to a high of 99. If a student has a Percentile Rank of 70, for example, it means that this student obtained a score that is equal to or higher than 70 percent of the students in the comparison group. PR scores are not equally spaced as they are further apart at the extremes and thus summary calculations cannot be made. Percentiles are most often used for determining the relative standing of an individual in a population or the rank position of the individual.

Norm Curve Equivalent scores are created by transforming Percentile Rank scores in 99 units that are equally spaced. Because they are distributed uniformly they are used to make comparisons between groups of students across classes, schools, districts and time.

It is important to keep in mind that test scores give only one picture of how a student is doing in school and that many things can affect a student's test scores. Therefore it is important to consider other kinds of information as well. The school has more detailed information about how your student is achieving.

Test Date: **09/01/2011**
 Date Printed: **11/27/2011**

Student Project with Cluster/Objectives

Stanford 10 Prim. 3/A - Grade 4 Fall (07)

District: **Imagine Schools**
 School: **North Lauderdale**
 Class: **A Wright**

Student:
 Grade: **4**
 ID: :
 DOB:

| Objectives/Strands | Number Correct | Student | National |
|---------------------------|----------------|-----------------|-----------------|
| | | Percent Correct | Percent Correct |
| Number Facts | 5 of 6 | 83 Avg | 66 |
| Comp. with Whole Numbers | 5 of 16 | 31 Below Avg | 63 |
| Computation with Decimals | 1 of 8 | 12 Below Avg | 63 |
| Computation in Context | 5 of 14 | 36 Below Avg | 59 |
| Comp. with Symb. Notation | 6 of 16 | 38 Below Avg | 68 |
| Thinking Skills (Proced.) | 5 of 14 | 36 Below Avg | 59 |

HOW TO INTERPRET THESE SCORES:

The report shows the Stanine (S), Percentile Rank (PR) and Norm Curve Equivalent (NCE) scores this student earned.

Stanine scores range from a low of 1 to a high of 9. Stanines 4, 5 and 6 are considered to be average; Stanines 1, 2, and 3 are below average; and Stanines 7, 8 and 9 are above average. If a child achieves a stanine score that was below average in a particular area, the test reveals an area in which the child needs improvement. If the child achieves an average stanine score, the test indicates that he or she performed at about the same level as other students who took the test. If the child achieved a stanine score that is above average, the test results mean that he or she performed better in that area than other students who took the test.

Percentile Ranks range from a low of 1 to a high of 99. If a student has a Percentile Rank of 70, for example, it means that this student obtained a score that is equal to or higher than 70 percent of the students in the comparison group. PR scores are not equally spaced as they are further apart at the extremes and thus summary calculations cannot be made. Percentiles are most often used for determining the relative standing of an individual in a population or the rank position of the individual.

Norm Curve Equivalent scores are created by transforming Percentile Rank scores in 99 units that are equally spaced. Because they are distributed uniformly they are used to make comparisons between groups of students across classes, schools, districts and time.

It is important to keep in mind that test scores give only one picture of how a student is doing in school and that many things can affect a student's test scores. Therefore it is important to consider other kinds of information as well. The school has more detailed information about how your student is achieving.

Student Project with Cluster/Objectives

Stanford 10 Prim. 3/A - Grade 4 Fall (07)

Student:

Grade: 4

ID:

DOB:

District: Imagine Schools

School: North Lauderdale

Class: A Wright

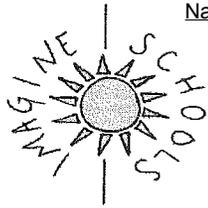
| | RS | MaxPts | SS | PR | ST9 | NCE | GE | PERF | LEXILE | Percentile Rank |
|--------------------|----|--------|-----|----|-----|------|-----|--------|--------|-----------------|
| Total Reading | 69 | 114 | 604 | 22 | 3 | 33.7 | 2.5 | Basic | | 22 |
| Word Study Skills | 24 | 30 | 651 | 57 | 5 | 53.7 | 5.0 | Prof. | | 57 |
| Vocabulary | 20 | 30 | 604 | 28 | 4 | 37.7 | 2.7 | Prof. | | 28 |
| Comprehension | 25 | 54 | 585 | 13 | 3 | 26.3 | 2.1 | <Basic | 475 | 13 |
| Total Math | 41 | 76 | 586 | 20 | 3 | 32.3 | 2.8 | Basic | | 20 |
| Math:Problem Solv. | 30 | 46 | 602 | 32 | 4 | 40.2 | 3.3 | Basic | | 32 |
| Math:Procedures | 11 | 30 | 561 | 9 | 2 | 21.8 | 2.3 | Basic | | 9 |

| Objectives/Strands | Number Correct | Student Percent Correct | National Percent Correct |
|---------------------------|----------------|-------------------------|--------------------------|
| Word Study Skills | 24 of 30 | 80 Avg | 70 |
| Structural Analysis | 10 of 12 | 83 Avg | 79 |
| Consonant Sounds | 8 of 9 | 89 Above Avg | 69 |
| Vowel Sounds | 6 of 9 | 67 Avg | 58 |
| Vocabulary | 20 of 30 | 67 Avg | 74 |
| Synonyms | 9 of 15 | 60 Below Avg | 76 |
| Multiple Meaning Words | 5 of 6 | 83 Avg | 72 |
| Context Clues | 6 of 9 | 67 Avg | 73 |
| Thinking Skills (Rd Voc) | 11 of 15 | 73 Avg | 73 |
| Comprehension | 25 of 54 | 46 Below Avg | 71 |
| Literary | 8 of 18 | 44 Below Avg | 73 |
| Informational | 6 of 18 | 33 Below Avg | 67 |
| Functional | 11 of 18 | 61 Avg | 74 |
| Initial Understanding | 7 of 12 | 58 Avg | 77 |
| Interpretation | 13 of 20 | 65 Avg | 71 |
| Critical Analysis | 2 of 12 | 17 Below Avg | 67 |
| Strategies | 3 of 10 | 30 Below Avg | 70 |
| Thinking Skills (Rd Comp) | 18 of 42 | 43 Below Avg | 70 |
| Math:Problem Solv. | 30 of 46 | 65 Avg | 73 |
| Number Sense and Operat. | 12 of 25 | 48 Below Avg | 70 |
| Patterns, Relate., & Alg | 3 of 5 | 60 Avg | 79 |
| Data, Statist., & Prob. | 6 of 6 | 100 Above Avg | 74 |
| Geometry and Measurement | 9 of 10 | 90 Above Avg | 75 |
| Comm. and Representation | 3 of 7 | 43 Below Avg | 75 |
| Estimation | 5 of 6 | 83 Avg | 70 |
| Mathematical Connections | 13 of 21 | 62 Below Avg | 73 |
| Reason. & Problem Solving | 9 of 12 | 75 Avg | 71 |
| Thinking Skills (Prb Slv) | 27 of 39 | 69 Avg | 72 |
| Math:Procedures | 11 of 30 | 37 Below Avg | 64 |

Test Date: 09/01/2011

Date Printed: 11/27/2011

Scores based upon normative data copyright (c) 2007 NCS Pearson, Inc. Powered by Certica Solutions, Inc. All rights reserved.



Individualized Learning Plan

| | | | |
|--------------|---|------------|--------------------------------|
| Prepared for | | Student id | |
| School | Imagine Charter School at North Lauderdale | Teacher | S Said |
| Test | Stanford 10 Int. 1/A - Grade 5 Fall (07) | Year | Fall 2011 with 07 Norms |
| Grade | 5 | | |

Reading

| | | | | | | | |
|-------------------------------------|------------------|--------------------------|-------------------------|---|--|---------------|--|
| Total Reading | | NCE : 25 | | Total Reading | | PR: 12 | |
| | | Cluster Score | | Your Goal | | Date | |
| Your weakest areas in Reading are : | | National %Correct | Student %Correct | | | | |
| Strand | Cluster | | | | | | |
| Vocabulary | Synonyms | 75% | 17% | The student will demonstrate the ability to recognize a synonym for a word used in context. | | | |
| Word Study Skills | Vowel Sounds | 60% | 11% | The student will demonstrate the ability to relate vowel sounds to their most common spellings. | | | |
| Word Study Skills | Consonant Sounds | 65% | 22% | The student will demonstrate the ability to relate consonant sounds to their most common spellings. | | | |

Mathematics

| | | | | | | | |
|---|---------------------------|--------------------------|-------------------------|--|--|---------------|--|
| Total Mathematics | | NCE : 29 | | Total Mathematics | | PR: 16 | |
| | | Cluster Score | | Your Goal | | Date | |
| Your weakest areas in Mathematics are : | | National %Correct | Student %Correct | | | | |
| Strand | Cluster | | | | | | |
| Math:Problem | Estimation | 64% | 38% | The student will apply estimation strategies in problem solving and determine the reasonableness of results. | | | |
| Math:Problem | Mathematical Connections | 70% | 52% | The student will demonstrate an understanding of the interrelatedness of mathematical concepts, procedures, and processes both among different mathematical topics and with other content areas. | | | |
| Math:Problem | Reason. & Problem Solving | 67% | 54% | The student will apply inductive and deductive reasoning to infer and draw valid conclusions as well as apply strategies to solve conventional and nonroutine problems. | | | |

| Team K.1 | Time | Day 1 | Day 2 | Day 3 |
|----------------------------------|-------------|--|-------|-------|
| Jennifer Held & Jheanell Delgado | 8:00-8:40 | Morning Procedure & Morning Work | | |
| | 8:40-9:10 | Enrichment Day 1 | | |
| | 9:15-10:05 | Readers' Workshop Reading Skill/Rotation 1 | | |
| | 10:05-11:00 | Readers' Workshop Vocabulary/Rotation 2 | | |
| | 11:00-11:30 | Lunch | | |
| | 11:30-12:00 | Readers' Workshop Read Aloud/Rotation 3 | | |
| | 12:00-12:35 | Writer's Workshop/Word Work | | |
| | 12:35-1:05 | Recess | | |
| | 1:10-2:25 | Math | | |
| | 2:25-2:45 | Science & Social Studies | | |
| | 2:45-3:15 | Continuous Improvement Model (CIM) | | |

10:25-11:00 Recess on non-enrichment days
 (will move Reader's Workshop to 8:40-9:10 on non-enrichment days)

| Team K.2 | Time | Day 1 | Day 2 | Day 3 |
|-------------------------------|-------------|--|-------|-------|
| Mary Houle & Jessica Berry | 8:00-8:40 | Morning Procedure & Morning Work | | |
| | 8:40-9:10 | Enrichment Day 2 | | |
| | 9:15-10:05 | Readers' Workshop Reading Skill/Rotation 1 | | |
| | 10:05-11:05 | Readers' Workshop Vocabulary/Rotation 2 | | |
| | 11:05-11:35 | Lunch | | |
| | 11:35-12:05 | Readers' Workshop Read Aloud/Rotation 3 | | |
| | 12:05-12:35 | Writer's Workshop/Word Work | | |
| | 12:35-1:05 | Recess | | |
| | 1:10-2:25 | Math | | |
| | 2:25-2:45 | Science & Social Studies | | |
| | 2:45-3:15 | Continuous Improvement Model (CIM) | | |

| Team K.3 | Time | Day 1 | Day 2 | Day 3 |
|---------------------|-------------|--|-------|-------|
| Christine Bailey | 8:00-8:40 | Morning Procedure & Morning Work | | |
| | 8:40-9:10 | Enrichment Day 3 | | |
| | 9:15-10:05 | Readers' Workshop Reading Skill/Rotation 1 | | |
| | 10:05-11:05 | Readers' Workshop Vocabulary/Rotation 2 | | |
| | 11:05-11:35 | Lunch | | |
| | 11:35-12:05 | Readers' Workshop Read Aloud/Rotation 3 | | |
| | 12:05-12:35 | Writer's Workshop/Word Work | | |
| | 12:35-1:05 | Recess | | |
| | 1:10-2:25 | Math | | |
| | 2:25-2:45 | Science & Social Studies | | |
| | 2:45-3:15 | Continuous Improvement Model (CIM) | | |

| Team 1.1 | Time | Day 1 | Day 2 | Day 3 | |
|------------------------------|-------------|--|-------|-------|------------------------------|
| Mary Chase & Kristina Clarke | 8:00-8:30 | Morning Procedure & Morning Work | | | |
| | 8:30-8:40 | Readers' Workshop Read Aloud | | | |
| | 8:40-9:30 | Readers' Workshop Reading Skill/Rotation 1 | | | |
| | 9:30-9:45 | Readers' Workshop Vocabulary I Do/We Do | | | |
| | 9:50-10:20 | Enrichment Day 1 | | | only on Media Day |
| | 10:20-10:40 | Reader's Workshop Rotation 2 | | | |
| | 10:40-11:10 | Lunch | | | |
| | 11:15-11:45 | Readers' Workshop Center Rotation 3 | | | Enrichment on non-media days |
| | 11:45-1:15 | Math | | | |
| | 1:15-2:15 | Writer's Workshop/Word Work | | | |
| | 2:15-2:45 | Recess | | | |
| | 2:45-3:15 | Social Studies & Science | | | |

| Team 1.2 | Time | Day 1 | Day 2 | Day 3 | |
|--|-------------|--|-------|-------|------------------------------|
| Farideh Jaberi & Veronice Fountain | 8:00-8:30 | Morning Procedure & Morning Work | | | |
| | 8:30-8:40 | Readers' Workshop Read Aloud | | | |
| | 8:40-9:30 | Readers' Workshop Reading Skill/Rotation 1 | | | |
| | 9:30-9:45 | Readers' Workshop Vocabulary I Do/We Do | | | |
| | 9:50-10:20 | Enrichment Day 2 | | | only on Media Day |
| | 10:20-10:45 | Reader's Workshop Rotation 2 | | | |
| | 10:45-11:15 | Lunch | | | |
| | 11:15-11:45 | Readers' Workshop Center Rotation 3 | | | Enrichment on non-media days |
| | 11:45-1:15 | Math | | | |
| | 1:15-2:15 | Writer's Workshop/Word Work | | | |
| | 2:15-2:45 | Recess | | | |
| | 2:45-3:15 | Social Studies & Science | | | |

| Team 2.1 | Time | Day 1 | Day 2 | Day 3 |
|--------------|-------------|--|-------|-------|
| Sara Graffeo | 8:00-8:30 | Morning Procedure & Morning Work | | |
| | 8:30-8:40 | Readers' Workshop Read Aloud | | |
| | 8:40-9:30 | Readers' Workshop Reading Skill/Rotation 1 | | |
| | 9:30-10:10 | Readers' Workshop Vocabulary/Rotation 2 | | |
| | 10:10-10:30 | Readers' Workshop Center Rotation 3 | | |
| | 10:30-11:00 | Lunch | | |
| | 11:00-11:30 | Science & Social Studies | | |
| | 11:35-12:05 | Enrichment Day 1 | | |
| | 12:10-1:30 | Math | | |
| | 1:30-2:00 | Recess | | |
| | 2:00-2:45 | Writer's Workshop/Word Work | | |
| | 2:45-3:15 | Continuous Improvement Model (CIM) | | |

| Team 2.2 | Time | Day 1 | Day 2 | Day 3 |
|--------------|-------------|--|-------|-------|
| Timi Dattoli | 8:00-8:30 | Morning Procedure & Morning Work | | |
| | 8:30-8:40 | Readers' Workshop Read Aloud | | |
| | 8:40-9:30 | Readers' Workshop Reading Skill/Rotation 1 | | |
| | 9:30-10:10 | Readers' Workshop Vocabulary/Rotation 2 | | |
| | 10:10-10:35 | Readers' Workshop Center Rotation 3 | | |
| | 10:35-11:05 | Lunch | | |
| | 11:05-11:30 | Science & Social Studies | | |
| | 11:35-12:05 | Enrichment Day 2 | | |
| | 12:10-1:30 | Math | | |
| | 1:30-2:00 | Recess | | |
| | 2:00-2:45 | Writer's Workshop/Word Work | | |
| | 2:45-3:15 | Continuous Improment Model (CIM) | | |

| Team 2.3 | Time | Day 1 | Day 2 | Day 3 |
|---------------|-------------|--|-------|-------|
| Andrea Tucker | 8:00-8:30 | Morning Procedure & Morning Work | | |
| | 8:30-8:40 | Readers' Workshop Read Aloud | | |
| | 8:40-9:30 | Readers' Workshop Reading Skill/Rotation 1 | | |
| | 9:30-10:10 | Readers' Workshop Vocabulary/Rotation 2 | | |
| | 10:10-10:35 | Readers' Workshop Center Rotation 3 | | |
| | 10:35-11:05 | Lunch | | |
| | 11:05-11:30 | Science & Social Studies | | |
| | 11:35-12:05 | Enrichment Day 2 | | |
| | 12:10-1:30 | Math | | |
| | 1:30-2:00 | Recess | | |
| | 2:00-2:45 | Writer's Workshop/Word Work | | |
| | 2:45-3:15 | Continuous Improvement Model (CIM) | | |

| Team 3.1 | Time | Day 1 | Day 2 | Day 3 |
|-----------------|-------------|---------------------------------------|-------|-------|
| Kirstyn Lord | 8:00-8:30 | Morning Procedure & Morning Work | | |
| | 8:30-8:40 | Readers' Workshop Read Aloud | | |
| | 8:45-9:15 | Readers' Workshop I Do/We Do | | |
| | 9:15-9:45 | Enrichment Day 1 | | |
| | 9:45-10:15 | Readers' Workshop Rotation 1 | | |
| | 10:15-10:45 | Readers' Workshop Rotation 2 | | |
| | 10:45-11:15 | Readers' Workshop Rotation 3 | | |
| | 11:15-11:30 | Writer's Workshop I Do/We Do | | |
| | 11:30-12:00 | Lunch | | |
| | 12:00-12:30 | Recess | | |
| | 12:30-1:10 | Writer's Workshop Independent Writing | | |
| | 1:10-2:40 | Math | | |
| | 2:40-3:00 | Science & Social Studies | | |
| | 3:00-3:30 | Continuous Improvement Model (CIM) | | |

*Enrichment time during Media days only

*Enrichment time on non-Media days

| Team 3.2 | Time | Day 1 | Day 2 | Day 3 |
|---------------------|-------------|---------------------------------------|-------|-------|
| Elizabeth Pawlak | 8:00-8:30 | Morning Procedure & Morning Work | | |
| | 8:30-8:40 | Readers' Workshop Read Aloud | | |
| | 8:45-9:15 | Readers' Workshop I Do/We Do | | |
| | 9:15-9:45 | Enrichment Day 2 | | |
| | 9:45-10:15 | Readers' Workshop Rotation 1 | | |
| | 10:15-10:45 | Readers' Workshop Rotation 2 | | |
| | 10:45-11:15 | Readers' Workshop Rotation 3 | | |
| | 11:15-11:30 | Writer's Workshop I Do/We Do | | |
| | 11:30-12:00 | Lunch | | |
| | 12:00-12:30 | Recess | | |
| | 12:30-1:10 | Writer's Workshop Independent Writing | | |
| | 1:10-2:40 | Math | | |
| | 2:40-3:00 | Science & Social Studies | | |
| | 3:00-3:30 | Continuous Improvement Model (CIM) | | |

*Enrichment time during Media days only

*Enrichment time on non-Media days

| Team 3.3 | Time | Day 1 | Day 2 | Day 3 | |
|-----------------|-------------|---------------------------------------|-------|-------|---|
| Aimee Poulin | 8:00-8:30 | Morning Procedure & Morning Work | | | |
| | 8:30-8:40 | Readers' Workshop Read Aloud | | | |
| | 8:45-9:15 | Readers' Workshop I Do/We Do | | | *Enrichment time during Media days only |
| | 9:15-9:45 | Enrichment Day 3 | | | |
| | 9:45-10:15 | Readers' Workshop Rotation 1 | | | |
| | 10:15-10:45 | Readers' Workshop Rotation 2 | | | |
| | 10:45-11:15 | Readers' Workshop Rotation 3 | | | *Enrichment time on non-Media days |
| | 11:15-11:30 | Writer's Workshop I Do/We Do | | | |
| | 11:30-12:00 | Lunch | | | |
| | 12:00-12:30 | Recess | | | |
| | 12:30-1:10 | Writer's Workshop Independent Writing | | | |
| | 1:10-2:40 | Math | | | |
| | 2:40-3:00 | Science & Social Studies | | | |
| | 3:00-3:30 | Continuous Improment Model (CIM) | | | |

| Monday, Tuesday, Thursday, Friday Schedule | | | | |
|--|-------------|------------------------------------|-------|-------|
| Team 4.1 | Time | Day 1 | Day 2 | Day 3 |
| Alicia Wright | 8:00-8:30 | Morning Procedure & Morning Work | | |
| | 8:30-8:40 | Readers' Workshop Read Aloud | | |
| | 8:40-9:10 | Readers' Workshop I Do/We Do | | |
| | 9:10-9:40 | Reader's Workshop Rotation 1 | | |
| | 9:40-10:10 | Reader's Workshop Rotation 2 | | |
| | 10:10-10:35 | Reader's Workshop Rotation 3 | | |
| | 10:35-11:05 | Enrichment Day 2 | | |
| | 11:05-11:35 | Recess | | |
| | 11:35-12:05 | Lunch | | |
| | 12:10-1:10 | Writer's Workshop/Word Work | | |
| | 1:10-1:30 | Science & Social Studies | | |
| | 1:30-3:00 | Math | | |
| | 3:00-3:30 | Continuous Improvement Model (CIM) | | |

| Wednesday Schedule | | | | |
|--------------------|-------------|------------------------------------|-------|-------|
| Team 4.1 | Time | Day 1 | Day 2 | Day 3 |
| Alicia Wright | 8:00-8:30 | Morning Procedure & Morning Work | | |
| | 8:30-8:40 | Readers' Workshop Read Aloud | | |
| | 8:40-9:10 | Readers' Workshop I Do/We Do | | |
| | 9:10-9:40 | Readers' Workshop Rotation 1 | | |
| | 9:40-10:35 | Writers' Workshop/Word Work | | |
| | 10:35-11:05 | Enrichment | | |
| | 11:05-11:35 | Recess | | |
| | 11:35-12:05 | Lunch | | |
| | 12:10-12:40 | Reader's Workshop Rotation 2 | | |
| | 12:40-1:10 | Reader's Workshop Rotation 3 | | |
| | 1:10-1:30 | Science & Social Studies | | |
| | 1:30-3:00 | Math | | |
| | 3:00-3:30 | Continuous Improvement Model (CIM) | | |

| Monday, Tuesday, Thursday, Friday Schedule | | | | |
|--|-------------|------------------------------------|-------|-------|
| Team 4.2 | Time | Day 1 | Day 2 | Day 3 |
| Danielle Gauvreau | 8:00-8:30 | Morning Procedure & Morning Work | | |
| | 8:30-8:40 | Readers' Workshop Read Aloud | | |
| | 8:40-9:10 | Readers' Workshop I Do/We Do | | |
| | 9:10-9:40 | Reader's Workshop Rotation 1 | | |
| | 9:40-10:10 | Reader's Workshop Rotation 2 | | |
| | 10:10-10:35 | Reader's Workshop Rotation 3 | | |
| | 10:35-11:05 | Enrichment Day 3 | | |
| | 11:05-11:35 | Recess | | |
| | 11:35-12:05 | Lunch | | |
| | 12:10-1:10 | Writer's Workshop/Word Work | | |
| | 1:10-1:30 | Science & Social Studies | | |
| | 1:30-3:00 | Math | | |
| | 3:00-3:30 | Continuous Improvement Model (CIM) | | |

| Wednesday Schedule | | | | |
|--------------------|-------------|--|-------|-------|
| Team 4.2 | Time | Day 1 | Day 2 | Day 3 |
| Danielle Gauvreau | 8:00-8:30 | Morning Procedure & Morning Work | | |
| | 8:40-9:10 | Readers' Workshop Read Aloud, I Do/We Do | | |
| | 9:10-10:10 | Writers' Workshop/Word Work | | |
| | 10:10-10:35 | Reader's Workshop Rotation 1 | | |
| | 10:35-11:05 | Enrichment | | |
| | 11:05-11:35 | Recess | | |
| | 11:35-12:05 | Lunch | | |
| | 12:10-12:40 | Reader's Workshop Rotation 2 | | |
| | 12:40-1:10 | Reader's Workshop Rotation 3 | | |
| | 1:10-1:30 | Science & Social Studies | | |
| | 1:30-3:00 | Math | | |
| | 3:00-3:30 | Continuous Improvement Model (CIM) | | |

| Team 5.1 | Time | Day 1 | Day 2 | Day 3 |
|-----------------|-------------|------------------------------------|-------|-------|
| Kenwel Jahinger | 8:00-8:30 | Morning Procedure & Morning Work | | |
| | 8:30-8:40 | Readers' Workshop Read Aloud | | |
| | 8:40-9:10 | Readers' Workshop I Do/We Do | | |
| | 9:10-9:40 | Reader's Workshop Rotation 1 | | |
| | 9:40-10:10 | Reader's Workshop Rotation 2 | | |
| | 10:10-10:35 | Reader's Workshop Rotation 3 | | |
| | 10:35-11:05 | Writer's Workshop/Word Work | | |
| | 11:10-11:40 | Lunch | | |
| | 11:40-12:10 | Recess | | |
| | 12:15-1:45 | Math | | |
| | 1:45-2:15 | Enrichment Day 1 | | |
| | 2:15-3:00 | Science & Social Studies | | |
| | 3:00-3:30 | Continuous Improvement Model (CIM) | | |

| Team 5.2 | Time | Day 1 | Day 2 | Day 3 |
|---------------|-------------|------------------------------------|-------|-------|
| Audrey Albano | 8:00-8:30 | Morning Procedure & Morning Work | | |
| | 8:30-8:40 | Readers' Workshop Read Aloud | | |
| | 8:40-9:10 | Readers' Workshop I Do/We Do | | |
| | 9:10-9:40 | Reader's Workshop Rotation 1 | | |
| | 9:40-10:10 | Reader's Workshop Rotation 2 | | |
| | 10:10-10:35 | Reader's Workshop Rotation 3 | | |
| | 10:35-11:05 | Writer's Workshop/Word Work | | |
| | 11:10-11:40 | Lunch | | |
| | 11:40-12:10 | Recess | | |
| | 12:15-1:45 | Math | | |
| | 1:45-2:15 | Enrichment Day 2 | | |
| | 2:15-3:00 | Science & Social Studies | | |
| | 3:00-3:30 | Continuous Improvement Model (CIM) | | |

| Team 5.3 | Time | Day 1 | Day 2 | Day 3 |
|--------------|-------------|----------------------------------|-------|-------|
| Genear Brown | 8:00-8:30 | Morning Procedure & Morning Work | | |
| | 8:30-8:40 | Readers' Workshop Read Aloud | | |
| | 8:40-9:10 | Readers' Workshop I Do/We Do | | |
| | 9:10-9:40 | Reader's Workshop Rotation 1 | | |
| | 9:40-10:10 | Reader's Workshop Rotation 2 | | |
| | 10:10-10:35 | Reader's Workshop Rotation 3 | | |
| | 10:35-11:05 | Writer's Workshop/Word Work | | |
| | 11:10-11:40 | Lunch | | |
| | 11:40-12:10 | Recess | | |
| | 12:15-1:45 | Math | | |
| | 1:45-2:15 | Enrichment Day 3 | | |
| | 2:15-3:00 | Science & Social Studies | | |
| | 3:00-3:30 | Continuous Improment Model (CIM) | | |

Reading Scope & Sequence - Third Grade Schools At North Lauderdale Elementary Location Number: 5171

| Subjects | Weeks 1-2 | Weeks 3-4 | Weeks 5-6 | Weeks 7-8 | Weeks 9-10 | Weeks 11-12 | Weeks 13-14 | Weeks 15-16 | Weeks 17 | Weeks 18-19 | Weeks 20-21 | Weeks 22-23 | Weeks 24-25 | Weeks 26-27 | Weeks 28-29 | Weeks 30-31 | Weeks 32- | Weeks 34- | Weeks 36-37 | Weeks 38-39 | |
|-------------------------------------|---|--|--|--|--|---|---|---|-------------------------------|---|---|--|---|------------------------------------|--------------------------|--|-------------|-------------------|---------------------------------|----------------------------|-----------------------------|
| | | | | | | | | | | | | | | | | | 33 | 35 | | | |
| Word Work LA*167 | Chunking Prefixes re-, un- (D#27) | Chunking Suffixes -y, -ly, -ily (D#31) | Prefixes dis-, mis-, pre- (D#28) | Suffixes -ness, -ful, -less (D#33) | Contractions (C#13 & 14) | Prefixes ex-, non-, in-, fore- (D#29) | Inflected ending -ed (E#1) | Prefixes uni-, bi-, tri- (D#30) | Suffixes -er-, -est (D#32) | Prefixes -pre-, fore-, post-, after- (E#22) | Homophones (C#8) | Suffixes -ic, -ity, -ous | Prefixes inter-, sub-, over- (E#91) | Suffixes -able-, -ible (E#19) | Homophones (D#34) | Inflected Endings -s, -ed, -ing (C#24) | FCAT Review | | Plural Endings adding es (C#20) | Unusual Plurals (C#21) | |
| Vocabulary | LA*1610 Dictionary, Thesaurus | Synonyms & Antonyms LA*168 | Multiple Meanings LA*169 | Using Context Clues LA*163 | Synonyms & Antonyms LA*168 | Multiple Meanings LA*169 | Using Context Clues LA*163 | Synonyms & Antonyms LA*168 | Multiple Meanings LA*169 | Using Context Clues LA*163 | Synonyms & Antonyms LA*168 | Multiple Meanings LA*169 | Using Context Clues LA*163 | Synonyms & Antonyms LA*168 | Multiple Meanings LA*169 | Using Context Clues LA*163 | | | Using Context Clues LA*163 | Using Context Clues LA*163 | |
| Fluency Skill | Punctuation | Chunking | Stress | Pitch | Figure of Speech | Mood | Preparing Listeners for Surprises | Sentence Tunes | | Chunking for Smoothness | Rhythm | Author's Purpose | Showing Strong Feeling! | Pronunciation | Eye-Voice Span | Point of View | Dialogue | Audience | Signal Words & Phrases | Emotional Appeal | |
| FCAT Skills | First 20 Days of Reading LA*211 Distinguishing Genre Features | LA*212 Elements of Story/Plot Structure | LA*212 Elements of Story/Plot Structure | LA*177 Compare and Contrast story elements within 1 text | LA*177 Compare and Contrast story elements 2 texts | LA*174 Cause & Effect (with fiction, then bridge to nonfiction) | LA*611 Read Informational Text | LA*171 Identify Text Features to make & confirm predictions | | LA*173, LA*222 Determine Importance - Main Ideas, Details | LA*173 Inferencing, Drawing Conclusions | LA*175 Identify Text Structure & Explain How Impacts Meaning | LA*224 Identify Characteristics of References & Functional Text | FCAT Prep & Test-Taking Strategies | | | | | | Novel Studies | |
| | Reading Binders LA*218 Select Good Fit Books | LA*173 Sequencing | LA*173 Sequencing | Emphasize character development from beginning to end | Include fiction, nonfiction & poetry when C/C | LA*172 Author's Purpose - Fiction vs. Nonfiction | LA*172 Author's Purpose - Inform, Describe, Explain | LA*221 Purpose of Text Features | LA*176 Identify Theme & Topic | | | | Timelines, Recipes, Table, etc. | | | | | | | | |
| | LA*175 Intro Text Structure Book | LA*176 Theme, Message, Lesson | LA*176 Theme, Message, Lesson | LA*217 Identify & Explain Figurative Language & LA* 213 Mood | LA*217 Identify & Explain Figurative Language & LA* 213 Mood | | LA*225 Select good fit nonfiction materials | LA*172 Author's Purpose - Inform, Describe, Explain | | | | | | | | | | | | | |
| | Intro Text Feature Book | LA*172 Author's Purpose (Entertain & Lesson) | LA*172 Author's Purpose (Entertain & Lesson) | LA*172 Author's Purpose (Entertain & Lesson) | LA*172 Author's Purpose (Entertain & Lesson) | LA*223 Charting, Mapping, Summarizing | | | | | | | | | | | | | | | |
| Comprehension Strategy Day 2 | Visualizing | LA*178 Follow Your Inner Conversation (1) | LA*178 Read, Write & Talk (3) | Infer the Meaning of New Words (10) | Tackle the Meaning of Language (12) | Merge Your Thinking with New Learning (5) | Read to Discover Answers (8) | Follow the Text Signposts (4) | | Construct Main Ideas from Supporting Details (21) | Infer with Text Clues (11) | Record Important Ideas (17) | Determine What to Remember (19) | The Genre of Test Taking | | | | | | Read, Think & React (22) | Reread & Rethink (25) |
| Comprehension Strategy Day 6 | QAR | LA*178 Notice When You Lose Your Way (2) | Connect the New to the Known (6) | Distinguish Your Thinking from Author's (20) | Read w/ a Question in Mind (14) | Question the Text (7) | Ask Questions to Expand Thinking (9) | Crack Open Features (13) | | Wrap Your Mind Around Big Ideas (15) | Spotlight New Thinking (16) | Target Key information (18) | Read to Get the Gist (24) | | | | | | | Think Beyond the Text (23) | Read, Write, & Reflect (26) |
| Science Theme Wk 1 | The Nature of Science (BI 1-3) | | Earth Systems and Patterns (7) (Weather) | | Earth in Space & Time (BI 5) | | Earth in Space & Time (BI 5) | Earth Structures (BI 6) | Earth Structures (BI6) | Class Projects | Matter (BI 8 & 9) | Matter | Body Systems (BI14) | Energy & Motion (BI 10-13) | Energy & Motion (10-13) | Ecosystems, Plants, Animals & Adaptations (BI 14-17) | | Earth's Resources | | | |
| Science Theme Wk 2 | | | | | | | Earth Structures | Class Projects | Body Systems | Ecosystems, Plants, Animals, & Adaptations (BI14-17) | | | | | | | | | | | |

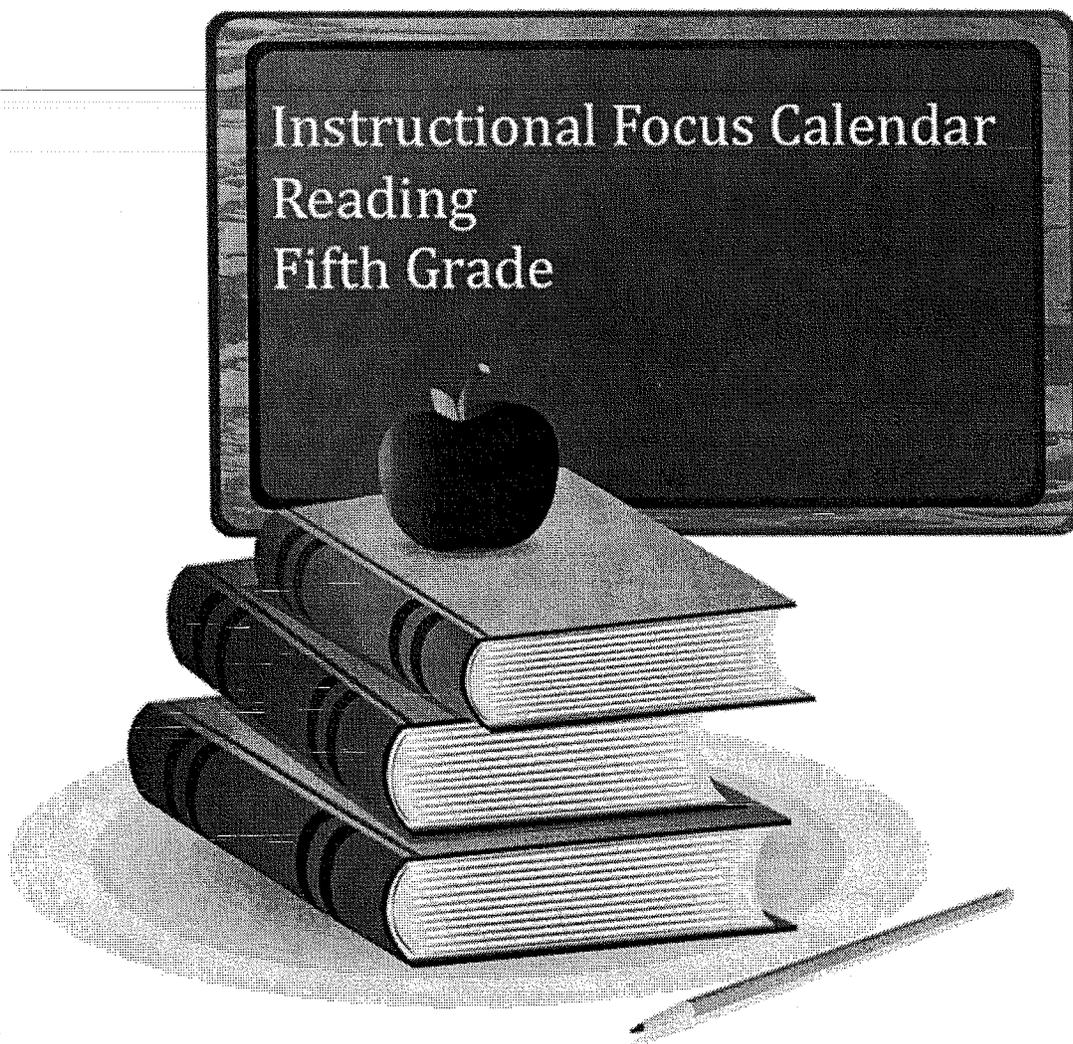
Reading, Writing, & Speaking - Fourth Grade Schools At North Lauderdale Elementary Location Number: 5171

| Subjects | Weeks 1-2 | Weeks 3-4 | Weeks 5-6 | Weeks 7-8 | Weeks 9-10 | Weeks 11-12 | Weeks 13-14 | Weeks 15-16 | Weeks 17 | Weeks 18-19 | Weeks 20-21 | Weeks 22-23 | Weeks 24-25 | Weeks 26-27 | Weeks 28-29 | Weeks 30-31 | Wk 32-33 | Wk 34-35 | Weeks 36-37 | Weeks 38-39 | |
|------------------------------|--|--|--|--|--|---|---|---|---|---|---|--|---|---|--|--------------------------------|----------------------------|-----------------------------|----------------------------|----------------------------|--|
| Word Work LA*167 | Review Inflected Ending -ed (E1) | Prefixes re-, un-, dis-, mis- (E2) | Prefixes un-, mono-, bi-, tri- (E3) | Comparative Suffixes -er, -est, -ier, -iest (E4) | Suffixes -ness, -full, -less (E5) | Adding -ion -ian no change (E7) | Adding -ion drop e (E8) | Adding -ion with changes (E9) | Adding suffix -ation (E10) | Vowel Alternation (E13) | Vowel Alternation (E14) | Red pg 7, 12, 23 e-, -ex, -il, -im, -in, -ir | Red pg 51 de-, 62 equ-, eqi-, 89 auto-, self- | Red pg 67 hemi-, semi-, 73 cent-, deca-, 78 penta | Suffix -ation (E17) | Suffix -able, -ible (E19) | FCAT Review | | | | |
| Vocabulary | LA*1610 Dictionary, Thesaurus | Synonyms & Antonyms LA*168 | Multiple Meanings LA*169 | Using Context Clues LA*163 | Synonyms & Antonyms LA*168 | Multiple Meanings LA*169 | Using Context Clues LA*163 | Synonyms & Antonyms LA*168 | Multiple Meanings LA*169 | Using Context Clues LA*163 | Synonyms & Antonyms LA*168 | Multiple Meanings LA*169 | Using Context Clues LA*163 | Synonyms & Antonyms LA*168 | Multiple Meanings LA*169 | Using Context Clues LA*163 | | | Using Context Clues LA*163 | Using Context Clues LA*163 | |
| Fluency Skill | Pausing for Commas | Commas + Chunked Phrases | Using Volume for Stress | Adjusting Pitch & Tone for Mood | Author's Purpose | Figures of Speech | Using Stress to Support Position | Recognizing Point of View | | Chunking for Smoothness | Tuning in to Final Punct. | Preparing for Surprises | Getting the Rhythm | Pronunciation for Accuracy | Pitch & Volume | Creating Suspens with Dialogue | Audience | Eye Voice Span | Signal Words & Phrases | Showing Strong Feeling | |
| FCAT Skills | First 20 Days of Reading LA*211 Distinguishig Genre Features | LA*212 Elements of Story/Plot Structure | LA*212 Elements of Story/Plot Structure | LA*177 Compare and Contrast story elements within 1 text | LA*177 Compare and Contrast story elements 2 texts | LA*174 Cause & Effect (with fiction, then bridge to nonfiction) | LA*611 Read Informational Text | LA*171 Identify Text Features to make & confirm predictions | Review Week | LA*173, LA*222 Determine Importance - Main Ideas, Details | LA*173 Inferencing, Drawing Conclusions | LA*175 Identify Text Structure & Explain How Impacts Meaning | LA*224 Identify Characteristics of References & Functional Text | FCAT Prep & Test-Taking Strategies | | | | Novel Studies | | | |
| | Reading Binders LA*218 Select Good Fit Books | LA*173 Sequencing | LA*173 Sequencing | Emphasize character development from beginning to end | Include fiction, nonfiction & poetry when C/C | LA*172 Author's Purpose - Fiction vs. Nonfiction | LA*172 Author's Purpose - Inform, Describe, Explain | LA*221 Purpose of Text Features | | LA*176 Identify Theme & Topic | Timelines, Recipes, Table, etc. | | | | | | | | | | |
| | LA*175 Intro Text Structure Book | LA*176 Theme, Message, Lesson | LA*176 Theme, Message, Lesson | LA*217 Identify & Explain Figurative Language & LA* 213 Mood | LA*217 Identify & Explain Figurative Language & LA* 213 Mood | LA*219 Select Appropriate Fiction Materials | LA*225 Select good fit nonfiction materials | LA*172 Author's Purpose - Inform, Describe, Explain | | | | | | | | | | | | | |
| | Intro Text Feature Book | LA*172 Author's Purpose (Entertain & Lesson) | LA*172 Author's Purpose (Entertain & Lesson) | LA*172 Author's Purpose (Entertain & Lesson) | LA*172 Author's Purpose (Entertain & Lesson) | LA*223 Charting, Mapping, Summarizing | | | | | | | | | | | | | | | |
| Comprehension Strategy Day 2 | Visualizing | LA*178 Follow Your Inner Conversation (1) | LA*178 Read, Write & Talk (3) | Infer the Meaning of New Words (10) | Tackle the Meaning of Language (12) | Merge Your Thinking with New Learning (5) | Read to Discover Answers (8) | Follow the Text Signposts (4) | Construct Main Ideas from Supporting Details (21) | Infer with Text Clues (11) | Record Important Ideas (17) | Determine What to Remember (19) | The Genre of Test Taking | | | | Read, Think & React (22) | Reread & Rethink (25) | | | |
| Comprehension Strategy Day 6 | QAR | LA*178 Notice When You Lose Your Way (2) | Connect the New to the Known (6) | Distinguish Your Thinking from Author's (20) | Read w/ a Question in Mind (14) | Question the Text (7) | Ask Questions to Expand Thinking (9) | Crack Open Features (13) | Wrap Your Mind Around Big Ideas (15) | Spotlight New Thinking (16) | Target Key Information (18) | Read to Get the Gist (24) | | | | | Think Beyond the Text (23) | Read, Write, & Reflect (26) | | | |
| Science Wk 1 | The Nature of Science (BI 1-3) | | Earth Systems and Patterns (7) (Weather) | | Earth in Space & Time (BI 5) | | Earth in Space & Time (BI 5) | Earth Structures (BI 6) | Earth Structures (BI6) | Class Projects | Matter | Body Systems (BI14) | Energy & Motion (BI 10-13) | Energy & Motion (10-13) | Ecosystems, Plants, Animals & Adaptations (BI 14-17) | | Earth's Resources | | | | |
| Science Wk 2 | | | | | | | Earth Structures | | Class Projects | | | | | Body Systems | | | | | | | Ecosystems, Plants, Animals, & Adaptations (BI14-17) |

Reading Scope & Sequence for Fifth Grade Schools At North Lauderdale Elementary Location Number: 5171

| Subjects | Weeks 1-2 | Weeks 3-4 | Weeks 5-6 | Weeks 7-8 | Weeks 9-10 | Weeks 11-12 | Weeks 13-14 | Weeks 15-16 | Weeks 17 | Weeks 18-19 | Weeks 20-21 | Weeks 22-23 | Weeks 24-25 | Weeks 26-27 | Weeks 28-29 | Weeks 30-31 | Weeks 32-33 | Weeks 34-35 | Weeks 36-37 | Weeks 38-39 | | |
|---|--|--|--|--|--|---|---|---|---------------------------------|---|--|--|---|------------------------------------|--|------------------------------|--|--------------------------|---|----------------------------|----------------------------|-----------------------------|
| Word Work LA*167 * LAS1611 | Suffix -able drop e (E20) | Accent & Doubling (E21) | Pre, fore, post, after (E22) | Greek/Latin inter, sub, over (E23) | Greek/Latin micro, mega, super, hyper (E24) | Greek roots graph, meter, phon... (E25) | Latin spect & port (E26) | Dic & aud (E27) | Latin rupt, tract, mot (E28) | Latin ject, man, cred (E29) | Latin vid, vis, scrib, script (E30) | Latin jud, leg, flu (E31) | Latin spire, sist, sign (E32) | Greek & Latin cap, ped, corp (E33) | Greek & Latin sect, vert, vers, form (E34) | Prefix in, im, il, ir (E35) | FCAT Review | | | | | |
| Vocabulary | LA*1610 Dictionary, Thesaurus | Synonyms & Antonyms LA*168 | Multiple Meanings LA*169 | Using Context Clues LA*163 | Synonyms & Antonyms LA*168 | Multiple Meanings LA*169 | Using Context Clues LA*163 | Synonyms & Antonyms LA*168 | Multiple Meanings LA*169 | Using Context Clues LA*163 | Synonyms & Antonyms LA*168 | Multiple Meanings LA*169 | Using Context Clues LA*163 | Synonyms & Antonyms LA*168 | Multiple Meanings LA*169 | Using Context Clues LA*163 | | | | Using Context Clues LA*163 | Using Context Clues LA*163 | |
| Fluency Skill | Tuning into Final Punct | Chunking for Smoothness | Watching for Commas | Using Stress to Express | Author's Purpose | Logical Deduction | Rhythm and Accent | Questioning to Summarize | | Preparing Listeners for Surprise | Supporting a Position | Word Variance for Accuracy | Understanding Tense | Content Text to Graphic | Eye-Voice Span | Reading for Accurate Details | References : A Reader's Tools | What's the Genre | Dialogue & Quotations | On Auto-Correct Reading | | |
| FCAT Skills | First 20 Days of Reading LA*211 Distinguishig Genre Features | LA*212 Elements of Story/Plot Structure | LA*212 Elements of Story/Plot Structure | LA*177 Compare and Contrast story elements within 1 text | LA*177 Compare and Contrast story elements 2 texts | LA*174 Cause & Effect (with fiction, then bridge to nonfiction) | LA*611 Read Informational Text | LA*171 Identify Text Features to make & confirm predictions | Review Week | LA*173, LA*222 Determine Importance - Main Ideas, Details | LA*173 Inferecing, Drawing Conclusions | LA*175 Identify Text Structure & Explain How Impacts Meaning | LA*224 Identify Characteristics of References & Functional Text | FCAT Prep & Test-Taking Strategies | | | | Novel Studies | | | | |
| | Reading Binders LA*218 Select Good Fit Books | LA*173 Sequencing | LA*173 Sequencing | Emphazise character development from beginning to end | Include fiction, nonfiction & poetry when C/C | LA*172 Author's Purpose - Fiction vs. Nonfiction | LA*172 Author's Purpose - Inform, Describe, Explain | LA*221 Purpose of Text Features | | LA*176 Identify Theme & Topic | Timelines, Recipes, Table, etc. | | | | | | | | | | | |
| | LA*175 Intro Text Structure Book | LA*176 Theme, Message, Lesson | LA*176 Theme, Message, Lesson | LA*217 Identify & Explain Figurative Language & LA* 213 Mood | LA*217 Identify & Explain Figurative Language & LA* 213 Mood | LA*223 Charting, Mapping, Summarizing | LA*225 Select good fit nonfiction materials | LA*172 Author's Purpose - Inform, Describe, Explain | | | | | | | | | | | | | | |
| | Intro Text Feature Book | LA*172 Author's Purpose (Entertain & Lesson) | LA*172 Author's Purpose (Entertain & Lesson) | LA*172 Author's Purpose (Entertain & Lesson) | LA*172 Author's Purpose (Entertain & Lesson) | | | | | | | | | | | | | | | | | |
| Comprehension Strategy Day 2 | Visualizing | LA*178 Follow Your Inner Conversation (1) | LA*178 Read, Write & Talk (3) | Infer the Meaning of New Words (10) | Tackle the Meaning of Language (12) | Merge Your Thinking with New Learning (5) | Read to Discover Answers (8) | Follow the Text Signposts (4) | | Construct Main Ideas from Supporting Details (21) | Infer with Text Clues (11) | Record Important Ideas (17) | Determine What to Remember (19) | The Genre of Test Taking | | | | Read, Think & React (22) | Reread & Rethink (25) | | | |
| Comprehension Strategy Day 6 | QAR | LA*178 Notice When You Lose Your Way (2) | Connect the New to the Known (6) | Distinguish Your Thinking from Author's (20) | Read w/ a Question in Mind (14) | Question the Text (7) | Ask Questions to Expand Thinking (9) | Crack Open Features (13) | | Wrap Your Mind Around Big Ideas (15) | Spotlight New Thinking (16) | Target Key Information (18) | Read to Get the Gist (24) | | | | | | | | Think Beyond the Text (23) | Read, Write, & Reflect (26) |
| Science Theme Week 1 | The Nature of Science (BI 1-3) | | Earth Systems and Patterns (7) (Weather) | | Earth in Space & Time (BI 5) | | Earth Structures (BI 6) | | Earth Structures Class Projects | | Matter (BI 8 & 9) | | Body Systems (BI14) | | Energy & Motion (BI 10-13) | | Energy & Motion (10-13) | | Ecosystems, Plants, Animals, & Adaptations (BI 14-17) | | Earth's Resources | |
| Science Theme Week 2 | | | | | | | | | | | | | | | | | Ecosystems, Plants, Animals, & Adaptations (BI14-17) | | | | | |

Version 2 8/22/09



Instructional Focus Calendar
Elementary Reading
Fifth Grade
Broward County Public Schools

Reading Instructional Focus Calendar: Fifth Grade

The Instructional Focus Calendar (IFC) is written to match the sequence of instruction in the Macmillan/McGraw Hill Treasures Reading Series. Calendars follow a five-day timeframe and are divided into units and themes, as presented in the Treasures series. Each unit builds on the skills and strategies previously taught and should only be used in the sequence presented.

Before starting Unit 1 of the IFCs, create a “mini-unit” at the beginning of the year to get to know your students. Model procedures for whole group, small group, and literacy centers and provide time for students to practice the organization of the reading block. Use data to determine your students’ reading levels and form leveled reading groups for small group differentiated instruction.

The six units are divided into 28 days each: 25 days of instruction and a three-day spiral review to reinforce skills and strategies taught in the unit. Based on students’ needs, teachers are encouraged to combine the spiral review activities in the IFC with additional lessons and resources found in the teacher’s edition.

The IFCs list the materials, benchmarks, and daily instruction for the whole group portion of the reading block. Within the required 90-minute block of uninterrupted reading instruction, the recommended time frame for whole group instruction should be no more than 30 minutes, leaving at least 60 minutes for instruction during small group rotations. Focus benchmarks taught during whole group instruction should be applied to small group instruction with appropriately leveled materials. The IFCs also include a small group overview of instructional routines.

IFC SUMMARY OF GUIDELINES

- Follow sequential order.
- Take time at the beginning of the year to build routines and “get to know” your students.
- Use data to form leveled reading groups.
- The six units are divided into 28 days of instruction: 25 days of instruction and a 3-day spiral review.
- Additional activities for review and reinforcement can be found in the T.E.
- 90 minute uninterrupted reading block = 30 minutes whole group instruction + 60 minutes for instruction during small group rotations
- Included is a small group overview of instructional routines.
- Skills and strategies taught during whole group instruction should be applied to small group instruction.
- Materials section lists page numbers and genres.
- * indicates instruction that may be delivered outside of the reading block.
- Benchmark section includes skills and strategies taught. FCAT tested benchmarks are identified with a check ✓.
- Daily instruction activities may be delivered in any order.
- The recommendation is to administer the FCAT Weekly Format Test every ten days, assessing only comprehension and vocabulary. At the end of each unit, administer the FCAT Unit Assessment.
- Review and select specific question stems from the FCAT question stems provided.
- List of Instructional Strategies should be employed during whole group and small group instruction.

VERSION 2 IFC Change: The Broward County Schools Mini-BAT Assessments were added to the assessment column of every third week in the instructional focus calendars, until the 21st plan. The benchmark focus of the mini-bats matches the benchmark instruction in the comprehensive core reading program.

SMALL GROUP LESSON PLAN INSTRUCTIONAL FOCUS

GRADE 4 & 5

**optional instruction not on Treasures plan*

| APPROACHING LEVEL | | | | |
|--|--|--|---|---|
| DAY 1 | DAY 2 | DAY 3 | DAY 4 | DAY 5 |
| <p>Fluency: Model fluency-Target teaching point</p> <p>Vocabulary: Locate words in context (transparency), review meaning of week's words</p> <p>Comprehension: Explain, model, practice and apply focus strategy/skill</p> | <p>Phonics (spelling): Model and guided practice</p> <p>Vocabulary: Locate words in context (leveled reader)</p> <p>Comprehension: Preview and predict with leveled reader Introduce graphic organizer</p> | <p>Phonics (spelling): Model, and guided practice with multisyllabic words</p> <p>Vocabulary: Focus on vocabulary skill</p> <p>Comprehension: Model strategy/skill using leveled reader *Begin reading and applying strategy/skill (refer to Strategies for Reading chart) Model/guide use of graphic organizer</p> <p>*Fluency: Repeated reading (practice at work station)</p> | <p>Phonics (spelling): Model and guided practice Decode and use in context</p> <p>Vocabulary: Review words if needed</p> <p>Comprehension: *Continue reading leveled reader (refer to Strategies for Reading chart) Utilize graphic organizer Think aloud (I DO) Respond (WE DO)</p> | <p>Comprehension: Make connections across text</p> <p>Fluency: Rotate students for timed fluency checks Guided practice</p> <p>Revisit: Revisit and review (skills, strategies, vocabulary) according to students' needs</p> |
| ON LEVEL | | | | |
| DAY 1 | DAY 2 | DAY 3 | DAY 4 | DAY 5 |
| <p>Vocabulary: Review and revisit vocabulary words</p> <p>Comprehension: Preview and predict using leveled reader *Phonics /spelling: May review spelling pattern</p> | <p>Comprehension: Review focus strategy/skill Model graphic organizer using leveled reader *Begin reading leveled reader (refer to Strategies for Reading chart)</p> <p>Vocabulary: Locate and review words in context of leveled reader</p> | <p>Vocabulary: Focus on skill Locate and review words in context of leveled reader</p> <p>Comprehension: *Continue reading leveled reader, applying strategy/skill (refer to Strategies for Reading chart) Continue using graphic organizer</p> <p>Phonics /spelling: (if needed) Model and guided practice/ sort patterns</p> | <p>Vocabulary: Review words if needed</p> <p>Comprehension: Return to paired selection Revisit paired selection focus on skill/strategy *Phonics /spelling: (if needed) Model/ guided practice / sort patterns *Fluency: (if needed) May model fluency teaching point</p> | <p>Comprehension: Make connections across text</p> <p>Fluency: Rotate students for fluency check Guided practice</p> |
| BEYOND LEVEL | | | | |
| DAY 1 | DAY 2 | DAY 3 | DAY 4 | DAY 5 |
| <p>Vocabulary: Extend vocabulary</p> <p>Comprehension: Preview and predict using leveled reader *Read to apply skill/ strategy (refer to Strategies for Reading chart) Utilize graphic organizer</p> | <p>Comprehension: *Continue to read to apply skill/strategy (refer to Strategies for Reading chart) Utilize graphic organizer</p> <p>*Vocabulary: Locate and review words in context of leveled reader</p> | <p>Comprehension: Continue reading leveled reader or self-selected reading to apply strategy/skill Read for a purpose Fluency: (if needed) Reread for prosody/fluency</p> | <p>*Phonics / spelling: (if needed) Build and expand words</p> <p>Comprehension: Return to paired selection Revisit focus skill/strategy Vocabulary: (if needed) Review content vocabulary</p> | <p>Comprehension: Self-selected reading Make connections across text</p> <p>Fluency: Rotate students for fluency check Guided practice</p> |

| TRIUMPHS Initial small group instruction. Triumphs double dose plans would be modified to meet students' needs (additional instruction see TE) | | | | |
|--|--|--|--|--|
| DAY 1 | DAY 2 | DAY 3 | DAY 4 | DAY 5 |
| Decoding /Phonics: Model and guided practice I DO, WE DO, THEY DO Vocabulary: Define, example, ask routine Fluency: Word automaticity/ high-frequency words Comprehension: Model and guided practice of strategy/ skill I DO, WE DO, THEY DO | Decoding /Phonics: (if needed) Guided practice I DO, WE DO, THEY DO Vocabulary: Revisit words using vocabulary cards Example, ask routine Comprehension: Preview and predict *Begin reading Triumphs (refer to Strategies for Reading chart) I DO, WE DO, THEY DO Fluency: Word automaticity (echo reading) | Decoding /Phonics: Structural analysis I DO, WE DO, THEY DO Vocabulary: Revisit focus skill/ strategy Comprehension: *Continue reading Triumphs (refer to Strategies for Reading chart) Practice and apply focus skill/strategy I DO, WE DO, THEY DO Fluency: Word automaticity (echo reading) | Decoding /Phonics: (if needed) Structural analysis I DO, WE DO, THEY DO Vocabulary: Revisit focus skill/ strategy Comprehension: *Continue reading Triumphs (refer to Strategies for Reading chart) Practice and apply focus skill/strategy I DO, WE DO, THEY DO Fluency: Word automaticity (choral reading) | Decoding /Phonics: (if needed) Review sound pattern Review structural analysis I DO, WE DO, THEY DO Vocabulary: (if needed) * Revisit vocabulary word cards Revisit focus skill/ strategy Comprehension: *Comprehension check Fluency: (if needed) Word automaticity |

*Work is continued outside of instruction in small groups. Students apply learning.

| Strategies for Reading (whole group and small group) | |
|---|--|
| <p>Think, Pair, Share: Students think or write a response; on a signal the students turn to a partner, and partners discuss their thoughts.</p> <p>Turn and Talk: On a signal, students turn and quietly discuss or respond to a focus question.</p> <p>I DO, WE DO, YOU DO: Gradual support and release model. I DO-teacher modeling, demonstrating and thinking aloud; WE DO-students and teacher working together, guided practice; YOU DO- student taking more responsibility and moving toward independence.</p> <p>Teacher Think Aloud: Teachers use language to share the reading process in baby steps. "Opening up your brain and making thinking public."</p> <p>Student Think Aloud: Students think aloud and share their ideas. Students explain their reading behaviors and thoughts.</p> <p>Chunking Text: The text is divided into small sections so students read a small amount at a time. The text should be "chunked" for discussions and to support the instructional focus. Various reading methods (read aloud, silent reading, paired reading, conferencing, choral and echo reading) are applied when reading "chunks of text".</p> <p>Read to Find: Set a purpose for reading. Students read, searching for evidence.</p> <p>Teacher Read Aloud: Teacher reads a small amount of text orally (thinking aloud when reading).</p> <p>Silent reading: Students read a chunk of text to themselves. "Reading words in their head."</p> <p>Paired reading: Two students work together, taking turns reading.</p> <p>Conferencing: Teacher provides specific feedback as a student "whisper" reads to the teacher.</p> <p>Choral Reading: Group students to read a selected section of the text in unison to build fluency.</p> <p>Echo Reading: Students read small chunks of the text orally, repeating what the teacher has just read to practice fluency.</p> | |

Fifth Grade Treasures Reading- Instructional Focus Calendar (Whole Group) – Unit 1: Days 1-5

| Core Text and Resources | Benchmarks | Daily Instruction | Assessments |
|---|---|---|--|
| <p>Unit 1: Challenges Theme 1: School Contests</p> <p><u>Oral Language: Talk About It</u> <i>School Contests</i> pp. 16-17</p> <p><u>*Read Aloud Anthology</u> <i>La Bamba</i> pp. 17</p> <p><u>Vocabulary/Comprehension Selection</u> <i>The Talent Contest</i> pp. 18-19</p> <p><u>Main Selection</u> <i>Miss Alaineus</i> (realistic fiction) pp. 20-39</p> <p><u>Paired Selection- Non-Fiction</u> <i>What Does It Take to be a Scientist</i> (nonfiction article) pp. 42-45</p> <p><u>Fluency Transparency #1</u> p. 41A</p> <p>*May occur outside the reading block</p> | <p>Strategy for Main Selection: Story Structure</p> <p>Monitor and Clarify Strategy: Read Ahead</p> <p>√Comprehension Skill: Plot Development, Character LA.5.2.1.2 The student will locate and analyze the elements of plot structure, including exposition, setting, character development, rising/falling action, problem/resolution, and theme in a variety of fiction</p> <p>√Paired Comprehension Skill: Text Features: Photos, Captions LA.5.1.7.1 The student will explain the purpose of text features (e.g., format, graphics, diagrams, illustrations, charts, maps), use prior knowledge to make and confirm predictions, and establish a purpose for reading</p> <p>√Vocabulary Strategy: Context Clues/Synonyms LA.5.1.6.1 The student will use context clues to determine meanings of unfamiliar words; √LA.5.1.6.8 The student will use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words</p> <p>Phonics/Spelling: Short Vowels (a,e,i,o,u) LA.5.1.4. The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.</p> <p>Fluency: Intonation/Pausing LA.5.1.5. The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.</p> <p>NOTE: <i>Benchmarks should be applied to small group instruction, using leveled readers. See accompanying chart for daily plans.</i></p> | <p>Day 1</p> <ul style="list-style-type: none"> -Oral Language Talk About It: Discuss focus question -Interactive Read Aloud Anthology -Vocabulary/Comprehension Selection: Using the same passage, introduce vocabulary words and skill/strategy for the main selection as you read together with modeled think aloud -Introduce graphic organizer -Phonics /Spelling: Introduce phonics pattern and administer spelling pretest <p>Day 2</p> <ul style="list-style-type: none"> -Vocabulary: Review words -Main Selection: Divide the selection into two parts and focus on the skill/strategy as you read together the first part with modeled think aloud (see list) -Apply the graphic organizer during/after reading -Phonics /Spelling: Model and guided practice, word sorts <p>Day 3</p> <ul style="list-style-type: none"> -Vocabulary: Review words in context with transparency if needed -Main Selection: Divide the selection into two parts and focus on the skill/strategy as you read together the second part with modeled think aloud (see list) -Review and add to graphic organizer from previous day -Discuss author’s purpose -Phonics /Spelling: Model and guided practice, decode multisyllabic words, review word meanings if needed <p>Day 4</p> <ul style="list-style-type: none"> -Vocabulary: Introduce and discuss words from paired selection -Paired Selection: Explain/model reading strategy as you read together with modeled think aloud (see list) -Phonics/Spelling: Model and guided practice, review and proofread <p>Day 5</p> <ul style="list-style-type: none"> -Vocabulary: Review Words with Game (Additional Resources available in TE) -Comprehension: Discuss and compare selections (Additional Resources available in TE) -Fluency: Model and guided practice with transparency -Phonics /Spelling: Administer post test | <p>Informal Assessments:</p> <ul style="list-style-type: none"> -Individual student/teacher conferencing with constructive feedback -Quick Checks (see TE) -Anecdotal notes -Running records -Graphic organizer/student product -Fluency (see TE) -Timed fluency passages (rotate students, assessing each student periodically) -Comprehension Check: Think and Compare -Spelling pre- and post test <p>Formal Assessments: Refer to Informal Assessments</p> <p>Struggling Readers Use recommended assessments off the Struggling Reader Chart, as needed.</p> |

√FCAT tested benchmarks

Unit 1: Challenges Theme 1: School Contests (Continued)

Question Stems: Teachers should choose question stems that align with the focus benchmarks

Supplemental Resources

Main selection:
LA.5.2.1.2 Literary Analysis
plot structure/ character development

What BEST describes *character's name* ?
 How was *character's names* problem solved?
 What is *character's names* BIGGEST problem in the story?
 How does *character's name* change from the beginning of the story to the end?
 What BEST tells the main problem?
 What is the FIRST event in the story that tells the reader _____ ?
 Which problem did *character's name* expect to have when _____ ?

Paired selection
LA.5.1.7.1 Reading Comprehension
text features: photos/ captions

Based on the article "*title*" and the "*picture, map, graph, etc.*" _____ means?
 According to the passage "*title*" and the "*picture, map, graph, etc.*" _____, the word _____ means _____ ?
 What is the purpose of the _____ shown in the "*title*" and the "*picture, map, graph, etc.*"?
 Using BOTH "*title*" and the "*picture, map, graph, etc.*", what are _____ ?
 What is the MOST likely purpose of _____ ?

Vocabulary:
LA.5.1.6.1: Vocabulary Development
context clues
LA.5.1.6.8: Vocabulary Development
synonyms

What word has the SAME meaning as _____ ?
 What word means the OPPOSITE of _____ ?
 What word describes both _____ and _____ ?
 Which two words from the story have almost the SAME/OPPOSITE meaning?
 Read this sentence from the story: _____ Which word is used in the same way as _____ ?
 Read this sentence from the story: _____ This sentence means that the _____ is _____
 Read this sentence from the story: _____ What does _____ mean?
 Read this sentence from the story: _____ If _____ means _____, what does _____ mean?
 Which word in the sentence is used in the same way as _____ ?
 Which sentence below uses the word _____ the same way as the story/article?
 What does the author tell the reader by the phrase _____ ?
 What is meant by the phrase _____ ?
 What is meant by the word _____ ?

Time for Kids
 BEEP: Additional resources in Online Textbooks.
 Macmillan Leveled Reader Database
 Macmillan website for additional Oral Language Stories
 Literacy Work Station Flip Charts
 Access to All/ ELL notes in TE
 Listening Library CD
 Center ideas from Florida Center for Reading Research www.FCRR.org

List of Instructional Strategies (whole group and small group)

Define, Example, Ask Vocabulary Routine: Three-step process for vocabulary development. 1. Define word in student friendly terms. 2. Give example 3. Ask student to respond and make a connection (e.g., When is a time when you might _____?)

Think, Pair, Share: Students think or write a response; on a signal the students turn to a partner, and partners discuss their thoughts.

Turn and Talk: On a signal, students turn and quietly discuss or respond to a focus question.

I DO, WE DO, YOU DO: Gradual support and release model. I DO-teacher modeling, demonstrating and thinking aloud; WE DO-students and teacher working together, guided practice; YOU DO- student taking more responsibility and moving toward independence.

Teacher Think Aloud: Teachers use language to share the reading process in baby steps. "Opening up your brain and making thinking public."

Student Think Aloud: Students think aloud and share their ideas. Students explain their reading behaviors and thoughts.

Chunking Text: The text is divided into small sections so students read a small amount at a time. The text should be "chunked" for discussions and to support the instructional focus. Various reading methods (read aloud, silent reading, paired reading, conferencing, choral and echo reading) are applied when reading "chunks of text".

Read to Find: Set a purpose for reading. Students read, searching for evidence.

Teacher Read Aloud: Teacher reads a small amount of text orally (thinking aloud when reading).

Silent reading: Students read a chunk of text to themselves. "Reading words in their head."

Paired reading: Two students work together, taking turns reading.

Conferring: Teacher provides specific feedback as a student “whisper” reads to the teacher.
Choral Reading: Group students to read a selected section of the text in unison to build fluency.
Echo Reading: Students read small chunks of the text orally, repeating what the teacher has just read to practice fluency.

Fifth Grade Treasures Reading- Instructional Focus Calendar (Whole Group) – Unit 1: Days 6-10

| Core Text and Resources | Benchmarks | Daily Instruction | Assessments |
|--|--|---|--|
| <p>Unit 1: Challenges Theme 2: American Legends</p> <p><u>Oral Language: Talk About It</u> <i>American Legends</i> pp. 48-49</p> <p><u>*Read Aloud Anthology</u> <i>Sally Ann Thunder Ann Whirlwind</i> p. 49</p> <p><u>Vocabulary/Comprehension Selection</u> <i>Grandma’s Tales</i> pp. 50-51,</p> <p><u>Main Selection</u> <i>Davy Crockett Saves the World</i> (tall tale) pp. 52-69</p> <p><u>Paired Selection- Non-Fiction</u> <i>Observing the Night Sky</i> (online article) pp. 72-75</p> <p><u>Fluency Transparency # 2</u> p. 71A</p> | <p>Strategy for Main Selection: Analyze Story Structure</p> <p>Monitor and Clarify Strategy: Self-correct</p> <p>√Comprehension Skill: Plot Development LA.5.2.1.2 The student will locate and analyze the elements of plot structure, including exposition, setting, character development, rising/falling action, problem/resolution, and theme in a variety of fiction</p> <p>Paired Comprehension Skill: Text Features: Toolbar and Link</p> <p>√Vocabulary Strategy: Using Word Parts/Compound Words LA.5.1.6.3 The student will use context clues to determine meanings of unfamiliar words</p> <p>Phonics/Spelling: Decode words with long vowels LA.5.1.4. The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.</p> <p>Fluency: Punctuation LA.5.1.5. The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.</p> <p>NOTE: <i>Benchmarks should be applied to small group instruction, using leveled readers. See accompanying chart for daily plans.</i></p> | <p>Day 6 -Oral Language Talk About It: Discuss focus question -Interactive Read Aloud Anthology -Vocabulary/Comprehension Selection: Using the same passage, introduce vocabulary words and skill/strategy for the main selection as you read together with modeled think aloud -Introduce graphic organizer -Phonics /Spelling: Introduce phonics pattern and administer spelling pretest</p> <p>Day 7 -Vocabulary: Review words -Main Selection: Divide the selection into two parts and focus on the skill/strategy as you read together the first part with modeled think aloud (see list) -Apply the graphic organizer during/after reading -Phonics /Spelling: Model and guided practice, word sorts</p> <p>Day 8 -Vocabulary: Review words in context with transparency if needed -Main Selection: Divide the selection into two parts and focus on the skill/strategy as you read together the second part with modeled think aloud (see list) -Review and add to graphic organizer from previous day -Discuss author’s purpose -Phonics /Spelling: Model and guided practice, decode multisyllabic words, review word meanings if needed</p> <p>Day 9 -Vocabulary: Introduce and discuss words from paired selection -Paired Selection: Explain/model reading strategy as you read together with modeled think aloud (see list) -Phonics/Spelling: Model and guided practice, review and proofread</p> <p>Day 10 -Vocabulary: Review Words with Game (Additional Resources available in TE)</p> | <p><u>Informal Assessments:</u> -Individual student/teacher conferencing with constructive feedback -Quick Checks (see TE) -Anecdotal notes -Running records -Graphic organizer/student product -Fluency (see TE) -Timed fluency passages (rotate students, assessing each student periodically) -Comprehension Check: Think and Compare -Spelling pre- and post test</p> <p><u>Formal Assessments:</u> FCAT Weekly Format Test, Unit 1 Theme 1 & 2. Assess only comprehension and vocabulary.</p> <p><u>Struggling Readers</u> Use recommended assessments off the Struggling Reader Chart, as needed.</p> |

| | | | |
|--------------------------------------|-------------------------|--|--|
| *May occur outside the reading block | √FCAT tested benchmarks | -Comprehension: Discuss and compare selections (Additional Resources available in TE) -Fluency: Model and guided practice with transparency -Phonics /Spelling: Administer post test | |
|--------------------------------------|-------------------------|--|--|

Unit 1: Challenges Theme 2: American Legends (Continued)

Question Stems Teachers should choose question stems that align with the focus benchmarks **Supplemental Resources**

| | | | |
|---|---------------------------------|--|---|
| <p>Main selection: LA.5.2.1.2 Literary Analysis <i>plot development/setting</i></p> <p>What BEST describes <u>character's name</u> ? How was <u>character's names</u> problem solved? What is <u>character's names</u> BIGGEST problem in the story? How does <u>character's name</u> change from the beginning of the story to the end? What BEST tells the main problem? What is the FIRST event in the story that tells the reader _____ ? Which problem did <u>character's name</u> expect to have when _____ ?</p> | <p>Paired Selection:</p> | <p>Vocabulary: LA.5.1.6.3 Vocabulary Development <i>context clues: word parts/ compound words</i></p> <p>What word has the SAME meaning as _____ ? What word means the OPPOSITE of _____ ? What word describes both _____ and _____ ? Which two words from the story have almost the SAME/OPPOSITE meaning? Read this sentence from the story: _____ Which word is used in the same way as ____ ? Read this sentence from the story: _____ This sentence means that the ____ is _____ Read this sentence from the story: _____ What does ____ mean? Read this sentence from the story: _____ If ____ means _____, what does ____ mean? Which word in the sentence is used in the same way as _____ ? Which sentence below uses the word ____ the same way as the story/article? What does the author tell the reader by the phrase _____ ? What is meant by the phrase ____ ? What is meant by the word _____ ?</p> | <p>Time for Kids BEEP: Additional resources in Online Textbooks. Macmillan Leveled Reader Database Macmillan website for additional Oral Language Stories Literacy Work Station Flip Charts Access to All/ ELL notes in TE Listening Library CD Center ideas from Florida Center for Reading Research www.FCRR.org</p> |
|---|---------------------------------|--|---|

List of Instructional Strategies (whole group and small group)

Define, Example, Ask Vocabulary Routine: Three-step process for vocabulary development. 1. Define word in student friendly terms. 2. Give example 3. Ask student to respond and make a connection (e.g., When is a time when you might _____?)

Think, Pair, Share: Students think or write a response; on a signal the students turn to a partner, and partners discuss their thoughts.

Turn and Talk: On a signal, students turn and quietly discuss or respond to a focus question.

I DO, WE DO, YOU DO: Gradual support and release model. I DO-teacher modeling, demonstrating and thinking aloud; WE DO-students and teacher working together, guided practice; YOU DO- student taking more responsibility and moving toward independence.

Teacher Think Aloud: Teachers use language to share the reading process in baby steps. "Opening up your brain and making thinking public."

Student Think Aloud: Students think aloud and share their ideas. Students explain their reading behaviors and thoughts.

Chunking Text: The text is divided into small sections so students read a small amount at a time. The text should be "chunked" for discussions and to support the instructional focus. Various reading methods (read aloud, silent reading, paired reading, conferencing, choral and echo reading) are applied when reading "chunks of text".

Read to Find: Set a purpose for reading. Students read, searching for evidence.
Teacher Read Aloud: Teacher reads a small amount of text orally (thinking aloud when reading).
Silent reading: Students read a chunk of text to themselves. "Reading words in their head."
Paired reading: Two students work together, taking turns reading.
Conferencing: Teacher provides specific feedback as a student "whisper" reads to the teacher.
Choral Reading: Group students to read a selected section of the text in unison to build fluency.
Echo Reading: Students read small chunks of the text orally, repeating what the teacher has just read to practice fluency.

Fifth Grade Treasures Reading- Instructional Focus Calendar (Whole Group) – Unit 1: Days 11-15

| Core Text and Resources | Benchmarks | Daily Instruction | Assessments |
|--|--|--|---|
| <p>Unit 1: Challenges Theme 3: Trees for Life</p> <p><u>Oral Language: Talk About It</u> <i>Trees for Life</i> pp 78-79</p> <p><u>*Read Aloud Anthology</u> <i>A Symphony of Trees</i> pp. 79</p> <p><u>Vocabulary/Comprehension Selection</u> <i>Tree-rific!</i> pp. 80-81,</p> <p><u>Main Selection</u> <i>Forests of the World</i> (nonfiction article) pp. 82-85</p> <p><u>Paired Selection- Non-Fiction</u> <i>The Science of Wildfires</i> (test strategy) pp. 86-87</p> <p><u>Fluency Transparency #3</u> p. 85A</p> | <p>Strategy for Main Selection: Analyze Text Structure</p> <p>Monitor and Clarify Strategy: Not available</p> <p>√Comprehension Skill: Compare and Contrast LA.5.1.7.7 The student will compare and contrast elements in multiple texts</p> <p>Paired Comprehension Test Strategy: Right There</p> <p>√Vocabulary Strategy: Homographs LA.5.1.6.8 The student will use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words</p> <p>Phonics/Spelling: /ü,ū, ũ/ LA.5.1.4. The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.</p> <p>Fluency Skill: Punctuation LA.5.1.5. The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.</p> <p>NOTE: <i>Benchmarks should be applied to small group instruction, using leveled readers. See</i></p> | <p>Day 11 -Oral Language Talk About It: discussion/focus question -Interactive Read Aloud Anthology -Vocabulary/Comprehension Selection: Using the same passage, introduce vocabulary words and skill/strategy for the main selection as you read together with modeled think aloud. -Introduce graphic organizer -Phonics /spelling: Introduce phonics pattern, spelling pretest</p> <p>Day 12 -Vocabulary: review words -Main Selection: Divide the selection into two parts and focus on the skill/strategy as you read together the first part with modeled think aloud (see list) -Apply the graphic organizer during/after reading -Phonics /spelling: Model and guided practice, word sorts</p> <p>Day 13 -Vocabulary: words in context on transparency -Main Selection: . Divide the selection into two parts and focus on the skill/strategy as you read together the second part with modeled think aloud (see list) -Review and add to graphic organizer from previous day. Discuss author’s purpose. -Phonics /spelling: Model and guided practice, word meanings</p> <p>Day 14 -Paired Selection: Explain/model testing strategy as you read together with modeled think aloud and guided practice (see list) -Phonics /spelling: Model and guided practice, structured analysis, review and proofread</p> <p>Day 15 -Vocabulary: Review Words with Game (Additional Resources</p> | <p>Informal Assessments: -Individual student/teacher conferencing with constructive feedback -Quick Checks (see TE) -Anecdotal notes -Running records -Graphic organizer/student product -Fluency (see TE) -Timed fluency passages (rotate students, assessing each student periodically) -Comprehension Check: Think and Compare -Spelling pre- and post test</p> <p>Formal Assessments: Refer to Informal Assessments</p> <p>Struggling Readers Use recommended assessments off the Struggling Reader Chart, as needed.</p> <p>Mini-BAT Assessment: LAA123 Vocabulary</p> |

| | | | |
|---|--|--|--|
| <p>*May occur outside the reading block</p> | <p><i>accompanying chart for daily plans.</i></p> <p>√FCAT tested benchmarks</p> | <p>available in TE) -Comprehension: Discuss and compare selections (Additional Resources available in TE) -Fluency: Repeated Reading, transparency -Phonics /spelling: Administer post test</p> | |
|---|--|--|--|

Unit 1: Challenges Theme 3: Trees for Life (Continued)

Question Stems Teachers should choose question stems that align with the focus benchmarks **Supplemental Resources**

| | | | |
|---|---------------------------------|--|---|
| <p>Main selection: LA.5.1.7.7 Reading Comprehension <i>compare and contrast</i></p> <p>How is ____ different from ____? How are ____ and ____ ALIKE? What is ALIKE about ____ and ____? In what way did ____ change his mind about ____? Why is ____ compared to ____? At the end of the story, _____. what BEST shows s/he has changed her/his mind? Which word describes BOTH <u>character's name</u> and <u>another character's name</u>? How does <u>character's name</u> change from the beginning of the story to the end? Which words BEST describe _____?</p> | <p>Paired selection:</p> | <p>Vocabulary: LA.5.1.6.8 Vocabulary Development <i>homographs</i></p> <p>What word has the SAME meaning as _____? What word means the OPPOSITE of _____? What word describes both _____ and _____? Which two words from the story have almost the SAME/OPPOSITE meaning? Read this sentence from the story: _____ Which word is used in the same way as ____? Read this sentence from the story: _____ This sentence means that the ____ is Read this sentence from the story: _____ What does _____ mean? Read this sentence from the story: _____ If _____ means _____, what does _____ mean? Which word in the sentence is used in the same way as _____? Which sentence below uses the word ____ the same way as the story/article? What does the author tell the reader by the phrase _____? What is meant by the phrase ____? What is meant by the word _____?</p> | <p>Time for Kids BEEP: Additional resources in Online Textbooks. Macmillan Leveled Reader Database Macmillan website for additional Oral Language Stories Literacy Work Station Flip Charts Access to All/ ELL notes in TE Listening Library CD Center ideas from Florida Center for Reading Research www.FCRR.org</p> |
|---|---------------------------------|--|---|

List of Instructional Strategies (whole group and small group)

Define, Example, Ask Vocabulary Routine: Three-step process for vocabulary development. 1. Define word in student friendly terms. 2. Give example 3. Ask student to respond and make a connection (e.g., When is a time when you might ____?)

Think, Pair, Share: Students think or write a response; on a signal the students turn to a partner, and partners discuss their thoughts.

Turn and Talk: On a signal, students turn and quietly discuss or respond to a focus question.

I DO, WE DO, YOU DO: Gradual support and release model. I DO-teacher modeling, demonstrating and thinking aloud; WE DO-students and teacher working together, guided practice; YOU DO- student taking more responsibility and moving toward independence.

Teacher Think Aloud: Teachers use language to share the reading process in baby steps. "Opening up your brain and making thinking public."
Student Think Along: Students think aloud and share their ideas. Students explain their reading behaviors and thoughts.
Chunking Text: The text is divided into small sections so students read a small amount at a time. The text should be "chunked" for discussions and to support the instructional focus. Various reading methods (read aloud, silent reading, paired reading, conferencing, choral and echo reading) are applied when reading "chunks of text".
Read to Find: Set a purpose for reading. Students read, searching for evidence.
Teacher Read Aloud: Teacher reads a small amount of text orally (thinking aloud when reading).
Silent reading: Students read a chunk of text to themselves. "Reading words in their head."
Paired reading: Two students work together, taking turns reading.
Conferencing: Teacher provides specific feedback as a student "whisper" reads to the teacher.
Choral Reading: Group students to read a selected section of the text in unison to build fluency.
Echo Reading: Students read small chunks of the text orally, repeating what the teacher has just read to practice fluency.

Fifth Grade Treasures Reading- Instructional Focus Calendar (Whole Group) – Unit 1: Days 16-20

| Core Text and Resources | Benchmarks | Daily Instruction | Assessments |
|--|---|---|--|
| <p>Unit 1: Challenges Theme 4: Exploring Space</p> <p><u>Oral Language: Talk About It</u> <i>Exploring Space</i> pp. 90-91</p> <p><u>*Read Aloud Anthology</u> <i>Who's There?</i> Pp. 91</p> <p><u>Vocabulary/Comprehension Selection</u> <i>Jobs in Space</i> pp. 92-93,</p> <p><u>Main Selection</u> <i>Ultimate Field Trip</i> (nonfiction) pp. 94-105</p> <p><u>Paired Selection- Poetry</u> <i>I'm Building a Rocket</i> (poetry) pp. 108-109</p> <p><u>Fluency Transparency #4</u> p. 107A</p> | <p>Strategy for Main Selection: Generate Questions</p> <p>Monitor and Clarify Strategy: Not available</p> <p>√Comprehension Skill: Main Idea and Details LA.5.1.7.3 The student will determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details</p> <p>Paired Comprehension Skill: Literary Elements: Rhyme, Rhythm LA.5.2.1.3 The student will demonstrate how rhythm and repetition as well as descriptive and figurative language help to communicate meaning in a poem</p> <p>√Vocabulary Strategy: Context Clues LA.5.1.6.3 The student will use context clues to determine meanings of unfamiliar words</p> <p>Phonics/Spelling: ä, â, or, ô LA.5.1.4. The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.</p> <p>Fluency Skill: Punctuation LA.5.1.5. The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.</p> <p>NOTE:</p> | <p>Day 16 -Oral Language Talk About It: Discuss focus question -Interactive Read Aloud Anthology -Vocabulary/Comprehension Selection: Using the same passage, introduce vocabulary words and skill/strategy for the main selection as you read together with modeled think aloud -Introduce graphic organizer -Phonics /Spelling: Introduce phonics pattern and administer spelling pretest</p> <p>Day 17 -Vocabulary: Review words -Main Selection: Divide the selection into two parts and focus on the skill/strategy as you read together the first part with modeled think aloud (see list) -Apply the graphic organizer during/after reading -Phonics /Spelling: Model and guided practice, word sorts</p> <p>Day 18 -Vocabulary: Review words in context with transparency if needed -Main Selection: Divide the selection into two parts and focus on the skill/strategy as you read together the second part with modeled think aloud (see list) -Review and add to graphic organizer from previous day -Discuss author's purpose -Phonics /Spelling: Model and guided practice, decode multisyllabic words, review word meanings if needed</p> | <p>Informal Assessments: -Individual student/teacher conferencing with constructive feedback -Quick Checks (see TE) -Anecdotal notes -Running records -Graphic organizer/student product -Fluency (see TE) -Timed fluency passages (rotate students, assessing each student periodically) -Comprehension Check: Think and Compare -Spelling pre- and post test</p> <p>Formal Assessments: FCAT Weekly Format Test Unit 1, Theme 3 & 4. Assess only comprehension and vocabulary.</p> <p>Struggling Readers Use recommended assessments off the Struggling Reader Chart, as</p> |

| | | | |
|---|--|---|----------------|
| <p>*May occur outside the reading block</p> | <p>Benchmarks should be applied to small group instruction, using leveled readers. See accompanying chart for daily plans.</p> <p>√FCAT tested benchmarks</p> | <p>Day 19 -Vocabulary: Introduce and discuss words from paired selection -Paired Selection: Explain/model reading strategy as you read together with modeled think aloud (see list) -Phonics/Spelling: Model and guided practice, review and proofread Day 20 -Vocabulary: Review Words with Game (Additional Resources available in TE) -Comprehension: Discuss and compare selections (Additional Resources available in TE) -Fluency: Model and guided practice with transparency -Phonics /Spelling: Administer post test</p> | <p>needed.</p> |
|---|--|---|----------------|

Unit 1: Challenges Theme 4: Exploring Space (Continued)

Question Stems Teachers should choose question stems that align with the focus benchmarks **Supplemental Resources**

| | | | |
|--|---|--|---|
| <p>Main selection: LA.5.1.7.3 Reading Comprehension <i>main idea and details</i></p> <p>What sentence BEST tells what the story is about? What is the main idea of "<u>title of the passage</u>"? This article is mostly about _____ If the article "<u>title of the passage</u>" needed a new title, which would be BEST?</p> | <p>Paired selection: LA.5.2.1.3 Literary Analysis <i>rhythm and repetition to communicate meaning</i></p> <p>What is meant by the phrase _____? What does the author mean by the phrase _____? How does the author use words to help you know _____? Read this sentence from the poem: ____ What does the author mean? How does the author help you understand _____? What does the author tell the reader by these lines in the poem: _____?</p> | <p>Vocabulary: LA.5.1.6.3 Vocabulary Development <i>context clues</i></p> <p>What word has the SAME meaning as _____? What word means the OPPOSITE of _____? What word describes both _____ and _____? Which two words from the story have almost the SAME/OPPOSITE meaning? Read this sentence from the story: _____ Which word is used in the same way as _____? Read this sentence from the story: _____ This sentence means that the _____ is _____ Read this sentence from the story: _____ What does _____ mean? Read this sentence from the story: _____ If _____ means _____, what does _____ mean? Which word in the sentence is used in the same way as _____? Which sentence below uses the word _____ the same way as the story/article? What does the author tell the reader by the phrase _____? What is meant by the phrase _____? What is meant by the word _____?</p> | <p>Time for Kids BEEP: Additional resources in Online Textbooks. Macmillan Leveled Reader Database Macmillan website for additional Oral Language Stories Literacy Work Station Flip Charts Access to All/ ELL notes in TE Listening Library CD Center ideas from Florida Center for Reading Research www.FCRR.org</p> |
|--|---|--|---|

List of Instructional Strategies (whole group and small group)

Define, Example, Ask Vocabulary Routine: Three-step process for vocabulary development. 1. Define word in student friendly terms. 2. Give example 3. Ask student to respond and make a connection (e.g., When is a time when you might _____?)

Think, Pair, Share: Students think or write a response; on a signal the students turn to a partner, and partners discuss their thoughts.

Turn and Talk: On a signal, students turn and quietly discuss or respond to a focus question.

I DO, WE DO, YOU DO: Gradual support and release model. I DO-teacher modeling, demonstrating and thinking aloud; WE DO-students and teacher working together, guided practice; YOU DO- student taking more responsibility and moving toward independence.

Teacher Think Aloud: Teachers use language to share the reading process in baby steps. "Opening up your brain and making thinking public."

Student Think Aloud: Students think aloud and share their ideas. Students explain their reading behaviors and thoughts.

Chunking Text: The text is divided into small sections so students read a small amount at a time. The text should be "chunked" for discussions and to support the instructional focus. Various reading methods (read aloud, silent reading, paired reading, conferencing, choral and echo reading) are applied when reading "chunks of text".

Read to Find: Set a purpose for reading. Students read, searching for evidence.

Teacher Read Aloud: Teacher reads a small amount of text orally (thinking aloud when reading).

Silent reading: Students read a chunk of text to themselves. "Reading words in their head."

Paired reading: Two students work together, taking turns reading.

Conferencing: Teacher provides specific feedback as a student "whisper" reads to the teacher.

Choral Reading: Group students to read a selected section of the text in unison to build fluency.

Echo Reading: Students read small chunks of the text orally, repeating what the teacher has just read to practice fluency.

Unit 1: Challenges Theme 5: Rescue Dogs (Continued)

Question Stems Teachers should choose question stems that align with the focus benchmarks **Supplemental Resources**

Main selection:
LA.5.1.7.4 Reading Comprehension
cause-and-effect

Why do ____?
 Why did ____?
 What happened to make ____?
 What is the MAIN purpose ____?
 What is the MAIN cause/reason ____?
 What happened afterwards?
 What was the MOST LIKELY cause/reason?

Paired selection:
LA.5.1.7.1 Reading Comprehension
text features: charts

Based on the article "title" and the "picture, map, graph, etc." ____ means?
 According to the passage "title" and the "picture, map, graph, etc." ____, the word ____ means ____?
 What is the purpose of the ____ shown in the "title" and the "picture, map, graph, etc."?
 Using BOTH "title" and the "picture, map, graph, etc.", what are ____?
 What is the MOST likely purpose of ____?

Vocabulary:
LA.5.1.6.8 Vocabulary Development
synonyms

What word has the SAME meaning as ____?
 What word means the OPPOSITE of ____?
 What word describes both ____ and ____?
 Which two words from the story have almost the SAME/OPPOSITE meaning?
 Read this sentence from the story: ____
 Which word is used in the same way as ____?
 Read this sentence from the story: ____ This sentence means that the ____ is
 Read this sentence from the story: ____
 What does ____ mean?
 Read this sentence from the story: ____ If ____ means ____, what does ____ mean?
 Which word in the sentence is used in the same way as ____?
 Which sentence below uses the word ____ the same way as the story/article?
 What does the author tell the reader by the phrase ____?
 What is meant by the phrase ____?
 What is meant by the word ____?

Time for Kids
 BEEP: Additional resources in Online Textbooks.
 Macmillan Leveled Reader Database
 Macmillan website for additional Oral Language Stories
 Literacy Work Station Flip Charts
 Access to All/ ELL notes in TE
 Listening Library CD
 Center ideas from Florida Center for Reading Research www.FCRR.org

List of Instructional Strategies (whole group and small group)

Define, Example, Ask Vocabulary Routine: Three-step process for vocabulary development. 1. Define word in student friendly terms. 2. Give example 3. Ask student to respond and make a connection (e.g., When is a time when you might ____?)

Think, Pair, Share: Students think or write a response; on a signal the students turn to a partner, and partners discuss their thoughts.

Turn and Talk: On a signal, students turn and quietly discuss or respond to a focus question.

I DO, WE DO, YOU DO: Gradual support and release model. I DO-teacher modeling, demonstrating and thinking aloud; WE DO-students and teacher working together, guided practice; YOU DO- student taking more responsibility and moving toward independence.

Teacher Think Aloud: Teachers use language to share the reading process in baby steps. "Opening up your brain and making thinking public."

Student Think Aloud: Students think aloud and share their ideas. Students explain their reading behaviors and thoughts.

Chunking Text: The text is divided into small sections so students read a small amount at a time. The text should be "chunked" for discussions and to support the instructional focus. Various reading methods (read aloud, silent reading, paired reading, conferencing, choral and echo reading) are applied when reading "chunks of text".

Read to Find: Set a purpose for reading. Students read, searching for evidence.

Teacher Read Aloud: Teacher reads a small amount of text orally (thinking aloud when reading).

Silent reading: Students read a chunk of text to themselves. "Reading words in their head."

Paired reading: Two students work together, taking turns reading.

Conferencing: Teacher provides specific feedback as a student "whisper" reads to the teacher.

Choral Reading: Group students to read a selected section of the text in unison to build fluency.

Echo Reading: Students read small chunks of the text orally, repeating what the teacher has just read to practice fluency.

Fifth Grade Treasures Reading- Instructional Focus Calendar (Whole Group) – Unit 1: Days 26-28

| Core Text and Resources | Benchmarks | Daily Instruction | Assessments |
|---|---|--|---|
| <p>Unit 1: Challenges Review and Assess</p> <p><u>Show What You Know Spiral Review</u></p> <p>Passage #1 The Hungriest Dog pp. 140-141</p> <p>Passage #2 <i>Going the Distance</i> pp. 142-143</p> | <p>Review of Skills</p> <p>√Skill: Plot Development LA.5.2.1.2 The student will identify and describe the elements of story structure, including setting, plot, character, problem, and resolution in a variety of fiction.</p> <p>√Skill: Compare and Contrast LA.5.1.7.7 The student will compare and contrast elements in multiple texts</p> <p>√Skill: Main Idea and Details LA.5.1.7.3 The student will summarize main idea and supporting details.</p> <p>Skill: Context Clues LA.5.1.6.1 The student will use context clues to determine meanings of unfamiliar words</p> <p>Note: Based on students' needs, additional skills from the unit may also be reviewed.</p> <p>Note: <i>Benchmarks should be applied to small group instruction, using leveled readers. See accompanying chart for daily plans.</i></p> <p>√FCAT tested benchmarks</p> | <p>Use these three days as an end of the unit spiral review. For your whole group portion of the reading block, combine the activities below with additional lessons and resources from the back of the teacher's edition, selected to meet the specific needs of your students. Continue to apply the benchmarks during small group instruction, using leveled readers.</p> <p>Day 26 -Show What You Know passage #1 -Share Your Thinking (focus on the skills/strategies as you read together the second part with modeled think-aloud)</p> <p>Day 27 -Show What You Know passage #2 -Share Your Thinking (focus on the skills/strategies as you read together the second part with modeled think-aloud)</p> <p>Day 28 Grade 5 FCAT Unit 1 Assessment</p> | <p>Formal Assessments: Grade 5 FCAT Unit 1 Assessment</p> <p>Struggling Readers Use recommended assessments off the Struggling Reader Chart, as needed.</p> <p>Mini-BAT Assessment LAE221 Cause and Effect</p> |

Unit 1: Challenges Spiral Review (Continued)

Question Stems Teachers should choose question stems that align with the focus benchmarks **Supplemental Resources**

Spiral Review Skill
 ✓Skill: Plot Development
 LA.5.2.1.2 Literary Analysis
story structure, including setting, plot, character, problem, and resolution

How was *character's name's* problem solved?
 What is *character's name's* BIGGEST problem in the story?
 How does *character's name* change from the beginning of the story to the end?
 What BEST tells the main problem?
 What is the FIRST event in the story that tells the reader _____?
 Which problem did *character's name* expect to have when _____?

Spiral Review Skill
 ✓Skill: Main Idea
 LA.5.1.7.3 Reading Comprehension
main idea or essential message and details

What sentence BEST tells what the story is about?
 What is the main idea of "*title of the passage*"?
 This article is mostly about _____
 If the article "*title of the passage*" needed a new title, which would be BEST?

Spiral Review Skill
 ✓Skill: Context Clues
 LA.5.1.6.1 Reading Comprehension
context clues to determine meanings

What word has the SAME meaning as _____?
 What word means the OPPOSITE of _____?
 What word describes both _____ and _____?
 Which two words from the story have almost the SAME/OPPOSITE meaning?
 Read this sentence from the story: _____
 Which word is used in the same way as _____?
 Read this sentence from the story: _____ This sentence means that the _____ is _____
 Read this sentence from the story: _____
 What does _____ mean?
 Read this sentence from the story: _____ If _____ means _____, what does _____ mean?
 Which word in the sentence is used in the same way as _____?
 Which sentence below uses the word _____ the same way as the story/article?
 What does the author tell the reader by the phrase _____?
 What is meant by the phrase _____?
 What is meant by the word _____?

-Time for Kids
 -BEEP: Additional resources in Online Textbooks
 -Macmillan Leveled Reader Database
 -Literacy Work Station Flip Charts
 Access to All/ ELL notes in TE
 -Listening Library CD
 -Center Ideas from the Florida Center for Reading Research: www.fcrr.org

List of Instructional Strategies (whole group and small group)

Define, Example, Ask Vocabulary Routine: Three-step process for vocabulary development. 1. Define word in student friendly terms. 2. Give example 3. Ask student to respond and make a connection (e.g., When is a time when you might _____?)

Think, Pair, Share: Students think or write a response, on a signal the students turn to a partner, and partners discuss their thoughts.

Turn and Talk: On a signal, students turn and quietly discuss or respond to a focus question.

I DO, WE DO, YOU DO: Gradual support and release model. I DO-teacher modeling, demonstrating and thinking aloud; WE DO-students and teacher working together, guided practice; I DO-student taking more responsibility and moving toward independence.

Teacher Think Aloud: Teacher talk, sharing the reading process in baby steps. "Opening up your brain and making thinking public."

Student Think Aloud: Students think aloud and share their ideas. Students explain their reading behaviors and thoughts.

Chunking Text: The text is divided into small sections so students read a small amount at a time. The text should be "chunked" for discussions and to support the instructional focus. Various reading methods (read aloud, silent reading, paired reading, conferencing, choral and echo reading) are applied when reading "chunks of text".

Read to Find: Set a purpose for reading. Students read, searching for evidence.

Teacher Read Aloud: Teacher reads a small amount of text orally (thinking aloud when reading).

Silent reading: Students read a chunk of text to themselves. "Reading words in their head."

Fourth Grade Language Arts - Instructional Focus Calendar – Week #1

| Core Text and Resources | Benchmarks | Essential Question/ Focus Skill/Strategies | Assessments |
|--|--|---|---|
| <p>Writing Workshop Week 1 BEEP Unit 4.1 <u>Personal Narratives</u> Lessons 1-4 Writing Sample</p> <p>Six Traits Ideas, Organization</p> <p>Writing Process Prewriting Strategies, Ideas, Planning</p> <p>Treasures Unit: 1 Main Selection <i>The Mystery of the Missing Lunch</i></p> <p>Grammar/Mechanics Sentences Sentence Punctuation</p> <p>Spelling Pattern Short Vowels (cvc)</p> | <p>LA.4.3.1.1 Generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writer's notebook, group discussion) based upon teacher-directed topics and personal interests.</p> <p>LA.4.3.1.2 Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade) and the intended audience of a writing piece.</p> <p>LA.4.3.1.3 Organizing ideas using strategies and tools (e.g., technology, graphic organizer KWL chart, log) to make a plan for writing that prioritizes ideas and addresses the main idea and logical sequence.</p> <p>LA.4.4.1.1 Write narratives based on real or imagined ideas, events, or observations that include characters, setting, plot, sensory details, a logical sequence of events, and a context to enable the reader to imagine the world of the event or experience.</p> <p>LA.4.3.2.1 Using a pre-writing plan to focus on the main idea with ample development of supporting details that shows an understanding of facts and/or opinions.</p> <p>LA.4.3.2.2 Organizing information into a logical sequence and combining or deleting sentences to enhance clarity.</p> | <p>What do writers do during the writing block?</p> <p>Generate ideas to write about using a variety of lists.</p> <p>Narrow the topic for the writing to be focused.</p> <p>Formulate a plan.</p> <p>Remember AARF-- Audience, About, Responsibility, Format.</p> | <p>Conduct weekly individual 1-1 conferences providing students with specific feedback.</p> <p>Monitor the daily skill/strategy taught being incorporated in the student's writing.</p> <p>Keep anecdotal notes to track progress and identify areas in need of development.</p> <p>Collect a published writing sample reflective of the skills taught at the end of the unit.</p> <p>Collect a narrative baseline sample to document growth. Compare with samples taken throughout the year.</p> |

Fourth Grade Language Arts - Instructional Focus Calendar – Week 2

| Core Text and Resources | Benchmarks | Essential Question/ Focus Skill/Strategies | Assessments |
|---|--|--|---|
| <p>Writing Workshop Week 2 BEEP Unit 4.1 <u>Personal Narratives</u> Lessons 5-9</p> <p>Six Traits Ideas, Organization</p> <p>Writing Process Prewriting, Ideas Beginning, Middle, End, Paragraph structure</p> <p>Treasures Unit: 1 Main Selection <i>A Walk in the Desert</i></p> <p>Grammar/Mechanics Subjects and Predicates Mechanics and Usage</p> <p>Spelling Pattern Long a (a-e, ay, ai)</p> | <p>LA.4.3.1.1 Generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writer's notebook, group discussion) based upon teacher-directed topics and personal interests.</p> <p>LA.4.3.1.2 Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade) and the intended audience of a writing piece.</p> <p>LA.4.3.1.3 Organizing ideas using strategies and tools (e.g., technology, graphic organizer KWL chart, log) to make a plan for writing that prioritizes ideas and addresses the main idea and logical sequence.</p> <p>LA.4.3.2.1 Using a pre-writing plan to focus on the main idea with ample development of supporting details that shows an understanding of facts and /or opinions.</p> <p>LA.4.3.2.2 Organizing information into a logical sequence and combining or deleting sentences to enhance clarity.</p> <p>LA.4.4.1.1 Write narratives based on real or imagined ideas, events, or observations that include characters, setting, plot, sensory details, a logical sequence of events, and a context to enable the reader to imagine the world of the event or experience.</p> <p>LA.4.3.2.3 Creating interesting leads through the use of quotations, questions, or descriptions.</p> <p>LA.4.3.3.1 Evaluating the draft for development of ideas and content, logical organization, voice (e.g., formal or informal), point of view, word choice,</p> | <p>What do writers do to plan for a personal narrative?</p> <p>Organize with a beginning, middle, and end.</p> <p>Focus on the middle of the story, which is the most important part of the story/essay.</p> <p>Develop a grabber for the beginning of the story.</p> <p>Use a story hill to plan and organize the story/essay.</p> <p>Elaborate to make a story better, add details and stronger vocabulary.</p> <p>Make decisions to begin a new paragraph.</p> | <p>Conduct weekly individual 1-1 conferences providing students with specific feedback.</p> <p>Monitor the daily skill/strategy taught being incorporated in the student's writing.</p> <p>Keep anecdotal notes to track progress and identify areas in need of development.</p> <p>Collect a published writing sample reflective of the skills taught at the end of the unit.</p> <p>Collect a narrative baseline sample to document growth. Compare with samples taken throughout the year.</p> |

and sentence variation.

Fourth Grade Language Arts - Instructional Focus Calendar – Week 3

| Core Text and Resources | Benchmarks | Essential Question/ Focus Skill/Strategies | Assessments |
|---|---|--|---|
| <p>Writing Workshop Week 3 BEEP Unit 4.1 <u>Personal Narratives</u> Lessons 10-13</p> <p>Six Traits Ideas, Voice, Word Choice, Conventions</p> <p>Writing Process Draft, Revise</p> <p>Treasures Unit: 1 Main Selection: <i>Animals Come Home to Our National Parks</i></p> <p>Grammar/Mechanics Compound Sentences Mechanics and Usage</p> <p>Spelling Pattern Long e (ee,ea)</p> | <p>LA.4.3.3.1 Evaluating the draft for development of ideas and content, logical organization, voice (e.g., formal or informal), point of view, word choice, and sentence variation.</p> <p>LA.4.3.3.2 Creating clarity by deleting extraneous or repetitious information and organizing and connecting related ideas (e.g., order of importance, chronological order, compare/contrast, repetition of words for emphasis).</p> <p>LA.4.3.3.3 Creating precision and interest by expressing ideas vividly through varied language techniques (e.g., imagery, simile, metaphor, sensory language) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus).</p> <p>LA.4.4.1.1 Write narratives based on real or imagined ideas, events, or observations that include characters, setting, plot, sensory details, a logical sequence of events, and a context to enable the reader to imagine the world of the event or experience.</p> <p>LA.4.3.2.1 Using a pre-writing plan to focus on the main idea with ample development of supporting details that shows an understanding of facts and /or opinions.</p> <p>LA.4.3.2.3 Creating interesting leads through the use of quotations, questions, or descriptions.</p> <p>LA.4.3.2.2 Organizing information into a logical sequence and combining or deleting sentences to enhance clarity.</p> <p>LA.4.2.1.2 Identify and explain the elements of plot structure, including exposition, setting, character development, problem/resolution, and theme in a variety of fiction.</p> <p>LA.4.2.1.7 Identify and explain an author's use of descriptive,</p> | <p>What do writers do to make the stories come alive?</p> <p>Show the reader the picture the writer has in his/her mind.</p> <p>Be specific, using precise nouns.</p> <p>Fill in the gaps for details that are realistically fiction.</p> <p>Elaborate about what was seen, or done (external) as well as what was felt or thought (internal).</p> <p>Revise for clarity.</p> | <p>Conduct weekly individual 1-1 conferences providing students with specific feedback.</p> <p>Monitor the daily skill/strategy taught being incorporated in the student's writing.</p> <p>Keep anecdotal notes to track progress and identify areas in need of development.</p> <p>Collect a published writing sample reflective of the skills taught at the end of the unit.</p> <p>Collect a narrative baseline sample to document growth. Compare with samples taken throughout the year.</p> |

| | | | |
|--|--|--|--|
| | idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects. | | |
|--|--|--|--|

Fourth Grade Language Arts - Instructional Focus Calendar – Week 4

| Core Text and Resources | Benchmarks | Essential Question/ Focus Skill/Strategies | Assessments |
|--|---|--|---|
| <p>Writing Workshop Week 4 BEEP Unit 4.1 <u>Personal Narratives</u> Lessons 14-17</p> <p>Six Traits Ideas, Organization, Voice, Sentence Fluency, Word Choice, Conventions</p> <p>Writing Process Draft, Revise, Refine, Edit, Present final project.</p> <p>Treasures Unit: 1 Main Selection: <i>The Astronaut and the Onion</i></p> <p>Grammar/Mechanics Complex Sentences Mechanics and Usage</p> <p>Spelling Pattern Long i (i-e, igh, i, ie, -y)</p> | <p>LA.4.3.4.1 Spelling, using spelling rules, orthographic patterns, and generalizations (e.g., r-controlled, diphthong, consonant digraphs, vowel digraphs, silent e, plural for words ending in doubling final consonants, i before e, irregular plurals, CVC words, CCVC words, CVCC words, affixes) and using a dictionary, thesaurus, or other resources as necessary.</p> <p>LA.4.3.4.2 Capitalization for proper nouns, including titles used with someone's name, initials, and words used as names (e.g., Uncle Jim, Mom, Dad, Jr.).</p> <p>LA.4.3.5.1 Prepare writing using technology in a format appropriate to audience and purpose (e.g., manuscript, multimedia).</p> <p>LA.4.3.5.2 Use elements of spacing and design to enhance the appearance of the document and add graphics where appropriate.</p> <p>LA.4.3.5.3 Share the writing with the intended audience.</p> <p>LA.4.5.2.1 Listen to information presented orally and show an understanding of key points.</p> <p>LA.4.5.2.2 Plan, organize, and give an oral presentation and use appropriate voice, eye, and body movements for the topic, audience, and occasion.</p> <p>LA.4.5.2.4 Ask questions of speakers, using appropriate tone and eye contact.</p> <p>LA.4.5.2.5 Make formal and informal oral presentations for a variety of purposes, audiences, and occasions, demonstrating appropriate language choices, body language, eye contact, gestures, and appropriate use of available technologies.</p> <p>LA.4.2.1.2 Identify and explain the elements of plot structure, including exposition, setting, character development, problem/resolution, and theme in a variety of fiction.</p> <p>LA.4.3.2.1 Using a pre-writing plan to focus on the main idea with ample development of supporting details that shows an understanding of facts and/or opinions.</p> <p>LA.4.3.2.2 Organizing information into a logical sequence and combining or deleting sentences to enhance clarity.</p> <p>LA.4.3.3.1 Evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation.</p> <p>LA.4.3.3.2 Creating clarity by deleting extraneous or repetitious information and organizing and connecting related ideas (e.g., order of importance, chronological order, compare/contrast, repetition of words for emphasis).</p> <p>LA.4.3.3.3 Creating precision and interest by expressing ideas vividly through varied language techniques (e.g., imagery, simile, metaphor, sensory language) and modifying word choices using resources and reference materials.</p> <p>LA.4.3.3.4 Applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).</p> <p>LA.4.3.4.3 Punctuation, including end punctuation, apostrophes, commas, colons, quotation marks in dialogue, and apostrophes in singular possessives.</p> <p>LA.4.3.4.4 Present and past verb tense, noun-pronoun agreement, noun-verb agreement, subjective and objective pronouns, demonstrative pronouns and conjunctions.</p> <p>LA.4.3.4.5 Subject/verb and non/pronoun agreement in simple and compound sentences.</p> | <p>What do writers do to make the final product ready for the intended audience?</p> <p>Use key words to make a great ending for a story.</p> <p>Use a checklist to revise story.</p> <p>Use an editing checklist to edit for conventions.</p> <p>Publish the final draft and celebrate its completion.</p> | <p>Conduct weekly individual 1-1 conferences providing students with specific feedback.</p> <p>Monitor the daily skill/strategy taught being incorporated in the student's writing.</p> <p>Keep anecdotal notes to track progress and identify areas in need of development.</p> <p>Collect a published writing sample reflective of the skills taught at the end of the unit.</p> <p>Collect a narrative baseline sample to document growth. Compare with samples taken throughout the year.</p> |

| | | | |
|--|---|--|--|
| | LA.4.3.4.6 End punctuation for declarative, interrogative, imperative, and exclamatory sentences. | | |
|--|---|--|--|

Fourth Grade Language Arts - Instructional Focus Calendar – Week 5

| Core Text and Resources | Benchmarks | Essential Question/ Focus Skill/Strategies | Assessments |
|--|--|--|--|
| <p>Writing Workshop Week 5 BEEP Unit 4.2 <u>Fictional Narratives</u> Lessons 1-4</p> <p>Six Traits Ideas</p> <p>Writing Process Generate ideas, Plan, Draft, Understand the topic</p> <p>Treasures Unit: 1 Main Selection: <i>The Raft</i></p> <p>Grammar/Mechanics Run-on sentences Mechanics and usage</p> <p>Spelling Pattern Long o (o-e), oa, ow, o)</p> | <p>LA.4.4.1.1 Write narratives based on real or imagined ideas, events, or observations that include characters, setting, plot, sensory details, a logical sequence or events, and a context to enable the reader to imagine the world of the event or experience.</p> <p>LA.4.3.2.1 Using a pre-writing plan to focus on the main idea with ample development of supporting details that shows an understanding of facts and /or opinions.</p> <p>LA.4.3.2.2 Organizing information into a logical sequence and combining or deleting sentences to enhance clarity.</p> <p>LA.4.3.1.1 Generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writer's notebook, group discussion) based upon teacher-directed topics and personal interests.</p> <p>LA.4.3.1.2 Determining the purpose (e.g., to entertain to inform, to communicate, to persuade) and the intended audience of a writing piece.</p> | <p>What do writers do to generate ideas and formulate a plan?</p> <p>Create lists of characters, settings.</p> <p>Create a list of action starters with problems and/or challenges.</p> <p>Remember AARF-- Audience, About, Responsibility, Format</p> <p>Write a draft appropriate to the topic.</p> | <p>Conduct weekly individual 1-1 conferences providing students with specific feedback.</p> <p>Monitor the daily skill/strategy taught being incorporated in the student's writing.</p> <p>Keep anecdotal notes to track progress and identify areas in need of development.</p> <p>Collect a published writing sample reflective of the skills taught at the end of the unit.</p> |

Fourth Grade Language Arts - Instructional Focus Calendar – Week 6

| Core Text and Resources | Benchmarks | Essential Question/ Focus Skill/Strategies | Assessments |
|--|---|---|--|
| <p>Writing Workshop Week 6 BEEP Unit 4.2 <u>Fictional Narratives</u> Lessons 5-8</p> <p>Six Traits Ideas, Organization, Voice, Conventions, Sentence Fluency</p> <p>Writing Process Generate ideas, Formulate a plan, Draft.</p> <p>Treasures Unit: 1 Main Selection: Review</p> <p>Grammar/Mechanics Review</p> <p>Spelling Pattern Review</p> | <p>LA.4.3.1.1 Generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writer's notebook, group discussion) based upon teacher-directed topics and personal interests.</p> <p>LA.4.3.1.3 Organizing ideas using strategies and tools (e.g., technology, graphic organizer KWL chart, log) to make a plan for writing that prioritizes ideas and addresses the main idea and logical sequence.</p> <p>LA.4.3.2.1 Using a pre-writing plan to focus on the main idea with ample development of supporting details that shows an understanding of facts and /or opinions.</p> <p>LA.4.4.1.1 Write narratives based on real or imagined ideas, events, or observations that include characters, setting, plot sensory details, a logical sequence of events, and a context to enable the reader to imagine the world of the event or experience.</p> <p>LA.4.3.2.3 Creating interesting leads through the use of quotations, questions, or descriptions.</p> | <p>What do writers do during the writing block?</p> <p>Utilize a story hill as a narrative, planning tool.</p> <p>Begin a paragraph with a grabber and a beginning statement.</p> <p>Write relevant dialogue.</p> <p>Add actions to the story.</p> | <p>Conduct weekly individual 1-1 conferences providing students with specific feedback.</p> <p>Monitor the daily skill/strategy taught being incorporated in the student's writing.</p> <p>Keep anecdotal notes to track progress and identify areas in need of development.</p> <p>Collect a published writing sample reflective of the skills taught at the end of the unit.</p> <p>Administer a monthly prompt and analyze for strengths and weaknesses to guide instruction.</p> |

Fourth Grade Language Arts - Instructional Focus Calendar – Week 7

| Core Text and Resources | Benchmarks | Essential Question/ Focus Skill/Strategies | Assessments |
|--|--|---|--|
| <p>Writing Workshop Week 7 BEEP Unit 4.2 <u>Fictional Narratives</u> Lessons 9-12</p> <p>Six Traits Ideas, Organization, Voice, Sentence Fluency</p> <p>Writing Process Draft</p> <p>Treasures Unit: 2 Main Selection: <i>Mighty Jackie: The Strikeout Queen</i></p> <p>Grammar/Mechanics Common and proper nouns Capitalize proper nouns</p> <p>Spelling Pattern ch and tch (beginning, medial, final)</p> | <p>LA.4.3.2.1 Using a pre-writing plan to focus on the main idea with ample development of supporting details that shows an understanding of facts and /or opinions.</p> <p>LA.4.3.2.2 Organizing information into a logical sequence and combining or deleting sentences to enhance clarity.</p> <p>LA.4.4.1.1 Write narratives based on real or imagined ideas, events, or observations that include characters, setting, plot, sensory details, a logical sequence or events, and a context to enable the reader to imagine the world of the event or experience.</p> <p>LA.4.3.2.3 Creating interesting leads through the use of quotations, questions, or descriptions.</p> | <p>What do writers do while completing a draft?</p> <p>Develop a grabber for the beginning of the story.</p> <p>Plan by using the story hill.</p> <p>Make a full circle as the story ends.</p> <p>Understand the difference between dialogue and voice.</p> <p>Develop a personality in the writing.</p> | <p>Conduct weekly individual 1-1 conferences providing students with specific feedback.</p> <p>Monitor the daily skill/strategy taught being incorporated in the student's writing.</p> <p>Keep anecdotal notes to track progress and identify areas in need of development.</p> <p>Collect a published writing sample reflective of the skills taught at the end of the unit.</p> |

Fourth Grade Language Arts - Instructional Focus Calendar – Week 8

| Core Text and Resources | Benchmarks | Essential Question/ Focus Skill/Strategies | Assessments |
|--|---|---|--|
| <p>Writing Workshop Week 8 BEEP Unit 4.2 <u>Fictional Narratives</u> Lessons 13-17</p> <p>Six Traits Word Choice, Voice, Ideas, Organization, Sentence Fluency</p> <p>Writing Process Draft, Revise, Refine</p> <p>Treasures Unit: 2 Main Selection: <i>My Diary from Here to There</i></p> <p>Grammar/Mechanics Singular and plural nouns Commas in a series</p> <p>Spelling Pattern /th/, /sh/, and /hw/ (beginning, medial, final)</p> | <p>LA.4.3.2.2 Organizing information into a logical sequence and combining or deleting sentences to enhance clarity.</p> <p>LA.4.4.1.1 Write narratives based on real or imagined ideas, events, or observations that include characters, setting, plot, sensory details, a logical sequence or events, and a context to enable the reader to imagine the world of the event or experience.</p> <p>LA.4.3.3.3 Creating precision and interest by expressing ideas vividly through varied language techniques (e.g., imagery, simile, metaphor, sensory language) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus).</p> <p>LA.4.3.2.1 Using a pre-writing plan to focus on the main idea with ample development of supporting details that shows an understanding of facts and /or opinions.</p> <p>LA.4.3.3.1 Evaluating the draft for development of ideas and content, logical organization, voice (e.g., formal or informal), point of view, word choice, and sentence variation.</p> <p>LA.4.3.3.2 Creating clarity by deleting extraneous or repetitious information and organizing and connecting related ideas (e.g., order of importance, chronological order, compare/contrast, repetition of words for emphasis).</p> <p>LA.4.3.3.4 Applying appropriate tools or strategies to evaluate</p> | <p>What do writers do to complete the writing process?</p> <p>Choose specific verbs for clarity.</p> <p>Choose specific words to describing emotions.</p> <p>Add details to describe characters.</p> <p>Use similes and metaphors for visualization.</p> <p>Use a revision checklist to revise and refine story.</p> | <p>Conduct weekly individual 1-1 conferences providing students with specific feedback.</p> <p>Monitor the daily skill/strategy taught being incorporated in the student's writing.</p> <p>Keep anecdotal notes to track progress and identify areas in need of development.</p> <p>Collect a published writing sample reflective of the skills taught at the end of the unit.</p> |

| | | | |
|--|--|--|--|
| | and refine the draft (e.g., peer review, checklists, rubrics). | | |
|--|--|--|--|

Fourth Grade Language Arts - Instructional Focus Calendar – Week 9

| Core Text and Resources | Benchmarks | Essential Question/ Focus Skill/Strategies | Assessments |
|---|---|--|--|
| <p>Writing Workshop Week 9 BEEP Unit 4.2 <u>Fictional Narratives</u> Lessons 18-20</p> <p>Six Traits Sentence Fluency, Conventions</p> <p>Writing Process Revise, Refine, Edit, Final copy</p> <p>Treasures Unit: 2 Main Selection: <i>Stealing Beauty</i></p> <p>Grammar/Mechanics Irregular plural nouns Plural noun forms</p> <p>Spelling Pattern Consonant clusters (shr, thr, spr, scr, str, spl)</p> | <p>LA.4.3.3.1 Evaluating the draft for development of ideas and content, logical organization, voice (e.g., formal or informal), point of view, word choice, and sentence variation.</p> <p>LA.4.3.3.4 Applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).</p> <p>LA.4.3.4.1 Spelling, using spelling rules, orthographic patterns, and generalizations (e.g., r-controlled, diphthong, consonant digraphs, vowed digraphs, silent e, plural for words ending in -y, doubling final consonant, i before e, irregular plurals, CVC words, CCVC words, CVCC words, affixes) and using a dictionary, thesaurus, or other resources as necessary.</p> <p>LA.4.3.4.2 Capitalization for proper nouns, including titles used with someone's name, initials, and words used as names (e.g., Uncle Jim, Mom, Dad, Jr.).</p> <p>LA.4.3.4.3 Punctuation, including end punctuation, apostrophes, commas, colons, quotation marks in dialogue, and apostrophes in singular possessives.</p> <p>LA.4.3.4.6 End punctuation for declarative, interrogative, imperative, and exclamatory sentences.</p> <p>LA.4.4.1.1 Write narratives based on real or imagined ideas, events, or observations that include characters, setting, plot, sensory details, a logical sequence of events, and a context to enable the reader to imagine the world of the event or experience.</p> <p>LA.4.3.5.1 Prepare writing using technology in a format appropriate to audience and purpose (e.g., manuscript, multimedia).</p> <p>LA.4.3.5.2 Use elements of spacing and design to enhance the appearance of the document and add graphics where appropriate.</p> <p>LA.4.3.5.3 Share the writing with the intended audience.</p> <p>LA.4.4.1.2 Write a variety of expressive forms (e.g., short story, poetry, skit, song lyrics) that employ figurative language (e.g., simile, metaphor, onomatopoeia, personification), rhythm, dialogue, characterization, plot, and/or appropriate format.</p> <p>LA.4.5.2.5 Make formal and informal oral presentations for a variety of purposes, audiences, and occasions, demonstrating appropriate language choices, body language, eye contact, gestures, and appropriate use of available technologies.</p> | <p>What do writers do to finalize their draft?</p> <p>Revise sentences and refine for clarity and effectiveness.</p> <p>Use an editing checklist to correct the draft for standard language conventions.</p> <p>Prepare final product for sharing with the intended audience.</p> | <p>Conduct weekly individual 1-1 conferences providing students with specific feedback.</p> <p>Monitor the daily skill/strategy taught being incorporated in the student's writing.</p> <p>Keep anecdotal notes to track progress and identify areas in need of development.</p> <p>Collect a published writing sample reflective of the skills taught at the end of the unit.</p> |

MATHEMATICS INSTRUCTIONAL FOCUS CALENDAR
Grade 5 – Weeks 1 - 3

| BIG IDEA | CORE TEXT | # of Instructional days | PRIMARY BENCHMARKS | ASSESSMENTS | SECONDARY BENCHMARKS |
|---|---|---|--|---|--|
| <p>Big Idea 1: Develop an understanding of and fluency with division of whole numbers.</p> | <p>GO MATH: Chapter 1</p> <ul style="list-style-type: none"> • Getting Ready Activity/Show What You Know/Vocabulary Power <p><u>Lesson 1.01 Division Concepts</u> <u>Lesson 1.02 Investigation: Model 2-digit by 1-digit division</u> <u>Lesson 1.03 Relate Division to Multiplication</u> <u>Lesson 1.04 Problem Solving: Solve a Simpler Problem, Division and Multiplication</u> <u>Lesson 1.05 Explore Division Methods</u> <u>Lesson 1.06 Estimate Quotients and Use Mental Math</u> <u>Lesson 1.07 Practice Division</u> <u>Lesson 1.08 Algebra: Solve Equations</u></p> | <p>Instruction = 9 days Assessment = 2 days * Total = 11 days</p> | <p>MA.5.A.1.1: Describe the process of finding quotients involving multi-digit dividends using models, place value, properties and the relationship of division to multiplication.</p> <p>MA.5.A.1.2: Estimate quotients or calculate them mentally depending on the context and numbers involved.</p> | <p>* 1st day of school: Prerequisite Skills for Grade 5 Benchmarks (AG p. 5)</p> <p>Diagnostic Assessment: Show What You Know (SE p.3)</p> <p>Ongoing Assessment: Mid Chapter Checkpoint (SE p. 25)</p> <p>Go Math Benchmark Mini-Assessment: Use after Lesson 1.6 MA.5.A.1.1 (AG p. 11)</p> <p>* Summative Assessment: Chapter 1 Test (AG p. 55 or 61)</p> | <p>(to be completed by school using school data)</p> |

CALENDAR MATH: August/September Concepts

Calendar: Recognize multiples; describe rotation by degree and direction of turn; look for patterns

Depositor: Learn place value of large numbers; subtract large numbers including regrouping

Counting Tape: Model and record decimal hundredths and tenths; recognize equivalent decimals, fractions and percents.

MATHEMATICS INSTRUCTIONAL FOCUS CALENDAR
Grade 5 – Weeks 3 - 5

| BIG IDEA | CORE TEXT | # of Instructional days | PRIMARY BENCHMARKS | ASSESSMENTS | SECONDARY BENCHMARKS |
|---|---|--|---|---|--|
| <p>Big Idea 1: Develop an understanding of and fluency with division of whole numbers.</p> | <p>GO MATH: Chapter 2</p> <ul style="list-style-type: none"> • Getting Ready Activity/Show What You Know/Vocabulary Power <p><u>Lesson 2.01 Patterns in Division</u> <u>Lesson 2.02 Methods of Division with 1-Digit Divisors</u> <u>Lesson 2.03 Estimate with 1-Digit Divisors</u> <u>Lesson 2.04 Model 3-Digit Division</u> <u>Lesson 2.05 Place the First Digit</u> <u>Lesson 2.06 Interpret the Remainder</u> <u>Lesson 2.07 Divide by 1-Digit Divisors</u> <u>Lesson 2.08 Problem Solving: Draw a Diagram: Division</u></p> | <p>Instruction = 9 days Assessment = 1 day * Total = 10 days</p> | <p>MA.5.A.1.2: Estimate quotients or calculate them mentally depending on the context and numbers involved.</p> <p>MA.5.A.1.1: Describe the process of finding quotients involving multi-digit dividends using models, place value, properties and the relationship of division to multiplication.</p> <p>MA.5.A.1.4: Divide multi-digit whole numbers fluently, including solving real-world problems, demonstrating understanding of the standard algorithm and checking the reasonableness of results.</p> <p>MA.5.A.1.3: Interpret solutions to division situations including those with reminders depending on the context of the problem.</p> | <p>Diagnostic Assessment: Show What You Know (SE p.43)</p> <p>Ongoing Assessment: Mid Chapter Checkpoint (SE p.61)</p> <p>Go Math Benchmark Mini-Assessments:</p> <ul style="list-style-type: none"> • Use after Lesson 2.3 MA.5.A.1.2 (AG p. 12) • Use after Lesson 2.6 MA.5.A.1.3 (AG p. 13) <p>District NGSSS Mini-Bat: Use after Lesson 2.6 g5ma_5A13</p> <p>* Summative Assessment: Chapter 2 Test (AG p. 67 or 73)</p> | <p>(to be completed by school using school data)</p> |

CALENDAR MATH: September Concepts

Calendar: Recognize multiples; describe rotation by degree and direction of turn; look for patterns

Depositor: Learn place value of large numbers; subtract large numbers including regrouping

Counting Tape: Model and record decimal hundredths and tenths; recognize equivalent decimals, fractions and percents.

MATHEMATICS INSTRUCTIONAL FOCUS CALENDAR

Grade 5 – Weeks 5 - 7

| BIG IDEA | CORE TEXT | # of Instructional days | PRIMARY BENCHMARKS | ASSESSMENTS | SECONDARY BENCHMARKS |
|---|--|---|--|---|--|
| <p>Big Idea 1: Develop an understanding of and fluency with division of whole numbers.</p> | <p>GO MATH: Chapter 3</p> <ul style="list-style-type: none"> • Getting Ready Activity/Show What You Know/Vocabulary Power <p><u>Lesson 3.01 Partial Quotients</u> <u>Lesson 3.02 Estimate with 2-Digit Divisors</u> <u>Lesson 3.03 Explore Division with 2-Digit Divisors</u> <u>Lesson 3.04 Divide by 2-Digit Divisors</u> <u>Lesson 3.05 Adjusting Quotients</u> <u>Lesson 3.06 Problem Solving: Guess, Check, and Revise</u> <u>Lesson 3.07 Check Reasonableness</u> <u>Lesson 3.08 Multistep Problems</u></p> | <p>Instruction = 9 days</p> <p>Assessment = 2 days *</p> <p>Total = 11 days</p> | <p>MA.5.A.1.1: Describe the process of finding quotients involving multi-digit dividends using models, place value, properties and the relationship of division to multiplication.</p> <p>MA.5.A.1.2: Estimate quotients or calculate them mentally depending on the context and numbers involved.</p> <p>MA.5.A.1.4: Divide multi-digit whole numbers fluently, including solving real-world problems, demonstrating understanding of the standard algorithm and checking the reasonableness of results.</p> <p>MA.5.A.6.5: Solve non-routine problems using various strategies including "solve a simpler problem" and "guess, check, and revise."</p> | <p>Diagnostic Assessment: Show What You Know (SE p.83)</p> <p>Ongoing Assessment: Mid Chapter Checkpoint (SE p. 101)</p> <p>Go Math Benchmark Mini-Assessments:</p> <ul style="list-style-type: none"> • Use after Lesson 3.2 MA.5.A.1.2 (AG p. 14) • Use after Lesson 3.5 MA.5.A.1.1 (AG p. 15) • Use after Lesson 3.8 MA.5.A.1.4 (AG p. 16) <p>District NGSSS Mini-Bats:</p> <ul style="list-style-type: none"> • Use after Lesson 3.2 g5ma_5A12 • Use after Lesson 3.5 g5ma_5A11 • Use after Lesson 3.8 g5ma_5A14 <p>* Summative Assessment: Chapter 3 Test (TE p. 79 or 85)</p> <p>* Big Idea Benchmark Assessment 1A: (AG p. 91)</p> | <p>(to be completed by school using school data)</p> |

CALENDAR MATH: October Concepts

Calendar: Recognize multiples; identify triangles by lengths of their sides and the measure of their angles; look for patterns

Depositor: Learn place value of large numbers; subtract large numbers including regrouping; understand multiplying and dividing larger whole numbers

Counting Tape: Model and record decimal hundredths and tenths; recognize equivalent decimals, fractions and percents.

A Fraction a Day & Arrays: Model, record and compute fractions; identify and simplify equivalent fractions; identify prime and composite numbers; understand factors and multiples; connect to divisibility

MATHEMATICS INSTRUCTIONAL FOCUS CALENDAR

Grade 5 – Weeks 8 - 10

| BIG IDEA | CORE TEXT | # of Instructional days | PRIMARY BENCHMARKS | ASSESSMENTS | SECONDARY BENCHMARKS |
|---|--|---|---|---|--|
| <p>Big Idea 1: Develop an understanding of and fluency with division of whole numbers.</p> | <p>GO MATH: Chapter 4</p> <ul style="list-style-type: none"> • Getting Ready Activity/Show What You Know/Vocabulary Power <p>Lesson 4.01 Exponents Lesson 4.02 Order of Operations Lesson 4.03 Investigate: Balance Equations Lesson 4.04 Addition Equations Lesson 4.05 Subtract Equations Lesson 4.06 Write and Solve Equations Lesson 4.07 Problem Solving: Solve a Simpler Problem Lesson 4.08 Multiplication Equations Lesson 4.09 Division Equations Lesson 4.10 Using Substitution Lesson 4.11 Understanding Integers Lesson 4.12 Compare and Order Integers</p> | <p>Instruction = 13 days</p> <p>Assessment = 1 day *</p> <p>Total = 14 days</p> | <p>MA.5.A.6.2: Use the order of operations to simplify expressions, which include exponents and parentheses.</p> <p>MA.5.A.4.1 Use properties of equality to solve numerical and real world situations.</p> | <p>Diagnostic Assessment: Show What You Know (SE p.123)</p> <p>Ongoing Assessment: Mid Chapter Checkpoint (SE p.153)</p> <p>Go Math Benchmark Mini-Assessments:</p> <ul style="list-style-type: none"> • Use after Lesson 4.2 MA.5.A.6.2 (AG p. 17) • Use after Lesson 4.7 MA.5.A.6.5 (AG p. 18) • Use after Lesson 4.10 MA.5.A.4.1 (AG p. 19) • Use after Lesson 4.11 MA.5.A.6.3 (AG p. 20) • Use after Lesson 4.12 MA.5.A.6.4 (AG p. 21) <p>District NGSSS Mini-Bats:</p> <ul style="list-style-type: none"> • Use after Lesson 4.2 g5ma_5A62 • Use after Lesson 4.7 g5ma_5A65 • Use after Lesson 4.10 g5ma_5A41 • Use after Lesson 4.11 g5ma_5A63 • Use after Lesson 4.12 g5ma_5A64 <p>* Summative Assessment: Chapter 4 Test (AG p.101 or 107)</p> | <p>(to be completed by school using school data)</p> |

CALENDAR MATH: October Concepts

Calendar: Recognize multiples; identify triangles by lengths of their sides and the measure of their angles; look for patterns
Depositor: Learn place value of large numbers; subtract large numbers including regrouping; understand multiplying and dividing larger whole numbers
Counting Tape: Model and record decimal hundredths and tenths; recognize equivalent decimals, fractions and percents.
A Fraction a Day & Arrays: Model, record and compute fractions; identify and simplify equivalent fractions; identify prime and composite numbers; understand factors and multiples; connect to divisibility

MATHEMATICS INSTRUCTIONAL FOCUS CALENDAR
Grade 5 – Weeks 11 - 13

| BIG IDEA | CORE TEXT | # of Instructional days | PRIMARY BENCHMARKS | ASSESSMENTS | SECONDARY BENCHMARKS |
|---|--|--|---|--|--|
| <p>Big Idea 1: Develop an understanding of and fluency with division of whole numbers.</p> | <p>GO MATH: Chapter 5</p> <ul style="list-style-type: none"> • Getting Ready Activity/Show What You Know/Vocabulary Power <p><u>Lesson 5.01 Make Double-Bar Graphs</u> <u>Lesson 5.02 Analyze Double-Bar Graphs</u> <u>Lesson 5.03 Algebra: Plot Ordered Pairs</u> <u>Lesson 5.04 Investigate: Collect and Graph Data</u> <u>Lesson 5.05 Make and Analyze Line Graphs</u> <u>Lesson 5.06 Different Types of Data</u> <u>Lesson 5.07 Choose an Appropriate Graph</u> <u>Lesson 5.08 Problem Solving: Draw a Diagram</u> <u>Lesson 5.09 Describe Relationships</u> <u>Lesson 5.10 Graph Relationships</u></p> | <p>Instruction = 11 days Assessment = 2 days * Total = 13 days</p> | <p>MA.5.S.7.1: Construct and analyze graphs and double bar graphs.</p> <p>MA.5.G.5.1: Identify and plot ordered pairs on the first quadrant of the coordinate pane.</p> <p>MA.5.S.7.2: Differentiate between continuous and discrete data and determine ways to represent those using graphs and diagrams.</p> | <p>Diagnostic Assessment: Show What You Know (SE p.179)</p> <p>Ongoing Assessment: Mid Chapter Checkpoint (SE p.201)</p> <p>Go Math Benchmark Mini-Assessments:</p> <ul style="list-style-type: none"> • Use after Lesson 5.4 MA.5.G.5.1 (AG p. 22) • Use after Lesson 5.5 MA.5.S.7.1 (AG p. 23) • Use after Lesson 5.8 MA.5.S.7.2 (AG p. 24) • Use after Lesson 5.10 MA.5.A.4.2 (AG p. 25) <p>District NGSSS Mini-Bats:</p> <ul style="list-style-type: none"> • Use after Lesson 5.4 g5ma_5G51 • Use after Lesson 5.5 g5ma_5S71 • Use after Lesson 5.8 g5ma_5S72 • Use after Lesson 5.10 g5ma_5A42 <p>* Summative Assessment: Chapter 5 Test (AG p. 113 or 119)</p> <p>• Big Idea Benchmark Assessment 1B: (AG p. 125)</p> | <p>(to be completed by school using school data)</p> |

CALENDAR MATH: November Concepts

Calendar: Identify polygons by their attributes; recognize patterns of multiples; identify and extend patterns
Depositor: Learn place value of large numbers; subtract large numbers including regrouping; understand multiplying and dividing larger whole numbers
Counting Tape: Model and record decimal hundredths and tenths; recognize equivalent decimals, fractions and percents.
A Fraction a Day & Arrays: Model, record & compute fractions and mixed numbers; identify & simplify equivalent fractions; identify prime & composite numbers; understand factors & multiples; connect to fractions of a set

MATHEMATICS INSTRUCTIONAL FOCUS CALENDAR
Grade 5 – Weeks 14 - 17

| BIG IDEA | CORE TEXT | # of Instructional days | PRIMARY BENCHMARKS | ASSESSMENTS | SECONDARY BENCHMARKS |
|--|---|---|---|--|--|
| <p>Big Idea 2: Develop an understanding of and fluency with addition and subtraction of fractions and decimals.</p> | <p>GO MATH: Chapter 6</p> <ul style="list-style-type: none"> • Getting Ready Activity/Show What You Know/Vocabulary Power <u>Lesson 6.01 Addition of Fractions with Like Denominators</u> <u>Lesson 6.02 Subtraction with Like Denominators</u> <u>Lesson 6.03 Divisibility Rules</u> <u>Lesson 6.04 Prime and Composite Numbers</u> <u>Lesson 6.05 Prime factorization</u> <u>Lesson 6.06 Greatest Common Factor</u> <u>Lesson 6.07 Problem Solving: Make a List: GCF</u> <u>Lesson 6.08 Rename Fractions and Mixed Numbers</u> <u>Lesson 6.09 Add and Subtract Fractions</u> <u>Lesson 6.10 Add and Subtract Mixed Numbers</u> <u>Lesson 6.11 Subtraction with Renaming</u> <u>Lesson 6.12 Fractions and Properties of Addition</u> | <p>Instruction = 13 days</p> <p>Assessment = 1 day *</p> <p>Total = 14 days</p> | <p>MA.5.A.2.1: Represent addition and subtraction of decimals and fractions with like and unlike denominators using models, place value or properties.</p> <p>MA.5.A.2.4: Determine the prime factorization of numbers.</p> <p>MA.5.A.6.1: Identify and relate prime and composite numbers, factors and multiples within the context of fractions.</p> <p>MA.5.A.2.2: Add and subtract fractions and decimals fluently and verify the reasonableness of results, including in problem situations.</p> | <p>Diagnostic Assessment: Show What You Know (SE p.229)</p> <p>Ongoing Assessment: Mid Chapter Checkpoint (SE p.259)</p> <p>Go Math Benchmark Mini-Assessment: Use after Lesson 6.5 MA.5.A.2.4 (AG p. 26)</p> <p>District NGSSS Mini-Bat: Use after Lesson 6.5 g5ma_5A24</p> <p>* Summative Assessment: Chapter 6 Test (AG p. 135 or 141)</p> | <p>(to be completed by school using school data)</p> |

CALENDAR MATH: December Concepts

Calendar: Identify numbers as prime, composite and square; analyze and predict patterns

Counting Tape: Model and record decimal hundredths and tenths; recognize equivalent decimals, fractions and percents; compute with decimals

A Fraction a Day & Arrays: Rename fractions; compute with fractions and mixed numbers; Understand factors and multiples; identify prime, composite and square numbers

Clock: Move from A.M. to P.M. when adding and subtracting

MATHEMATICS INSTRUCTIONAL FOCUS CALENDAR
Grade 5 – Weeks 18 - 20

| BIG IDEA | CORE TEXT | # of Instructional days | PRIMARY BENCHMARKS | ASSESSMENTS | SECONDARY BENCHMARKS |
|--|---|---|---|--|--|
| <p>Big Idea 2: Develop an understanding of and fluency with addition and subtraction of fractions and decimals.</p> | <p>GO MATH: Chapter 7</p> <ul style="list-style-type: none"> • Getting Ready Activity/Show What You Know/Vocabulary Power <p><u>Lesson 7.01 Addition of Fractions with Unlike Denominators</u> <u>Lesson 7.02 Subtraction with Unlike Denominators</u> <u>Lesson 7.03 Estimate Fraction Sums and Differences</u> <u>Lesson 7.04 Least Common Multiple</u> <u>Lesson 7.05 Strategies to Find LCD</u> <u>Lesson 7.06 Use Common Denominators</u> <u>Lesson 7.07 Problem Solving: Guess, Check, and Revise</u> <u>Lesson 7.08 Add and Subtract Mixed Numbers</u> <u>Lesson 7.09 Subtracting with Renaming</u> <u>Lesson 7.10 Use the Properties</u></p> | <p>Instruction = 11 days Assessment = 1 day * Total = 12 days</p> | <p>MA.5.A.2.1: Represent addition and subtraction of decimals and fractions with like and unlike denominators using models, place value or properties.</p> <p>MA.5.A.2.3: Make reasonable estimates of fractions and decimal sums and differences, and use techniques for rounding.</p> <p>MA.5.A.6.1: Identify and relate prime and composite numbers, factors and multiples within the context of fractions.</p> <p>MA.5.A.2.2: Add and subtract fractions and decimals fluently and verify the reasonableness of results, including in problem situations.</p> | <p>Diagnostic Assessment: Show What You Know (SE p.285)</p> <p>Ongoing Assessment: Mid Chapter Checkpoint (SE p.311)</p> <p>Go Math Benchmark Mini-Assessments:</p> <ul style="list-style-type: none"> • Use after lesson 7.5 MA.5.A.6.1 (AG p. 27) • Use after Lesson 7.10 MA.5.A.2.2 (AG p. 28) <p>District NGSSS Mini-Bat: Use after Lesson 7.5 g5ma_5A61</p> <p>* Summative Assessment: Chapter 7 Test (AG p. 165 or 171)</p> | <p>(to be completed by school using school data)</p> |

CALENDAR MATH: January Concepts

- Calendar:** Identify squares, rectangles, rhombuses, and trapezoids; identify prime, composite and square numbers; look for patterns
- Counting Tape:** Model and record decimal hundredths and tenths; recognize equivalent decimals, fractions and percents; compute with decimals
- Factor Figures:** Understand factors and multiples; discover the factors of numbers 1 through 31
- Measurement:** Integrate measurement with fractions; use inches and feet; use mixed numbers

MATHEMATICS INSTRUCTIONAL FOCUS CALENDAR
Grade 5 – Weeks 21 - 23

| BIG IDEA | CORE TEXT | # of Instructional days | PRIMARY BENCHMARKS | ASSESSMENTS | SECONDARY BENCHMARKS |
|--|---|--|---|---|--|
| <p>Big Idea 2: Develop an understanding of and fluency with addition and subtraction of fractions and decimals.</p> | <p>GO MATH: Chapter 8</p> <ul style="list-style-type: none"> • Getting Ready Activity/Show What You Know/Vocabulary Power <p><u>Lesson 8.01 Decimal Addition</u> <u>Lesson 8.02 Decimal Subtraction</u> <u>Lesson 8.03 Estimate Decimals Sums and Differences</u> <u>Lesson 8.04 Add Decimals</u> <u>Lesson 8.05 Subtract Decimals</u> <u>Lesson 8.06 Make Change</u> <u>Lesson 8.07 Make a Table: Add, Subtract Money</u> <u>Lesson 8.08 Add and Subtract Through Thousandths</u> <u>Lesson 8.09 Choose a Method</u></p> | <p>Instruction = 10 days</p> <p>Assessment = 2 days *</p> <p>Total = 12 days</p> | <p>MA.5.A.2.1: Represent addition and subtraction of decimals and fractions with like and unlike denominators using models, place value or properties.</p> <p>MA.5.A.2.3: Make reasonable estimates of fractions and decimal sums and differences, and use techniques for rounding.</p> <p>MA.5.A.2.2: Add and subtract fractions and decimals fluently and verify the reasonableness of results, including in problem situations.</p> | <p>Diagnostic Assessment: Show What You Know (SE p.333)</p> <p>Ongoing Assessment: Mid Chapter Checkpoint (SE p.355)</p> <p>Go Math Benchmark Mini-Assessments:</p> <ul style="list-style-type: none"> • Use after Lesson 8.3 MA.5.A.2.3 (AG p. 29) • Use after Lesson 8.9 MA.5.A.2.1 (AG p. 30) MA.5.A.2.2 (AG p. 31) <p>District NGSSS Mini-Bats:</p> <ul style="list-style-type: none"> • Use after Lesson 8.3 g5ma_5A23 • Use after Lesson 8.9 g5ma_5A21 g5ma_5A22 <p>* Summative Assessment: Chapter 8 Test (AG p. 177 or 183)</p> <p>* Big Idea Benchmark Assessment 2: (AG p. 189)</p> | <p>(to be completed by school using school data)</p> |

CALENDAR MATH: January Concepts

Calendar: Identify squares, rectangles, rhombuses, and trapezoids; identify prime, composite and square numbers; look for patterns

Counting Tape: Model and record decimal hundredths and tenths; recognize equivalent decimals, fractions and percents; compute with decimals

Factor Figures: Understand factors and multiples; discover the factors of numbers 1 through 31

Measurement: Integrate measurement with fractions; use inches and feet; use mixed numbers

MATHEMATICS INSTRUCTIONAL FOCUS CALENDAR
Grade 5 – Weeks 23 - 26

| BIG IDEA | CORE TEXT | # of Instructional days | PRIMARY BENCHMARKS | ASSESSMENTS | SECONDARY BENCHMARKS |
|--|---|---|--|--|--|
| <p>Big Idea 3: Describe three-dimensional shapes and analyze their properties, including volume and surface area.</p> | <p>GO MATH: Chapter 9</p> <ul style="list-style-type: none"> • Getting Ready Activity/Show What You Know/Vocabulary Power Lesson 9.1 Use Benchmarks to Estimate Lesson 9.2 Appropriate Tools and Units Lesson 9.3 Customary Length and Precision Lesson 9.4 Metric Length and Precision Lesson 9.5 Precision with Capacity and Weight or Mass Lesson 9.6 Estimate or Actual Measurement Lesson 9.7 Customary Length Lesson 9.8 Customary Capacity Lesson 9.9 Weight Lesson 9.10 Metric Measures Lesson 9.11 Units of Time Lesson 9.12 Problem Solving: Make a Table, Elapsed Time | <p>Instruction = 13 days</p> <p>Assessment = 1 day *</p> <p>Total = 14 days</p> | <p>MA.5.G.5.3: Solve problems requiring attention to approximation, election of appropriate measuring tools, and precision of measurement.</p> <p>MA.5.G.5.2: Compare, contrast, and convert units within the same dimensions (length, mass, or time) to solve problems.</p> | <p>Diagnostic Assessment: Show What You Know (SE p.379)</p> <p>Ongoing Assessment: Mid Chapter Checkpoint (SE p.409)</p> <p>Go Math Benchmark Mini-Assessment: Use after Lesson 9.12 MA.5.G.5.2 (AG p. 32)</p> <p>District NGSSS Mini-Bat: Use after Lesson 9.12 g5ma_5G52</p> <p>* Summative Assessment: Chapter 9 Test (AG p. 199 or 205)</p> | <p>(to be completed by school using school data)</p> |

CALENDAR MATH: February Concepts

Calendar: Identify three-dimensional shapes; understand bases, faces, vertices, and edges; distinguish between pyramids and prisms

Counting Tape: Recognize equivalent decimals, fraction and percents; recognize and name equivalents for one

Factor Figures: Explore greatest common factor (GCF) and least common multiple (LCM)

Measurement: Measure using fractional parts of inches; measure using fractional parts of pounds; measure using cups, quarts and gallons

MATHEMATICS INSTRUCTIONAL FOCUS CALENDAR
Grade 5 – Weeks 26 - 28

| BIG IDEA | CORE TEXT | # of Instructional days | PRIMARY BENCHMARKS | ASSESSMENTS | SECONDARY BENCHMARKS |
|--|--|---|---|---|--|
| <p>Big Idea 3: Describe three-dimensional shapes and analyze their properties, including volume and surface area.</p> | <p>GO MATH: Chapter 10</p> <ul style="list-style-type: none"> • Getting Ready Activity/Show What You Know/Vocabulary Power <p>Lesson 10.1 Estimate and Measure Angles Lesson 10.2 Compare Two-Dimensional Figures Lesson 10.3 Problem Solving: Act it Out, Congruence Lesson 10.4 Polygons Lesson 10.5 Triangles Lesson 10.6 Quadrilaterals Lesson 10.7 Three-Dimensional Solids Lesson 10.8 Faces, Edges, and Vertices Lesson 10.9 Problem Solving: Search for Patterns, Faces, Edges, and Vertices Lesson 10.10 Investigate: Model Three-Dimensional Solids Lesson 10.11 Views of Three-Dimensional Solids</p> | <p>Instruction = 12 days Assessment = 1 day * Total = 13 days</p> | <p>MA.5.G.5.3: Solve problems requiring attention to approximation, election of appropriate measuring tools, and precision of measurement.</p> <p>MA.5.G.3.1: Analyze and compare the properties of two-dimensional figures and three-dimensional solids (polyhedra), including the number of edges, faces, vertices, and types of faces.</p> | <p>Diagnostic Assessment: Show What You Know (SE p.435)</p> <p>Ongoing Assessment: Mid Chapter Checkpoint (SE p.461)</p> <p>Go Math Benchmark Mini-Assessments:</p> <ul style="list-style-type: none"> • Use after Lesson 10.1 MA.5.G.5.3 (AG p. 33) • Use after Lesson 10.11 MA.5.G.3.1 (AG p. 34) <p>District NGSSS Mini-Bats:</p> <ul style="list-style-type: none"> • Use after Lesson 10.1 g5ma_5G53 • Use after Lesson 10.11 g5ma_5G31 <p>* Summative Assessment: Chapter 10 Test (AG p. 211 or 217)</p> | <p>(to be completed by school using school data)</p> |

CALENDAR MATH: March Concepts

Calendar: Distinguish among lines, rays and line segments; identify parallel, intersecting and perpendicular; analyze and predict patterns

Counting Tape: Model and record decimal hundredths and tenths; recognize equivalent decimals, fractions and percents greater than one

Factor Figures: Connect factors to fractions of a set; calculate fractional parts of sets

Measurement: Explore acute, right, obtuse, straight, and reflex angles; construct and measure angles

MATHEMATICS INSTRUCTIONAL FOCUS CALENDAR

Grade 5 – Weeks 29 - 31

| BIG IDEA | CORE TEXT | # of Instructional days | PRIMARY BENCHMARKS | ASSESSMENTS | SECONDARY BENCHMARKS |
|--|---|--|---|---|--|
| <p>Big Idea 3: Describe three-dimensional shapes and analyze their properties, including volume and surface area.</p> | <p>GO MATH: Chapter 11</p> <ul style="list-style-type: none"> • Getting Ready Activity/Show What You Know/Vocabulary Power <p>Lesson 11.1 Area of a Parallelograms Lesson 11.2 Investigate: Explore Area of Triangles Lesson 11.3 Area of Triangles Lesson 11.4 Investigate: Explore Area of Trapezoids Lesson 11.5 Area of Trapezoids Lesson 11.6 Investigate: Explore Surface Area Lesson 11.7 Surface Area Lesson 11.8 Volume of Prisms Lesson 11.9 Problem Solving: Make a Table, Compare Volumes</p> | <p>Instruction = 10 days Assessment = 3 days * Total = 12 days</p> | <p>MA.5.G.5.4: Derive and apply formulas for areas of parallelograms, triangles, and trapezoids from the area of a rectangle.</p> <p>MA.5.G.3.2: Describe, define, and determine surface area and volume of prisms by using appropriate units and selecting strategies and tools.</p> | <p>Diagnostic Assessment: Show What You Know (SE p.487)</p> <p>Ongoing Assessment: Mid Chapter Checkpoint (SE p.509)</p> <p>Go Math Benchmark Mini-Assessment:</p> <ul style="list-style-type: none"> • Use after Lesson 11.5 MA.5.G.5.4 (AG p. 35) • Use after Lesson 11.9 MA.5.G.3.2 (AG p. 36) <p>District NGSSS Mini-Bats:</p> <ul style="list-style-type: none"> • Use after Lesson 11.5 g5ma_5G54 • Use after Lesson 11.9 g5ma_5G32 <p>* Summative Assessment: Chapter 11 Test (AG p. 223 or 231)</p> <p>* Big Idea Benchmark Assessment 3: (AG p. 239)</p> <p>* End-of-Year Test: (AG p. 249)</p> | <p>(to be completed by school using school data)</p> |

CALENDAR MATH: April Concepts

Calendar: Identify acute, right, obtuse, and straight angles; review rotational transformations; look for patterns

Counting Tape: Model and record decimal hundredths and tenths; recognize equivalent decimals, fractions and percents greater than one

Measurement: Use decimals to express milliliters as parts of liters; add decimals to the thousandths place

MATHEMATICS INSTRUCTIONAL FOCUS CALENDAR

Grade 5 -- Weeks 34 - 35

Note: Weeks 32-33 are skipped on this IFC due to the administration of FCAT.

| BIG IDEA | CORE TEXT | # of Instructional days | PRIMARY BENCHMARKS | ASSESSMENTS | SECONDARY BENCHMARKS |
|---|---|---|--|---|--|
| <p>Big Idea 1: Develop an understanding of and fluency with division of whole numbers.</p> <p>Big Idea 2: Develop an understanding of and fluency with addition and subtraction of fractions and decimals.</p> <p>Big Idea 3: Describe three-dimensional shapes and analyze their properties, including volume and surface area.</p> | <p>GO MATH: End of Year Resources TE: Planning Guide SE: Florida Benchmarks Practice Book</p> <p>Big Idea Review Projects: (Use simultaneously with the "Getting Ready for Next Grade" Lessons)</p> <ul style="list-style-type: none"> • Big Idea 1 The Forester • Big Idea 2 Designing Backpacks • Big Idea 3 The Orion Space Capsule <p>Getting Ready for Grade 6 Lessons:</p> <p>Lesson 1 Compare Fractions and Decimals Lesson 2 Order Fractions and Decimals Lesson 3 Repeated Addition with Fractions Lesson 4 Repeated Subtraction with Fractions Lesson 5 Repeated Addition with Decimals Lesson 6 Repeated Subtraction with Decimals Lesson 7 Multiply Money Lesson 8 Divide Money</p> | <p>Instruction = 8 days</p> <p>Assessment = 1 day *</p> <p>Total = 9 days</p> | <p>MA.4.A.2.4, MA.6.A.5.2 MA.4.A.2.4, MA.6.A.5.2 MA.5.A.2.1, MA.6.A.1.1 MA.5.A.2.1, MA.6.A.1.1 MA.5.A.2.2, MA.6.A.1.1 MA.5.A.2.2, MA.6.A.1.1 MA.4.A.1.2, MA.6.A.1.2 MA.4.A.1.2, MA.6.A.1.2</p> | <p>* Checkpoint Florida Benchmarks Practice Book (SE P335-336)</p> | <p>(to be completed by school using school data)</p> |

CALENDAR MATH: April Concepts

Calendar: Identify acute, right, obtuse, and straight angles; review rotational transformations; look for patterns

Counting Tape: Model and record decimal hundredths and tenths; recognize equivalent decimals, fractions and percents greater than one

Measurement: Use decimals to express milliliters as parts of liters; add decimals to the thousandths place

MATHEMATICS INSTRUCTIONAL FOCUS CALENDAR

Grade 5 - Weeks 35 - 36

| BIG IDEA | CORE TEXT | # of Instructional days | PRIMARY BENCHMARKS | ASSESSMENTS | SECONDARY BENCHMARKS |
|---|---|--|---|--|--|
| <p>Big Idea 1: Develop an understanding of and fluency with division of whole numbers.</p> <p>Big Idea 2: Develop an understanding of and fluency with addition and subtraction of fractions and decimals.</p> <p>Big Idea 3: Describe three-dimensional shapes and analyze their properties, including volume and surface area.</p> | <p>GO MATH: End of Year Resources TE: Planning Guide SE: Florida Benchmarks Practice Book</p> <p>Big Idea Review Projects: (Use simultaneously with the "Getting Ready for Next Grade" Lessons)</p> <ul style="list-style-type: none"> • Big Idea 1 The Forester • Big Idea 2 Designing Backpacks • Big Idea 3 The Orion Space Capsule <p>Getting Ready for Grade 6 Lessons: Lesson 9 Model Ratios Lesson 10 Equivalent Ratios Lesson 11 Model Percent Lesson 12 Relate Decimals and Percents Lesson 13 Fractions, Decimals, and Percents</p> | <p>Instruction = 5 days</p> <p>Assessment = 1 day*</p> <p>Total = 6 days</p> | <p>MA.4.A.6.3, MA.6.A.2.1 MA.4.A.6.3, MA.6.A.2.1 MA.4.A.6.5, MA.6.A.5.1 MA.4.A.6.5, MA.6.A.5.1 MA.4.A.6.5, MA.6.A.5.1</p> | <p>* Checkpoint Florida Benchmarks Practice Book (SE P347-P348)</p> | <p>(to be completed by school using school data)</p> |

CALENDAR MATH: May Concepts

Calendar: Find the pattern of triangular numbers; use algebraic thinking to solve problems

Counting Tape: Recognize equivalent decimals, fraction and percents greater than one; compute with decimals

Factor Figures: Determine prime factors of numbers; use exponents to show repeated multiplication

MATHEMATICS INSTRUCTIONAL FOCUS CALENDAR
Grade 5 – Weeks 37 - 38

| BIG IDEA | CORE TEXT | # of Instructional days | PRIMARY BENCHMARKS | ASSESSMENTS | SECONDARY BENCHMARKS |
|---|---|---|---|---|--|
| <p>Big Idea 1: Develop an understanding of and fluency with division of whole numbers.</p> <p>Big Idea 2: Develop an understanding of and fluency with addition and subtraction of fractions and decimals.</p> <p>Big Idea 3: Describe three-dimensional shapes and analyze their properties, including volume and surface area.</p> | <p>GO MATH: End of Year Resources TE: Planning Guide SE: Florida Benchmarks Practice Book</p> <p>Big Idea Review Projects: (Use simultaneously with the "Getting Ready for Next Grade" Lessons)</p> <ul style="list-style-type: none"> • Big Idea 1 The Forester • Big Idea 2 Designing Backpacks • Big Idea 3 The Orion Space Capsule <p>Getting Ready for Grade 6 Lessons: Lesson 14 Algebra: Understand Inequalities Lesson 15 Algebra: Function Tables Lesson 16 Algebra: Write and Evaluate Expressions Lesson 17 Algebra: Perimeter Formulas</p> | <p>Instruction = 4 days</p> <p>Assessment = 1 day *</p> <p>Total = 5 days</p> | <p>MA.2.A.1.3, MA.6.A.3.2 MA.4.A.4.3, MA.6.A.3.3 MA.4.A.4.2, MA.6.A.3.1</p> <p>MA.3.G.5.1, MA.6.G.4.2</p> | <p>* Checkpoint Florida Benchmarks Practice (SE P357-P358)</p> | <p>(to be completed by school using school data)</p> |

CALENDAR MATH: May Concepts

Calendar: Find the pattern of triangular numbers; use algebraic thinking to solve problems

Counting Tape: Recognize equivalent decimals, fraction and percents greater than one; compute with decimals

Factor Figures: Determine prime factors of numbers; use exponents to show repeated multiplication

MATHEMATICS INSTRUCTIONAL FOCUS CALENDAR
Grade 5 – Weeks 38 - 39

| BIG IDEA | CORE TEXT | # of Instructional days | PRIMARY BENCHMARKS | ASSESSMENTS | SECONDARY BENCHMARKS |
|---|---|---|---|--|--|
| <p>Big Idea 1: Develop an understanding of and fluency with division of whole numbers.</p> <p>Big Idea 2: Develop an understanding of and fluency with addition and subtraction of fractions and decimals.</p> <p>Big Idea 3: Describe three-dimensional shapes and analyze their properties, including volume and surface area.</p> | <p>GO MATH: End of Year Resources TE: Planning Guide SE: Florida Benchmarks Practice Book</p> <p>Big Idea Review Projects: (Use simultaneously with the "Getting Ready for Next Grade" Lessons)</p> <ul style="list-style-type: none"> • Big Idea 1 The Forester • Big Idea 2 Designing Backpacks • Big Idea 3 The Orion Space Capsule <p>Getting Ready for Grade 6 Lessons: Lesson 18 Finding the Average Lesson 19 Line Graphs and Trends Lesson 20 Parts of a Circle</p> | <p>Instruction = 3 days</p> <p>Assessment = 1 day *</p> <p>Total = 4 days</p> | <p>MA.5.A.1.4, MA.6.S.6.1 MA.5.S.7.1, MA.6.A.3.6 MA.5.G.3.1, MA.6.G.4.1</p> | <p>* Checkpoint Florida Benchmarks Practice (SE P365-P366)</p> | <p>(to be completed by school using school data)</p> |

CALENDAR MATH: May Concepts

Calendar: Find the pattern of triangular numbers; use algebraic thinking to solve problems

Counting Tape: Recognize equivalent decimals, fraction and percents greater than one; compute with decimals

Factor Figures: Determine prime factors of numbers; use exponents to show repeated multiplication

5th GRADE SCIENCE FOCUS CALENDAR

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Strand A, Strand H, Big Idea 8, Big Idea 1 | Strand A, Strand H, Big Idea 8, Big Idea 1 | Strand A, Strand H, Big Idea 8, Big Idea 1 | Strand A, Strand H, Big Idea 8, Big Idea 1 | Strand A, Strand H, Big Idea 8, Big Idea 1 | Strand A, Strand H, Big Idea 8, Big Idea 1 | Strand A, Strand H, Big Idea 9, Big Idea 1 | Strand A, Strand H, Big Idea 9, Big Idea 1 | Strand F, Strand H, Big Idea 14, Big Idea 1 |
| Strand A, Strand H, Big Idea 10, Big Idea 1 | Strand A, Strand H, Big Idea 10, Big Idea 1 | Strand B, Strand H, Big Idea 10, Big Idea 1 | Strand B, Strand H, Big Idea 10, Big Idea 1 | Strand B, Strand H, Big Idea 10, Big Idea 1 | Strand B, Strand H, Big Idea 10, Big Idea 1 | Strand B, Strand H, Big Idea 10, Big Idea 1 | Strand B, Strand H, Big Idea 10, Big Idea 1 | Strand B, Strand H, Big Idea 1 |
| Strand C, Strand H, Big Idea 13, Big Idea 1 | Strand C, Strand H, Big Idea 13, Big Idea 1 | Strand C, Strand H, Big Idea 13, Big Idea 1 | Strand C, Strand H, Big Idea 13, Big Idea 1 | Strand C, Strand H, Big Idea 13, Big Idea 1 | Strand E, Strand H, Big Idea 5, Big Idea 1 | Strand E, Strand H, Big Idea 5, Big Idea 1 | Strand E, Strand H, Big Idea 5, Big Idea 1 | Strand E, Strand H, Big Idea 5, Big Idea 1 |
| Strand D, Strand H, Big Idea 1 | Strand D, Strand H, Big Idea 1 | Strand D, Strand H, Big Idea 1 | Strand F, Strand H, Big Idea 14, Big Idea 1 | Strand F, Strand H, Big Idea 14, Big Idea 1 | Strand F, Strand H, Big Idea 14, Big Idea 1 | Strand F, Strand H, Big Idea 14, Big Idea 1 | Strand F, Strand H, Big Idea 14, Big Idea 1 | Strand F, Strand H, Big Idea 14, Big Idea 1 |

Science 5th Grade - Instructional Focus Calendar - Quarter 1 - Week #1

| Essential Questions | Benchmarks | Core Text and Resources | Strategies | Assessments |
|---|---|--|--|--|
| <p>How do scientists conduct investigations?</p> <p>How do scientists use a scientific method to solve problems?</p> <p>How are variables used in an experiment or investigation?</p> <p>Why is it important to control variables in an experiment?</p> | <p>NGSSSS BIG IDEA 1: The Practice of Science SC.5.N.1.1: Define a problem, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigations of various types such as: systematic observations, experiments requiring the identification of variables, collecting and organizing data, interpreting data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions. SC.5.N.1.3: Recognize and explain the need for repeated experimental trials. SC.5.N.1.4: Identify a control group and explain its importance in an experiment.</p> <p>BIG IDEA 2: The Characteristics of Scientific Knowledge SC.5.N.2.1: Recognize and explain that science is grounded in empirical observations that are testable; explanation must always be linked with evidence. SC.5.N.2.2: Recognize and explain that when scientific investigations are carried out, the evidence produced by those investigations should be replicable by others.</p> | <p>Florida Science Fusion: Textbook: Unit 1, Lesson 1 TE: pages 4-9 SE: pages 4-9</p> <p>Inquiry Flip Chart: How Do Scientists Learn About the Natural World?, page 3</p> <p>Digital Lessons: What are Some Types of Investigations? How Do You Perform a Controlled Experiment?</p> <p><u>Broward County Hands-On Kit:</u> None</p> <p><u>BEEP Lessons:</u> 05 Sci LP 001 Think Like a Scientist Day 1 05 Sci LP 002 Think Like a Scientist Day 2 Sci LP 003 Working with Variables in an Experiment Day 1 Sci LP 004 Working With Variables Day 2</p> | <p>Hands-On Learning Inquiry Scientific Processes Journal Writing</p> <p><u>Utilize the 5E Model of Instruction</u> Engagement Exploration Elaboration Evaluation</p> | <p>Florida Science Fusion: Brain Check, SE page 15 Apply Concepts, SE page 16 Brain Check, SE page 35 Apply Concepts, SE page 36 Assessment Guide page AG1</p> <p><u>Broward County Hands-On Kit:</u> None</p> <p><u>BEEP:</u> Lesson Assessments</p> <p><u>Journal:</u> Have students identify the variables for the experiment: Which melts faster, ice cream or frozen yogurt?</p> <p><u>Performance Assessment:</u> Have students observe an object in the classroom and record as many observations as they can. Assemble a list of observations and classify them into categories, e.g. textures, materials, etc.</p> <p><u>Summative Assessment:</u> <i>Note: Summative assessments, for example, Mini Benchmark Assessments will be included in the following weeks when benchmarks are completed and students are ready for assessment.</i></p> |

Question Stems

Supplemental Resources

| | | |
|---|---|--|
| <p>What am I investigating? What is the question? What is the independent variable? What is the dependent variable? What are the controlled variables? What do you predict will happen? Form a hypothesis: Based on what I know, I predict that if _____, then the _____ will/will not affect (select one) _____.</p> <p><u>Example:</u> If a sphere is a geometric shape with the greatest volume that provides the least amount of surface tension, then the shape of the wand will not determine the shape of the bubble.</p> <p><u>Example:</u> Based on what I know, the shape of the wand will/will not (choose one) affect the shape of the bubble.</p> | <p>What do I know? What do I need to know? How will I find out? What steps do I take solve the problem? What tools should I use? What do I observe? What is the best way to record the data? How do I collect data? How do I analyze the data? (data analysis) What does the data show? (What does the data tell me?) Does the data support the hypothesis? Why did this occur? What did I learn?</p> | <p>Broward Science Activities Guide, Fifth Grade: Activity: Nature of Game Balls</p> <p>ScienceSaurus: Blue pages 002-027 ScienceSaurus: Green pages 001-019</p> <p><u>Science Alive!:</u> SCI-16 Strand H: The Nature of Science Part I SCI-17 Strand H: The Nature of Science Part II SCI-18 Strand H: The Nature of Science Part III</p> |
|---|---|--|

Science 5th Grade - Instructional Focus Calendar - Quarter 1 - Week #2

| Essential Questions | Benchmarks | Core Text and Resources | Strategies | Assessments |
|---|--|---|--|--|
| <p>How do scientists use a scientific method to solve problems?</p> <p>What are some types of scientific investigations?</p> <p>What science tools do scientists utilize to conduct investigations?</p> | <p>NGSSSS BIG IDEA 1: The Practice of Science SC.5.N.1.1: Define a problem, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigations of various types such as: systematic observations, experiments requiring the identification of variables, collecting and organizing data, interpreting data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions. SC.5.N.1.3: Recognize and explain the need for repeated experimental trials. SC.5.N.1.4: Identify a control group and explain its importance in an experiment. SC.5.N.1.6: Recognize and explain the difference between personal opinion/interpretation and verified observation.</p> <p>BIG IDEA 2: The Characteristics of Scientific Knowledge SC.5.N.2.1: Recognize and explain that science is grounded in empirical observations that are testable; explanation must always be linked with evidence. SC.5.N.2.2: Recognize and explain that when scientific investigations are carried out, the evidence produced by those investigations should be replicable by others.</p> | <p>Florida Science Fusion: Textbook: Unit 1, Lesson 3 TE: pages 26-27, 32-33 SE: pages 26-27 & 32-33</p> <p>Textbook: Unit 1, Lesson 5 TE: pages 39-49 SE: pages 39-49</p> <p>Inquiry Flip Chart: Compare Models, page 4 Think Like a Scientist, page 4</p> <p>Digital Lesson: What Are Some Science Tools?</p> <p>Broward County Hands-On Kit: None</p> <p>BEEP Lessons: 05 Sci LP 005 The Process for Science: Using the Scientific Method: Day 1 05 Sci LP 006 The Process for Science: Using the Scientific Method: Day 2 05 Sci LP 007 The Process of Science: Using the Engineering Method: Day 1 05 Sci LP 008 The Process of Science: Using the Engineering Method: Day 2 05 Sci LP 009 Science Tools Investigation: Day 1</p> | <p>Hands-On Learning Inquiry Scientific Processes Journal Writing</p> <p><u>Utilize the 5E Model of Instruction</u> Engagement Exploration Explanation Elaboration Evaluation</p> | <p>Florida Science Fusion: Assessment Guide page AG3</p> <p>Broward County Hands-On Kit: None</p> <p>BEEP: Lesson Assessments</p> <p>Journal: Have students compare and contrast a scientific method an engineering method.</p> <p>Performance Assessment: Have students demonstrate the correct procedure for using a graduated cylinder.</p> <p>Summative Assessment: Broward County Grade 5 Mini Benchmark Assessments</p> <p>BIG IDEA 1: SC.5.N.1.1 SC.5.N.1.2 SC.5.N.1.3 SC.5.N.1.4 SC.5.N.1.5 SC.5.N.1.6</p> <p>BIG IDEA 2: SC.5.N.2.1 SC.5.N.2.2</p> |

| Question Stems | Supplemental Resources |
|---|--|
| <p>What am I investigating? What is the question? What are the independent and dependent variables? What are the controlled variables? What do you predict will happen? Form a hypothesis: Based on what I know, I predict that if __, then the __ will/will not affect (select one) __. Example: If a sphere is a geometric shape with the greatest volume that provides the least amount of surface tension, then the shape of the wand will not determine the shape of the bubble. Example: Based on what I know, the shape of the wand will/will not (choose one) affect the shape of the bubble.</p> <p>What do I know? What do I need to know and how will I find it out? What steps do I take solve the problem? What tools should I use? What do I observe? What is the best way to record the data? How do I analyze the data? (data analysis) What does the data show? (What does the data tell me?) Does the data support the hypothesis? Why did this occur? What did I learn?</p> | <p>Broward Science Activities Guide, Fifth Grade: Activity: Nature of Game Balls</p> <p>ScienceSaurus: Blue pages 002-027 ScienceSaurus: Green pages 001-019</p> <p>Science Alive!: SCI-16 Strand H: The Nature of Science Part I SCI-17 Strand H: The Nature of Science Part II SCI-18 Strand H: The Nature of Science Part III</p> |

Science 5th Grade - Instructional Focus Calendar - Quarter 1 - Week #3

| Essential Questions | Benchmarks | Core Text and Resources | Strategies | Assessments |
|--|--|--|---|---|
| <p>What science tools do scientists utilize to conduct investigations?</p> | <p><u>NGSSSS</u> BIG IDEA 1: The Practice of Science SC.5.N.1.1: Define a problem, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigations of various types such as: systematic observations, experiments requiring the identification of variables, collecting and organizing data, interpreting data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions. SC.5.N.1.5. Recognize and explain that authentic scientific investigation frequently does not parallel the steps of "the scientific method." SC.5.N.1.6: Recognize and explain the difference between personal opinion/interpretation and verified observation.</p> | <p><u>Florida Science Fusion:</u> Textbook: Unit 1, Lesson 5 TE: pages 39-49 SE: pages 39-49</p> <p><u>Inquiry Flip Chart:</u> Making Measurements, page 6 How Can Scientists Learn from Observations? page 7</p> <p><u>Digital Lesson:</u> What are Solids, Liquids, and Gases?</p> <p><u>Broward County Hands-On Kit:</u> None</p> <p><u>BEEP Lessons:</u> 05 Sci LP 010 Science Tools Investigation: Day 2 05 Sci LP 011 Science Tools Investigation: Day 3</p> <p>SCIENCE BAT - Day 1 SCIENCE BAT - Day 2</p> | <p>Hands-On Learning Inquiry Scientific Processes Journal Writing</p> <p><u>Utilize the 5E Model of Instruction</u> Engagement Exploration Explanation Elaboration Evaluation</p> | <p><u>Florida Science Fusion:</u> Brain Check, SE page 51 Apply Concepts, SE page 52 Assessment Guide page AG5</p> <p><u>Broward County Hands-On Kit:</u> None</p> <p><u>BEEP:</u> Lesson Assessments</p> <p><u>Journal:</u> Have students name and describe the tools that would be utilized to measure the physical properties of a brick.</p> <p><u>Performance Assessment:</u> Using science tools, measure the physical properties of a block.</p> <p><u>Summative Assessment:</u> Science Benchmark Assessment Test (SCIENCE BAT)</p> |

| Question Stems | Supplemental Resources |
|---|--|
| <p>What am I investigating? What is the question? What is the independent variable? What is the dependent variable? What are the controlled variables? What do you predict will happen? Form a hypothesis: Based on what I know, I predict that if ____, then the ____ will/will not affect (select one) ____ . <u>Example:</u> If a sphere is a geometric shape with the greatest volume that provides the least amount of surface tension, then the shape of the wand will not determine the shape of the bubble. <u>Example:</u> Based on what I know, the shape of the wand will/will not (choose one) affect the shape of the bubble.</p> | <p>What do I know? What do I need to know? How will I find out? What steps do I take solve the problem? What tools should I use? What do I observe? What is the best way to record the data? How do I collect data? How do I analyze the data? (data analysis) What does the data show? (What does the data tell me?) Does the data support the hypothesis? Why did this occur? What did I learn?</p> <p>Science Centers Fifth Grade (2003): Volume, pages 2-3, 12 Sum of Its Parts, pages 6-7, 12 Magnification, pages 10-11, 12</p> <p>Broward Science Activities Guide, Fifth Grade: Activity: Which is the Densest? Activity: Nature of Game Balls</p> <p>ScienceSaurus: Blue pages 002-027 ScienceSaurus: Green pages 001-019</p> <p><u>Science Alive!:</u> SCI-16 Strand H: The Nature of Science Part I SCI-17 Strand H: The Nature of Science Part II SCI-18 Strand H: The Nature of Science Part III</p> |

Science 5th Grade - Instructional Focus Calendar - Quarter 1 - Week #4

| Essential Questions | Benchmarks | Core Text and Resources | Strategies | Assessments |
|--|---|--|---|---|
| <p>Does everything have matter, mass, and/or volume?</p> <p>How is mass measured?</p> <p>How is volume measured?</p> <p>How can physical properties be measured?</p> | <p>NGSSSS BIG IDEA 1: The Practice of Science SC.5.N.1.1: Define a problem, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigations of various types such as: systematic observations, experiments requiring the identification of variables, collecting and organizing data, interpreting data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions. SC.5.N.1.6: Recognize and explain the difference between personal opinion/interpretation and verified observation.</p> <p>BIG IDEA 8: Properties of Matter SC.5.P.8.1: Compare and contrast the basic properties of solids, liquids, and gases, such as mass, volume, color, texture, and temperature.</p> | <p>Florida Science Fusion: Textbook: Unit 4, Lesson 1 TE: pages 163-169 SE: pages 163-169</p> <p>Inquiry Flip Chart: None</p> <p>Digital Lesson: What are Solids, Liquids, and Gases?</p> <p>Broward County Hands-On Kit: None</p> <p>BEEP Lesson: 05 Sci LP 012 What's the Matter? Day 1 05 Sci LP 013 What's the Matter? Day 2 05 Sci LP 014 Measuring Mass and Weight Part 1 05 Sci LP 015 Measuring Mass and Weight Part 2 05 Sci LP 016 Measuring Physical Properties</p> | <p>Hands-On Learning Inquiry Scientific Processes Journal Writing</p> <p><u>Utilize the 5E Model of Instruction</u> Engagement Exploration Explanation Elaboration Evaluation</p> | <p>Florida Science Fusion: None</p> <p>Broward County Hands-On Kit: None</p> <p>BEEP: Lesson Assessments</p> <p>Journal: Have students answer the prompt, "Are all substances made up of matter? Explain."</p> <p>Performance Assessment: Have students compare and measure the properties of several objects using tools such as a ruler, a triple beam balance, a graduated cylinder and a thermometer. Be sure students measure the length, width, mass, volume, and temperature of the objects.</p> <p>Summative Assessment: <i>Note: Summative assessments, for example, Mini Benchmark Assessments will be included in the following weeks when benchmarks are completed and students are ready for assessment.</i></p> |

| Question Stems | Supplemental Resources |
|---|--|
| <p>What am I investigating?</p> <p>What is the question?</p> <p>What is the independent variable?</p> <p>What is the dependent variable?</p> <p>What are the controlled variables?</p> <p>What do you predict will happen?</p> <p>Form a hypothesis:</p> <p>Based on what I know, I predict that if _____, then the _____ will/will not affect (select one) _____.</p> <p>Example: If a sphere is a geometric shape with the greatest volume that provides the least amount of surface tension, then the shape of the wand will not determine the shape of the bubble.</p> <p>Example: Based on what I know, the shape of the wand will/will not (choose one) affect the shape of the bubble.</p> | <p>Broward Science Activities Guide, Fifth Grade: Activity: Which Is the Densest? Activity: Nature of Game Balls</p> <p>ScienceSaurus: Blue pages 242-267 ScienceSaurus: Green pages 249-321</p> <p>Science Alive!: SCI-21 Strand A: The Nature of Matter</p> |

Science 5th Grade - Instructional Focus Calendar - Quarter 1 - Week #5

| Essential Questions | Benchmarks | Core Text and Resources | Strategies | Assessments |
|--|---|--|---|--|
| <p>What are physical properties of matter?</p> <p>What is volume and how is it measured?</p> | <p>NGSSSS BIG IDEA 1: The Practice of Science SC.5.N.1.1: Define a problem, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigations of various types such as: systematic observations, experiments requiring the identification of variables, collecting and organizing data, interpreting data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.</p> <p>BIG IDEA 8: Properties of Matter SC.5.P.8.1: Compare and contrast the basic properties of solids, liquids, and gases, such as mass, volume, color, texture, and temperature.</p> | <p><u>Florida Science Fusion:</u> Textbook: Unit 4, Lesson 1 TE: pages 163-169 SE: pages 163-169</p> <p>Inquiry Flip Chart: Playing with Properties, page 17 Making Measurements, page 6</p> <p>Digital Lesson: What are Solids, Liquids, and Gases?</p> <p><u>Broward County Hands-On Kit:</u> None</p> <p><u>BEEP Lessons:</u> 05 Sci LP 017 Physical Properties of Matter 05 Sci LP 018 Physical Properties of Matter 05 Sci LP 019 Three Methods for Measuring Volume Day 1 Assessment Day: Mini-Bats 05 Sci LP 020 Three Methods for Measuring Volume Day 2</p> | <p>Hands-On Learning Inquiry Scientific Processes Journal Writing</p> <p><u>Utilize the 5E Model of Instruction</u> Engagement Exploration Explanation Elaboration Evaluation</p> | <p><u>Florida Science Fusion:</u> None</p> <p><u>Broward County Hands-On Kit:</u> None</p> <p><u>BEEP:</u> Lesson Assessments</p> <p><u>Journal:</u> Write five properties of matter and tell about each.</p> <p><u>Performance Assessment:</u> Have students measure the volume of a regular-shaped object and an irregular-shaped object using the appropriate method and tools for each.</p> <p><u>Summative Assessment:</u> Broward County Grade 5 Mini Benchmark Assessments</p> <p>BIG IDEA 8: SC.5.N.8.1 SC.5.N.8.3</p> |

| Question Stems | Supplemental Resources |
|---|---|
| <p>What am I investigating? What is the question? What is the independent variable? What is the dependent variable? What are the controlled variables? What do you predict will happen? Form a hypothesis: Based on what I know, I predict that if _____, then the _____ will/will not affect (select one) _____.</p> <p><u>Example:</u> If a sphere is a geometric shape with the greatest volume that provides the least amount of surface tension, then the shape of the wand will not determine the shape of the bubble. <u>Example:</u> Based on what I know, the shape of the wand will/will not (choose one) affect the shape of the bubble.</p> | <p>What do I know? What do I need to know? How will I find out? What steps do I take solve the problem? What tools should I use? What do I observe? What is the best way to record the data? How do I collect data? How do I analyze the data? (data analysis) What does the data show? (What does the data tell me?) Does the data support the hypothesis? Why did this occur? What did I learn?</p> <p>Science Centers Fifth Grade (2003): Volume, pages 2-3, 12</p> <p>ScienceSaurus: Blue pages 242-267 ScienceSaurus: Green pages 249-321</p> <p><u>Science Alive!</u> SCI-21 Strand A: The Nature of Matter SCI-31 Strand H: The Nature of Science II</p> |

Science 5th Grade - Instructional Focus Calendar - Quarter 1 -Week #6

| Essential Questions | Benchmarks | Core Text and Resources | Strategies | Assessments |
|---|---|--|---|--|
| <p>How is volume measured?</p> <p>How can mass, volume and density be used to describe an object?</p> | <p>NGSSSS BIG IDEA 1: The Practice of Science SC.5.N.1.1: Define a problem, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigations of various types such as: systematic observations, experiments requiring the identification of variables, collecting and organizing data, interpreting data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions. SC.5.N.1.6: Recognize and explain the difference between personal opinion/interpretation and verified observation.</p> <p>BIG IDEA 8: Properties of Matter SC.5.8.1: Compare and contrast the basic properties of solids, liquids, and gases, such as mass, volume, color, texture, and temperature.</p> | <p>Florida Science Fusion: Textbook: Unit 4, Lesson 1 TE: pages 163-169 SE: pages 163-169</p> <p>Inquiry Flip Chart: None</p> <p>Digital Lesson: What are Solids, Liquids, and Gases?</p> <p>Broward County Hands-On Kit: Activity 1 The Density of Liquids Activity 2 Pressure and Volume of a Gas</p> <p>BEEP Lesson: 05 Sci LP 021 Three Methods for Measuring Volume Day 3 05 Sci LP 022 Pressure and Volume of a Gas 05 Sci LP 023 Density of Liquids 05 Sci LP 024 Density of Solids Day 1</p> | <p>Hands-On Learning Inquiry Scientific Processes Journal Writing</p> <p><u>Utilize the 5E Model of Instruction</u> Engagement Exploration Explanation Elaboration Evaluation</p> | <p>Florida Science Fusion: None</p> <p>Broward County Hands-On Kit: Activity 1 Activity Assessment Opportunities, p. 35-36 Activity 2 Activity Assessment Opportunities, p. 45-46</p> <p>BEEP: Lesson Assessments</p> <p>Journal: Have students select a small object in the classroom and describe how they would determine its mass, its volume and its density.</p> <p>Performance Assessment: Pour water and oil in small clear cup. Let the liquids settle. Have students observe the liquids in the cup and explain why the liquids form layers.</p> <p>Summative Assessment: <i>Note: Summative assessments, for example, Mini Benchmark Assessments will be included in the following weeks when benchmarks are completed and students are ready for assessment.</i></p> |

| Question Stems | Supplemental Resources |
|--|---|
| <p>What am I investigating? What is the question? What is the independent variable? What is the dependent variable? What are the controlled variables? What do you predict will happen? Form a hypothesis: Based on what I know, I predict that if _____, then the _____ will/will not affect (select one)</p> <p><u>Example:</u> If a sphere is a geometric shape with the greatest volume that provides the least amount of surface tension, then the shape of the wand will not determine the shape of the bubble.</p> <p><u>Example:</u> Based on what I know, the shape of the wand will/will not (choose one) affect the shape of the bubble.</p> <p>What do I know? What do I need to know? How will I find out? What steps do I take solve the problem? What tools should I use? What do I observe? What is the best way to record the data? How do I collect data? How do I analyze the data? (data analysis) What does the data show? (What does the data tell me?) Does the data support the hypothesis? Why did this occur? What did I learn?</p> | <p>Science Centers Fifth Grade (2003): Volume, pages 2-3, 12</p> <p>ScienceSaurus: Blue pages 242-267 ScienceSaurus: Green pages 249-321</p> <p>Science Alive!: SCI-21 Strand A: The Nature of Matter</p> |

Science 5th Grade - Instructional Focus Calendar - Quarter 1 - Week #7

| Essential Questions | Benchmarks | Core Text and Resources | Strategies | Assessments |
|--|--|---|--|---|
| <p>How can mass, volume and density be used to describe an object?</p> <p>What are three states of matter?</p> <p>What are characteristics of solids, liquids and gases?</p> <p>What is oxidation?</p> | <p>NGSSSS BIG IDEA 1: The Practice of Science SC.5.N.1.1: Define a problem, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigations of various types such as: systematic observations, experiments requiring the identification of variables, collecting and organizing data, interpreting data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions. SC.5.N.1.6: Recognize and explain the difference between personal opinion/interpretation and verified observation.</p> <p>BIG IDEA 8: Properties of Matter SC.5.8.1: Compare and contrast the basic properties of solids, liquids, and gases, such as mass, volume, color, texture, and temperature.</p> <p>BIG IDEA 9: Changes in Matter: SC.5.P.9.1: Investigate and describe that many physical and chemical changes are affected by temperature.</p> | <p>Florida Science Fusion: Textbook: Unit 4, Lesson 1 TE: pages 170-178 SE: pages 170-178</p> <p>Textbook: Unit 4, Lesson 2 TE: pages 179-192 SE: pages 179-192</p> <p>Inquiry Flip Chart: Freezing Point, page 17 Observe Chemical Changes, page 18</p> <p>Digital Lesson: How Does Matter Change?</p> <p>Broward County Hands-On Kit: Activities 8 & 9 Oxidation (Sessions I and II)</p> <p>BEEP Lessons: 05 Sci LP 025 Density of Solids Day 2 05 Sci LP 0026 States of Matter Day 1 05 Sci LP 027 States of Matter Day 2 05 Sci LP 028 States of Matter Day 3 05 Sci LP 029 Oxidation Session I</p> | <p>Hands-On Learning Inquiry Scientific Processes Journal Writing</p> <p>Utilize the 5E Model of Instruction Engagement Exploration Explanation Elaboration Evaluation</p> | <p>Florida Science Fusion: Brain Check, SE page 177 Apply Concepts, SE page 178 Assessment Guide page AG34</p> <p>Broward County Hands-On Kit: Activity 8 Activity Assessment Opportunities, p. 93</p> <p>BEEP: Lesson Assessments</p> <p>Journal: Have students respond to the following prompt "Does cutting an object in half affect its density? Explain your answer."</p> <p>Performance Assessment: Divide class into small groups and have each group demonstrate the motion of the particles in each of the three states of matter.</p> <p>Summative Assessment: <i>Note: Summative assessments, for example, Mini Benchmark Assessments will be included in the following weeks when benchmarks are completed and students are ready for assessment.</i></p> |

| Question Stems | Supplemental Resources |
|--|---|
| <p>What am I investigating?</p> <p>What is the question?</p> <p>What is the independent variable?</p> <p>What is the dependent variable?</p> <p>What are the controlled variables?</p> <p>What do you predict will happen?</p> <p>Form a hypothesis: Based on what I know, I predict that if _____, then the _____ will/will not affect (select one) _____.</p> <p>Example: If a sphere is a geometric shape with the greatest volume that provides the least amount of surface tension, then the shape of the wand will not determine the shape of the bubble.</p> <p>Example: Based on what I know, the shape of the wand will/will not (choose one) affect the shape of the bubble.</p> | <p>Science Centers Fifth Grade (2003): Volume, pages 2-3, 12 Sum of its Parts, pages 6-7, 12 Physical Change, pages 8-9, 12 Chemical Change, pages 4-5, 12</p> <p>ScienceSaurus: Blue pages 242-267 ScienceSaurus: Green pages 249-321</p> <p>Science Alive!: SCI-21 Strand A: The Nature of Matter</p> |

Science 5th Grade - Instructional Focus Calendar - Quarter 1 - Week #8

| Essential Questions | Benchmarks | Core Text and Resources | Strategies | Assessments |
|--|---|--|---|--|
| <p>How does matter change?</p> <p>What is the difference between a physical change and a chemical change?</p> <p>What is mixture?</p> <p>What is a solution?</p> | <p><u>NGSSSS</u> BIG IDEA 1: The Practice of Science SC.5.N.1.1: Define a problem, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigations of various types such as: systematic observations, experiments requiring the identification of variables, collecting and organizing data, interpreting data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.</p> <p>BIG IDEA 2: The Characteristics of Scientific Knowledge SC.5.N.2.1: Recognize and explain that science is grounded in empirical observations that are testable; explanation must always be linked with evidence. SC.5.N.2.2: Recognize and explain that when scientific investigations are carried out, the evidence produced by those investigations should be replicable by others.</p> <p>BIG IDEA 8: Properties of Matter SC.5.P.8.2: Investigate and identify materials that will dissolve in water and those that will not and identify the conditions that will speed up or slow down the dissolving process.</p> <p>BIG IDEA 9: Changes in Matter SC.5.P.9.1: Investigate and describe that many physical and chemical changes are affected by temperature.</p> | <p><u>Florida Science Fusion:</u> Textbook: Unit 4, Lesson 2 TE: pages 179-192 SE: pages 179-192</p> <p>Textbook: Unit 4, Lesson 4 TE: pages 195- 210 SE: pages 195- 210</p> <p>Inquiry Flip Chart: Shhhh! Secret Message, page 18 How Can Temperature Change Matter?, page 19 Inky Mixture, page 20</p> <p>Digital Lessons: How Does Matter Change? What Are Mixtures and Solutions? How Can Temperature Change Matter?</p> <p><u>Broward County Hands-On Kit:</u> Activities 8 & 9 Oxidation (Sessions I and II)</p> <p><u>BEEP Lessons:</u> 05 Sci LP 030 What are Physical and Chemical Changes? 05 Sci LP 031 Investigating Physical and Chemical Changes 05 Sci LP 032 Physical and Chemical Changes Assessment 05 Sci LP 033 Oxidation Session II 05 Sci LP 034 What Are Mixtures and Solutions?</p> | <p>Hands-On Learning Inquiry Scientific Processes Journal Writing</p> <p><u>Utilize the 5E Model of Instruction</u> Engagement Exploration Explanation Elaboration Evaluation</p> | <p><u>Florida Science Fusion:</u> Brain Check, SE page 189 Apply Concepts, SE page 190-191 Brain Check, SE page 35 Apply Concepts, SE page 36</p> <p><u>Broward County Hands-On Kit:</u> Activity 9, Activity Assessment Opportunities, p. 94</p> <p><u>BEEP:</u> Lesson Assessments</p> <p><u>Journal:</u> Have students explain why mixing vinegar and baking soda inside a sealed plastic bag causes the bag to inflate. Have them also describe and explain the temperature change that occurs.</p> <p><u>Performance Assessment:</u> Take students outside to observe the schoolyard. Have them work in pairs to locate two examples of physical change and two examples of chemical change.</p> <p><u>Summative Assessment:</u> Broward County Grade 5 Mini Benchmark Assessments</p> <p>BIG IDEA 8: SC.5.N.8.2 BIG IDEA 9: SC.5.N.9.1</p> |

| Question Stems | Supplemental Resources |
|---|--|
| <p>What am I investigating?</p> <p>What is the question?</p> <p>What are the independent variable and dependent variables?</p> <p>What are the controlled variables?</p> <p>What do you predict will happen? Form a hypothesis: Based on what I know, I predict that if ____, then the ____ will/will not affect (select one) ____.</p> <p><u>Example:</u> If a sphere is a geometric shape with the greatest volume that provides the least amount of surface tension, then the shape of the wand will not determine the shape of the bubble.</p> <p><u>Example:</u> Based on what I know, the shape of the wand will/will not (choose one) affect the shape of the bubble.</p> | <p>What do I know and what do I need to know? How will I find out? What steps do I take solve the problem? What tools should I use? What do I observe? What is the best way to record the data? How do I collect data? How do I analyze the data? (data analysis) What does the data show? (What does the data tell me?) Does the data support the hypothesis? Why did this occur and what did I learn?</p> <p>Broward Science Activities Guide, Fifth Grade: Activity: Sweet Solutions</p> <p>Science Centers Fifth Grade (2003): Sum of its Parts, pages 6-7, 12 Physical Change, pages 8-9, 12 Chemical Change, pages 4-5, 12</p> <p>ScienceSaurus: Blue pages 242-267 ScienceSaurus: Green pages 249-321</p> <p><u>Science Alive!:</u> SCI-21 Strand A: The Nature of Matter</p> |

Science 5th Grade - Instructional Focus Calendar - Quarter 1 - Week #9

| Essential Questions | Benchmarks | Core Text and Resources | Strategies | Assessments |
|--|--|---|---|---|
| <p>Can mixtures and solutions be separated?</p> <p>What is the Atomic Theory?</p> <p>What is inside an atom?</p> | <p>NGSSSS BIG IDEA 1: The Practice of Science SC.5.N.1.1: Define a problem, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigations of various types such as: systematic observations, experiments requiring the identification of variables, collecting and organizing data, interpreting data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.</p> <p>BIG IDEA 2: The Characteristics of Scientific Knowledge SC.5.N.2.1: Recognize and explain that science is grounded in empirical observations that are testable; explanation must always be linked with evidence.</p> <p>BIG IDEA 8: Properties of Matter SC.5.P.8.2: Investigate and identify materials that will dissolve in water and those that will not and identify the conditions that will speed up or slow down the dissolving process. SC.5.P.8.4: Explore the scientific theory of atoms (also called atomic theory) by recognizing that all matter is composed of parts that are too small to be seen without magnification.</p> <p>BIG IDEA 9: Changes in Matter: SC.5.P.9.1: Investigate and describe that many physical and chemical changes are affected by temperature.</p> | <p>Florida Science Fusion: Textbook: Unit 4, Lesson 4 TE: pages 195-210 SE: pages 195-210</p> <p>Textbook: Unit 4, Lesson 5 TE: pages 211-220 SE: pages 211-220</p> <p>Inquiry Flip Chart: Does It Dissolve?, page 20 What Affects the Speed of Dissolving?, p. 21 Model Atoms and Compounds, page 22 Research Is Elemental, page 22</p> <p>Digital Lesson: What Is the Atomic Theory?</p> <p>Broward County Hands-On Kit: Activities 3 & 4 Solutions and Suspensions (Sessions I & II) Activity 5 Atomic Structure</p> <p>BEEP Lessons: 05 Sci LP 035 Mixtures, Solutions, and Suspensions Session I 05 Sci LP 036 Mixtures, Solutions, and Suspensions Session II Assessment Day: Mimi BATS 05 Sci LP 037 What Is the Atomic Theory? 05 Sci LP 038 Atomic Structure</p> | <p>Hands-On Learning Inquiry Scientific Processes Journal Writing</p> <p><u>Utilize the 5E Model of Instruction</u> Engagement Exploration Explanation Elaboration Evaluation</p> | <p>Florida Science Fusion: Brain Check, SE page 205 Apply Concepts, SE page 206-208 Brain Check, SE page 219 Apply Concepts, SE page 220 Assessment Guide pages AG35-AG37</p> <p><u>Broward County Hands-On Kit:</u> Activities 3 & 4 Activity Assessment Opportunities, p. 55-56 Activity 5 Activity Assessment Opportunities, p. 65</p> <p><u>BEEP:</u> Lesson Assessments</p> <p><u>Journal:</u> Have students compare and contrast homogeneous and heterogeneous mixtures in paragraph form or with the use of a Venn Diagram.</p> <p><u>Performance Assessment:</u> Have students make a model of one atom of an element (ex. Carbon or Nitrogen) and label its parts.</p> <p><u>Summative Assessment:</u> Broward County Grade 5 Mini Benchmark Assessments</p> <p>BIG IDEA 8: SC.5.N.8.4</p> |

Question Stems

Supplemental Resources

| | | |
|--|---|--|
| <p>What am I investigating?</p> <p>What is the question?</p> <p>What is the independent variable?</p> <p>What is the dependent variable?</p> <p>What are the controlled variables?</p> <p>What do you predict will happen?</p> <p>Form a hypothesis: Based on what I know, I predict that if _____, then the _____ will/will not affect (select one) _____.</p> <p><u>Example:</u> If a sphere is a geometric shape with the greatest volume that provides the least amount of surface tension, then the shape of the wand will not determine the shape of the bubble.</p> <p><u>Example:</u> Based on what I know, the shape of the wand will/will not (choose one) affect the shape of the bubble.</p> | <p>What do I know?</p> <p>What do I need to know?</p> <p>How will I find out?</p> <p>What steps do I take solve the problem?</p> <p>What tools should I use?</p> <p>What do I observe?</p> <p>What is the best way to record the data?</p> <p>How do I collect data?</p> <p>How do I analyze the data? (data analysis)</p> <p>What does the data show? (What does the data tell me?)</p> <p>Does the data support the hypothesis?</p> <p>Why did this occur?</p> <p>What did I learn?</p> | <p>ScienceSaurus: Blue pages 242-267 ScienceSaurus: Green pages 249-321</p> <p><u>Science Alive!</u> SCI-21 Strand A: The Nature of Matter</p> |
|--|---|--|

Science 5th Grade - Instructional Focus Calendar - Quarter 1 - Week #10

| Essential Questions | Benchmarks | Core Text and Resources | Strategies | Assessments |
|---|--|--|---|---|
| <p>What is the difference between a physical and a chemical change?</p> <p>What types of changes occur as ice cream is made?</p> | <p>NGSSSS BIG IDEA 1: The Practice of Science SC.5.N.1.1: Define a problem, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigations of various types such as: systematic observations, experiments requiring the identification of variables, collecting and organizing data, interpreting data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.</p> <p>BIG IDEA 2: The Characteristics of Scientific Knowledge SC.5.N.2.1: Recognize and explain that science is grounded in empirical observations that are testable; explanation must always be linked with evidence. SC.5.N.2.2: Recognize and explain that when scientific investigations are carried out, the evidence produced by those investigations should be replicable by others.</p> <p>BIG IDEA 8: Properties of Matter SC.5.P.8.1: Compare and contrast the basic properties of solids, liquids, and gases, such as mass, volume, color, texture, and temperature. SC.5.P.8.2: Investigate and identify materials that will dissolve in water and those that will not and identify the conditions that will speed up or slow down the dissolving process.</p> <p>BIG IDEA 9: Changes in Matter SC.5.P.9.1: Investigate and describe that many physical and chemical changes are affected by temperature.</p> | <p>Florida Science Fusion: None</p> <p>Broward County Hands-On Kit: None</p> <p>BEEP Lessons: 05 Sci LP 041 Science Alive!: The Nature of Matter 05 Sci LP 042 Let's Celebrate with Ice Cream 05 Sci LP 044 Unit Assessment</p> <p>Science Alive!: SCI-21 Strand A: The Nature of Matter</p> <p>Soaring into FCAT Science: The Nature of Matter</p> | <p>Hands-On Learning Inquiry Scientific Processes Journal Writing</p> <p><u>Utilize the 5E Model of Instruction</u> Engagement Exploration Explanation Elaboration Evaluation</p> | <p>Florida Science Fusion: Benchmark Review, TE pages 223-226 Assessment Guide pages AG 40-AG45</p> <p>BEEP: Lesson Assessments</p> <p>Broward County Hands-On Kit: None</p> <p>Journal: Have students write five "aha" moments in their journals describing what that they learned in the matter unit.</p> <p>Performance Assessment: Have students name and identify the types of changes that occur as they make ice cream.</p> <p>Summative Assessment: <i>Note: Summative assessments, for example, Mini Benchmark Assessments will be included in the following weeks when benchmarks are completed and students are ready for assessment.</i></p> |
| Question Stems | | Supplemental Resources | | |
| <p>What am I investigating? What is the question? What is the independent variable? What is the dependent variable? What are the controlled variables? What do you predict will happen? Form a hypothesis: Based on what I know, I predict that if _____, then the _____ will/will not affect (select one) _____.</p> <p>Example: If a sphere is a geometric shape with the greatest volume that provides the least amount of surface tension, then the shape of the wand will not determine the shape of the bubble.</p> <p>Example: Based on what I know, the shape of the wand will/will not (choose one) affect the shape of the bubble.</p> | <p>What do I know? What do I need to know? How will I find out? What steps do I take solve the problem? What tools should I use? What do I observe? What is the best way to record the data? How do I collect data? How do I analyze the data? (data analysis) What does the data show? (What does the data tell me?) Does the data support the hypothesis? Why did this occur? What did I learn?</p> | <p>05 Sci LP 039 Making Molecules - (Activity 6 in Broward County Hands-On Kit) 05 Sci LP 040 Chemical Equations - (Activity 7 in Broward County Hands-On Kit) 05 Sci LP 043: Soaring into FCAT Science: The Nature of Matter</p> <p>ScienceSaurus: Blue pages 242-267 ScienceSaurus: Green pages 249-321</p> <p>Science Alive!: SCI-16 Strand H: The Nature of Science Part I SCI-17 Strand H: The Nature of Science Part II SCI-18 Strand H: The Nature of Science Part III</p> | | |

Big Idea 1: The Practice of Science

- | | |
|----------|--|
| K | SC.K.N.1.1 Collaborate with a partner to collect information |
| | SC.K.N.1.2 Make observations of the natural world and know that they are descriptors collected using the five senses |
| | SC.K.N.1.3 Keep records as appropriate - such as pictorial records - of investigations conducted. |
| | SC.K.N.1.4 Observe and create a visual representation of an object which includes its major features |
| | SC.K.N.1.5 Recognize that learning can come from careful observation |

- | | |
|----------|---|
| 1 | SC.1.N.1.1 Raise questions about the natural world, investigate them in teams through free exploration, and generate appropriate explanations based on those explorations. |
| | SC.1.N.1.2 Using the five senses as tools, make careful observations, describe objects in terms of number, shape, texture, size, weight, color, and motion, and compare their observations with others. |
| | SC.1.N.1.3 Keep records as appropriate - such as pictorial and written records of investigations conducted. |
| | SC.1.N.1.4 Ask "how do you know?" in appropriate situations. |

- | | |
|----------|--|
| 2 | SC.2.N.1.1 Raise questions about the natural world, investigate them in teams through free exploration and systematic observations, and generate appropriate explanations based on those explorations. |
| | SC.2.N.1.2 Compare the observations made by different groups using the same tools. |
| | SC.2.N.1.3 Ask "how do you know?" in appropriate situations and attempt reasonable answers when asked the same question by others. |
| | SC.2.N.1.4 Explain how particular scientific investigations should yield similar conclusions when repeated. |
| | SC.2.N.1.5 Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think). |
| | SC.2.N.1.6 Explain how scientists alone or in groups are always investigating new ways to solve problems. |

- | | |
|----------|---|
| 3 | SC.3.N.1.1 Raise questions about the natural world, investigate them individually and in teams through free exploration and systematic investigations, and generate appropriate explanations based on those explorations. |
| | SC.3.N.1.2 Compare the observations made by different groups using the same tools and seek reasons to explore the differences across groups. |
| | SC.3.N.1.3 Keep records as appropriate, such as pictorial, written, or simple charts and graphs of investigations conducted. |
| | SC.3.N.1.4 Recognize the importance of communication among scientists. |
| | SC.3.N.1.5 Recognize that scientists question, discuss, and check each others' evidence and explanations |
| | SC.3.N.1.6 Infer based on observation |
| | SC.3.N.1.7 Explain that empirical evidence is information, such as observations or measurements, that is used to help validate explanations of natural phenomena. |

Big Idea 1: The Practice of Science

- | | | |
|---|------------|--|
| 4 | SC.4.N.1.1 | Raise questions about the natural world, use appropriate reference materials that support understanding to obtain information (identifying the source), conduct both individual and team investigations through free exploration and systematic investigations, and generate appropriate explanations based on those explorations. |
| | SC.4.N.1.2 | Compare the observations made by different groups using multiple tools and seek reasons to explain the differences across groups. |
| | SC.4.N.1.3 | Explain that science does not always follow a rigidly defined method ("the scientific method") but that science does involve the use of observations and empirical evidence. |
| | SC.4.N.1.4 | Attempt reasonable answers to scientific questions and cite evidence in support. |
| | SC.4.N.1.5 | Compare the methods and results of investigations done by other classmates. |
| | SC.4.N.1.6 | Keep records that describe observations made, carefully distinguishing actual observations from ideas and inferences about the observations. |
| | SC.4.N.1.7 | Recognize and explain that scientists base their explanations on evidence |
| | SC.4.N.1.8 | Recognize that science involves creativity in designing experiments. |

- | | | |
|---|------------|--|
| 5 | SC.5.N.1.1 | Define a problem, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigations of various types such as: systematic observations, experiments requiring the identification of variables, collecting and organizing data, interpreting data in charts, tables and graphics, analyze information, make predictions, and defend conclusions. |
| | SC.5.N.1.2 | Missing |
| | SC.5.N.1.3 | Recognize and explain the need for repeated experimental trials. |
| | SC.5.N.1.4 | Identify a control group and explain its importance in an experiment. |
| | SC.5.N.1.5 | Recognize and explain that authentic scientific investigation frequently does not parallel the steps of "the scientific method." |
| | SC.5.N.1.6 | Recognize and explain the difference between personal opinion/interpretation and verified observation. |

Big Idea 2: The Characteristics of Scientific Knowledge

K

1

2

3

4 SC.4.N.2.1 Explain that science focuses solely on the natural world.

5 SC.5.N.2.1 Recognize and explain that science is grounded in empirical observations that are testable; explanation must always be linked with evidence.
SC.5.N.2.2 Recognize and explain that when scientific investigations are carried out, the evidence produced by those investigations should be replicated by others.

Big Idea 3: The Role of Theories, Laws, Hypotheses, and Models

K

1

2

SC.3.N.3.1 Recognize that words in science can have different or more specific meanings than their use in everyday language; for example, energy, cell, heat/cold, and evidence.

3

SC.3.N.3.2 Recognize that scientists use models to help understand and explain how things work.

SC.3.N.3.3 Recognize that all models are approximations of natural phenomena; as such, they do not perfectly account for all observations.

4

SC.4.N.3.1 Explain that models can be three dimensional, two dimensional, and explanation in your mind, or a computer model.

5

Big Idea 5: Earth in Space and Time

| | | |
|---|--|----------|
| K | <p>SC.K.E.5.1 Explore the Law of Gravity by investigating how objects are pulled toward the ground unless something holds them up.</p> <p>SC.K.E.5.2 Recognize the repeating pattern of day and night.</p> <p>SC.K.E.5.3 Recognize that the Sun can only be seen in the daytime.</p> <p>SC.K.E.5.4 Observe that sometimes the Moon can be seen at night and sometimes during the day.</p> <p>SC.K.E.5.5 Observe that things can be big and things can be small as seen from Earth.</p> <p>SC.K.E.5.6 Observe that some objects are far away and some are nearby as seen from Earth.</p> | |
| 1 | <p>SC.1.E.5.1 Observe and discuss that there are more stars in the sky than anyone can easily count and that they are not scattered evenly in the sky.</p> <p>SC.1.E.5.2 Explore the Law of Gravity by demonstrating that Earth's gravity pulls any object on or near Earth toward it even though nothing is touching the object.</p> <p>SC.1.E.5.3 Investigate how magnifiers make things appear bigger and help people see things they could not see without them.</p> <p>SC.1.E.5.4 Identify the beneficial and harmful properties of the Sun.</p> | |
| 2 | | |
| 3 | <p>SC.3.E.5.1 Explain that stars can be different; some are similar, some are larger, and some appear brighter than others; all except the Sun are so far away that they look like points of light.</p> <p>SC.3.E.5.2 Identify the Sun as a star that emits energy; some of it in the form of light.</p> <p>SC.3.E.5.3 Recognize that the Sun appears large and bright because it is the closest star to the Earth.</p> <p>SC.3.E.5.4 Explore the Law of Gravity by demonstrating that gravity is a force that can be overcome.</p> <p>SC.3.E.5.5 Investigate that the number of stars that can be seen through telescopes is dramatically greater than those seen by the unaided eye.</p> | |
| 4 | <p>SC.4.E.5.1 Observe that the patterns of stars in the sky stay the same although they appear to shift across the sky nightly, and different stars can be seen in different seasons.</p> <p>SC.4.E.5.2 Describe the changes in the observable shape of the moon over the course of about a month.</p> <p>SC.4.E.5.3 Recognize that Earth revolves around the Sun in a year and rotates on its axis in a 24-hour day.</p> <p>SC.4.E.5.4 Relate that the rotation of Earth (day and night) and apparent movements of the Sun, Moon and stars are connected.</p> <p>SC.4.E.5.5 Investigate and report the effects of space research and exploration on the economy and culture of Florida.</p> | S.S. Rdg |

Big Idea 5: Earth in Space and Time

| | | |
|---|---|----------|
| 5 | <p>SC.5.E.5.1 Recognize that a galaxy consists of gas, dust, and many stars, including any objects orbiting the stars. Identify our home galaxy as the Milky Way.</p> <p>SC.5.E.5.2 Recognize the major common characteristics of all planets and compare/contrast the properties of inner and outer planets.</p> <p>SC.5.E.5.3 Distinguish among the following objects of the Solar System - Sun, planets, moons, asteroids, comets - and identify Earth's position in it.</p> | C/C, Rdg |
|---|---|----------|

Big Idea 6: Earth Structures

| | | |
|---|--|---------|
| K | | |
| 1 | <p>SC.1.E.6.1 Recognize that water, rocks, soil, and living organisms are found on Earth's surface.</p> <p>SC.1.E.6.2 Describe the need for water and how to be safe around water.</p> <p>SC.1.E.6.3 Recognize that some things in the world around us happen fast and some happen slowly.</p> | |
| 2 | <p>SC.2.E.6.1 Recognize that Earth is made up of rocks. Rocks come in many sizes and shapes.</p> <p>SC.2.E.6.2 Describe how small pieces of rock and dead plant and animal parts can be the basis of soil and can explain the process by which soil is formed.</p> <p>SC.2.E.6.3 Classify soil types based on color, texture (size of particles), the ability to retain water, and the ability to support the growth of plants.</p> | |
| 3 | <p>SC.3.E.6.1 Demonstrate that radiant energy from the Sun can heat objects and when the Sun is not present, heat may be lost.</p> | |
| 4 | <p>SC.4.E.6.1 Identify the three categories of rocks: igneous (formed from molten rock); sedimentary (pieces of other rocks and fossilized organisms); metamorphic (formed from heat and pressure).</p> <p>SC.4.E.6.2 Identify the physical properties of common earth-forming minerals, including hardness, color luster, cleavage, and streak color, and recognize the role of minerals in the formation of rocks.</p> <p>SC.4.E.6.3 Recognize that humans need resources found on Earth and that these are either renewable or nonrenewable.</p> <p>SC.4.E.6.4 Describe the basic differences between physical weathering (breaking down of rock by wind, water, ice, temperature change, and plants) and erosion (movement of rock by gravity, wind, water, and ice).</p> <p>SC.4.E.6.5 Identify resources available in Florida (water, phosphate, oil, limestone, silicon, wind, and solar energy).</p> | Reading |
| 5 | | |

Big Idea 7: Earth Systems and Patterns

| | |
|--|-----------------------|
| K | |
| 1 | |
| <p>2 SC.2.E.7.1 Compare and describe changing patterns in nature that repeat themselves, such as weather conditions including temperature and precipitation, day to day and season to season.</p> <p>SC.2.E.7.2 Investigate by observing and measuring, that the Sun's energy directly and indirectly warms the water, land, and air.</p> <p>SC.2.E.7.3 Investigate, observe and describe how water left in an open container disappears (evaporates), but water in a closed container does not disappear (evaporate).</p> <p>SC.2.E.7.4 Investigate that air is all around us and that moving air is wind.</p> <p>SC.2.E.7.5 State the importance of preparing for severe weather, lightning, and other weather related events.</p> | |
| 3 | |
| 4 | |
| <p>5 SC.5.E.7.1 Create a model to explain the parts of the water cycle. Water can be a gas, a liquid, or a solid and can go back and forth from one state to another.</p> <p>SC.5.E.7.2 Recognize that the ocean is an integral part of the water cycle and is connected to all of Earth's water reservoirs via evaporation and precepitation processes.</p> <p>SC.5.E.7.3 Recognize how air temperature, barometric pressure, humidity, wind speed and direction, and precipitation determine the weather in a particular place and time.</p> <p>SC.5.E.7.4 Distinguish among the various forms of precipitation (rain, sleet, snow, and hail), making connections to the weather in a particular place and time.</p> <p>SC.5.E.7.5 Recognize that some of the weather-related differences, such as temperature and humidity, are found among different environments, such as swamps, deserts, and mountains.</p> <p>SC.5.E.7.6 Describe characteristics (temperature and precipitation) of different climate zones as they relate to latitude, elevation, and proximity to bodies of water.</p> <p>SC.5.E.7.7 Design a family preparedness plan for natural disasters and identify the reasons for having such a plan.</p> | <p>Writing - Sept</p> |

Big Idea 9: Changes in Matter

| | | |
|---|---|-----|
| K | SC.K.P.9.1 Recognize that the shape of materials such as paper and clay can be changed by cutting, tearing, crumpling, smashing, or rolling. | Art |
| 1 | | |
| 2 | SC.2.P.9.1 Investigate that materials can be altered to change some of their properties, but not all materials respond the same way to any one alteration. | Art |
| 3 | SC.3.P.9.1 Describe the changes water undergoes when it changes state through heating and cooling by using familiar scientific terms such as melting, freezing, boiling, evaporation, and condensation. | |
| 4 | SC.4.P.9.1 Identify some familiar changes in materials that result in other materials with different characteristics, such as decaying animal or plant matter, burning, rusting, and cooking. | |
| 5 | SC.5.P.9.1 Investigate and describe that many physical and chemical changes are affected by temperature. | |

Big Idea 10: Forms of Energy

| | | |
|---|--|-----------------------|
| K | SC.K.P.10.1 Observe that things that make sound vibrate. | Picture Perfect Music |
| 1 | | |
| 2 | SC.2.P.10.1 Discuss that people use electricity or other forms of energy to cook their food, cool or warm their homes, and power their cars. | |
| 3 | <p>SC.3.P.10.1 Identify some basic forms of energy such as light, heat, sound, electrical, and mechanical</p> <p>SC.3.P.10.2 Recognize that energy has the ability to cause motion or create change.</p> <p>SC.3.P.10.3 Demonstrate that light travels in a straight line until it strikes an object or travels from one</p> <p>SC.3.P.10.4 Demonstrate that light can be reflected, refracted, and absorbed.</p> | |
| 4 | <p>SC.4.P.10.1 Demonstrate and describe some basic forms of energy, including light, heat, sound, electrical, and the energy of motion.</p> <p>SC.4.P.10.2 Investigate and describe that energy has the ability to cause motion or create change.</p> <p>SC.4.P.10.3 Investigate and explain that sound is produced by vibrating objects and that pitch depends on how fast or slow the object vibrates.</p> <p>SC.4.P.10.4 Describe how moving water and air are sources of energy and can be used to move things.</p> | Picture Perfect Music |
| 5 | <p>SC.5.P.10.1 Investigate and describe some basic forms of energy, including light, heat, sound, electrical, chemical, and mechanical.</p> <p>SC.5.P.10.2 Investigate and explain that energy has the ability to cause motion or create change.</p> <p>SC.5.P.10.3 Investigate and explain that an electrically-charged object can attract an uncharged object and can either attract or repel another charged object without any contact between the objects.</p> <p>SC.5.P.10.4 Investigate and explain that electrical energy can be transformed into heat, light, and sound energy, as well as the energy of motion.</p> <p>Verify this is all for grade 5</p> | |

Big Idea 11: Energy Transfer and Transformations

K

1

2

- 3 SC.3.P.11.1 Investigate, observe, and explain that things that give off light often also give off heat.
SC.3.P.11.2 Investigate, observe, and explain that heat is produced when one object rubs against another, such as rubbing one's hands together.

SC.4.P.11.1 **Missing**

4

SC.4.N.11.2 Identify common materials that conduct heat well or poorly.

- 5 SC.5.P.11.1 Investigate and illustrate the fact that the flow of electricity requires a closed circuit (a complete loop).
SC.5.P.11.2 Identify and classify materials that conduct electricity and materials that do not.

Big Idea 12: Motion of Objects

| | | | |
|---|-------------|--|--------------------------------|
| K | SC.K.P.12.1 | Investigate that things move in different ways, such as fast, slow, etc. | P.E. |
| 1 | SC.1.P.12.1 | Demonstrate and describe the various ways that objects can move, such as in a straight line, zigzag, back-and-forth, round-and-round, fast and slow. | P.E. |
| 2 | | | |
| 3 | | | |
| 4 | SC.4.P.12.1 | Recognize that an object in motion always changes its position and may change its direction. | P.E. |
| | SC.4.P.12.2 | Investigate and describe that the speed of an object is determined by the distance it travels in a unit of time and that objects can move at different speeds. | P.E. measure & calculate speed |
| 5 | | | |

Big Idea 13: Forces and Changes in Motion

| | | |
|---|---|----------------------|
| K | SC.K.P.13.1 Observe that a push or a pull can change the way an object is moving. | P.E. |
| 1 | SC.1.P.13.1 Demonstrate that the way to change the motion of an object is by applying a push or a pull | P.E. |
| 2 | SC.2.P.13.1 Investigate the effect of applying various pushes and pulls on different objects. SC.2.P.13.2 Demonstrate that magnets can be used to make some things move without touching them. SC.2.P.13.3 Recognize that objects are pulled toward the ground unless something holds them up. SC.2.P.13.4 Demonstrate that the greater the force (push or pull) applied to an object, the greater the change in motion of the object. | P.E. P.E. |
| 3 | | |
| 4 | | |
| 5 | SC.5.P.13.1 Identify familiar forces that cause objects to move, such as pushes or pulls, including gravity acting on falling objects. SC.5.P.13.2 Investigate and describe that the greater the force applied to it, the greater the change in motion of a given object. SC.5.P.13.3 Investigate and describe that the more mass an object has, the less effect a given force will have on the object's motion. SC.5.P.13.4 Investigate and explain that when a force is applied to an object, but it does not move, it is because another opposing force is being applied by something in the environment so that the forces are balanced. | P.E. P.E. |

Big Idea 14: The Organization and Development of Living Organisms

| | | |
|---|---|--|
| K | <p>SC.K.L.14.1 Investigate the five senses and related body parts.</p> <p>SC.K.L.14.2 Recognize that some books and other media portray animals and plants with characteristics and behaviors they do not have in real life.</p> <p>SC.K.L.14.3 Observe plants and animals, describe how they are alike and how they are different in the way they look and the things they do.</p> | <p>Rdg - fic vs. nf</p> <p>Classroom pet</p> |
| 1 | <p>SC.1.L.14.1 Make observations of living things in their environment using the five senses.</p> <p>SC.1.L.14.2 Identify the major parts of plants, including stem, roots, leaves, and flowers.</p> <p>SC.1.L.14.3 Differentiate between living and nonliving things.</p> | |
| 2 | <p>SC.2.L.14.1 Distinguish human body parts (brain, heart, lungs, stomach, muscles, and skeleton) and their basic functions.</p> | |
| 3 | <p>SC.3.L.14.1 Describe structures in plants and their roles in food production, support, water, and nutrient transport, and reproduction.</p> <p>SC.3.L.14.2 Investigate and describe how plants respond to stimuli (heat, light, gravity), such as the way plant stems grow toward light and their roots grow downward in response to gravity.</p> | <p>Classroom plant</p> |
| 4 | | |
| 5 | <p>SC.5.L.14.1 Identify the organs in the human body and describe their functions, including the skin, brain heart, lungs, stomach, liver, intestines, pancreas, muscles and skeleton, reproductive organs, kidneys, bladder, and sensory organs.</p> <p>SC.5.L.14.2 Compare and contrast the function of organs and other physical structures of plants and animals, including humans, for example: some animals have skeletons for support - some with internal skeletons, others with exoskeletons - while some plants have stems for support.</p> | <p>Halloween?</p> <p>Reading</p> |

Big Idea 15: Diversity and Evolution of Living Organisms

| | | |
|---|--|-----------------|
| K | | |
| 1 | | |
| 2 | | |
| <p>3</p> <p>SC.3.L.15.1 Classify animals into major groups (mammals, birds, reptiles, amphibians, fish, arthropods, vertebrates and invertebrates, those having live births and those which lay eggs) according to their physical characteristics and behaviors.</p> <p>SC.3.L.15.2 Classify flowering and nonflowering plants into major groups such as those that produce seeds, or those like ferns and mosses that produce spores, according to their physical characteristics.</p> | | |
| 4 | | |
| <p>5</p> <p>SC.5.L.15.1 Describe how, when the environment changes, differences between individuals allow some plants and animals to survive and reproduce while others dies or move to new locations.</p> | | Rdg, all grades |

Big Idea 16: Heredity and Reproduction

| | | |
|---|--|---------|
| K | | |
| 1 | SC.1.L.16.1 Make observations that plants and animals closely resemble their parents, but variations exist among individuals within a population. | |
| 2 | SC.2.L.16.1 Observe and describe major stages in the life cycles of plants and animals, including beans and butterflies. | Reading |
| 3 | | |
| 4 | <p>SC.4.L.16.1 Identify processes of sexual reproduction in flowering plants, including pollination, fertilization (seed production), seed dispersal, and germination.</p> <p>SC.4.L.16.2 Explain that although characteristics of plants and animals are inherited, some characteristics can be affected by the environment.</p> <p>SC.4.L.16.3 Recognize that animal behaviors may be shaped by heredity and learning.</p> <p>SC.4.L.16.4 Compare and contrast the major stages of life cycles of Florida plants and animals, such as those that undergo complete metamorphosis, and flowering and nonflowering seed-bearing plants.</p> | |
| 5 | | |

Big Idea 17: Interdependence

| | | |
|---|---|------------------------|
| K | | |
| 1 | SC.1.L.17.1 Through observations, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space. | |
| 2 | <p>SC.2.L.17.1 Compare and contrast the basic needs that all living things, including humans, have for survival.</p> <p>SC.2.L.17.2 Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs.</p> | Read about habitats |
| 3 | <p>SC.3.L.17.1 Describe how animals and plants respond to changing seasons.</p> <p>SC.3.L.17.2 Recognize that plants use energy from the Sun, air, and water to make their own food.</p> | |
| 4 | <p>SC.4.L.17.1 Compare the seasonal changes in Florida plants and animals to those in other regions of the country.</p> <p>SC.4.L.17.2 Explain that animals, including humans, cannot make their own food and that when animals eat plants or other animals, the energy stored in the food source is passed to them.</p> <p>SC.4.L.17.3 Trace the flow of energy from the Sun as it is transferred along the food chain through the producers to the consumers.</p> <p>SC.4.L.17.4 Recognize ways plants and animals, including humans, can impact the environment.</p> | Social Studies Reading |
| 5 | SC.5.L.17.1 Compare and contrast adaptations displayed by animals and plants that enable them to survive in different environments such as life cycles variations, animal behaviors, and physical characteristics. | |

Lesson Planning Guide

Part I: Complete this section weekly.

| | | | |
|---------------|---|---|--|
| Weekly | Subject Content: <i>List subject area: Reading, Language Arts, Mathematics, Science, Social Studies, Art, Physical Education, Music, Media, Technology, Spanish</i> | | Time: <i>State time frame for the lesson</i> |
| | Focus | Lesson Preparation | |
| | Benchmark IS: <i>Write the Imagine Standard # and content from the Curriculum Guide</i> NGSSS: <i>Write the Next Generation Sunshine State Standard #.</i> | Essential Question(s) <i>Write an Essential Question that encourages creative thinking, helps students conceptualize the theme of the lesson and enhances discussion.</i> <i>To write effective "Essential Questions" ask yourself.....</i> <i>Why would your students care or want to know about this topic? What "big" questions will generate discussion about this topic? What questions will be asked to help students focus on important aspects of this topic?</i> <i>An essential question should be broad and thematic, a question that is too simple will not help students think creatively. For instance, a question such as "What is global warming?" will certainly allow students to define or regurgitate a response, but they really won't be digging deep into the topic or fully understand the concept of global warming. A question like "What steps can be taken to reduce the effects of global warming?", on the other hand, provides students with a completely open-ended question which they will be able to delve into. It will require research, critical thinking, and thought processing, and in the end the students will fully comprehend the scope of the problem.</i> <i>Essential Questions are listed in most textbooks at the start of the lesson.</i> Word Wall Vocabulary: <i>A word wall is an interactive collection of words or parts of words used to teach vocabulary, spelling, letter-sound correspondence, and more. Word walls are not simply décor; they are works in progress designed to promote group learning. Words should be added to the wall as they are encountered in learning and should be removed (or moved to a review board) as they become part of the student's knowledge bank.</i> <i>Having all students interact with the word wall frequently enough to learn each word requires integrating a number of word wall activities into the daily lesson plans such as Mind Reader (Mystery word –give clues), Twenty Questions, Line Up If, Charades, Chanting and Cheering.</i> | |

Part II: Complete this section daily.

| | Objective | Teacher Strategies | Student Applications |
|--------------|---|---|---|
| Daily | <p>Student Friendly Objective: Turn the benchmark into a student friendly "I can" or "I will" statement. Before each lesson, talk about the "I can" statement and why the learning is important. Ask the students, "Can we do it?" Have them cheer back, "Yes we can!" When you close the lesson refer back to the "I can" statement and ask them, "Did we do it?" They cheer back, "Yes we did!"</p> | <p>Hook/Background Information: Explicitly link new concepts to students' backgrounds and experiences by creating interest in the subject by using pictures, displaying real objects or sharing personal experiences. Anticipate difficult concepts and prepare support by using graphic organizers, and labeling and defining key words Explain the hook you will use to start your lesson that engages students and makes them eager to want to learn more. Hooks might be an experiment, a costume, a video clip, math message, a reading, a visitor, a song, and/or a question.</p> <p>Higher Order Questioning (3) : Write at least three higher order questions to spark your students' critical thinking. When developing these questions think:</p> <ol style="list-style-type: none"> 1. Do I make certain that all students develop a deep understanding of key declarative (i.e., facts, concepts, generalizations, and principles) and procedural (i.e., skills, processes, and procedures) knowledge by emphasizing higher-order questioning? 2. Do I encourage discussion in my classroom by using open-ended questions? 3. Do I decide on the goals or purposes of my questions? 4. Do I choose important--rather than trivial--material to emphasize students' in-depth exploration of essential/key questions? 5. Do I avoid "yes" and "no" questions? 6. Do I use "probe" questions to encourage students to elaborate and support assertions and claims? 7. Do I ensure that students clearly understand my questions--and avoid a "guessing game?" 8. Do I avoid questions that "contain the answer"? 9. Do I anticipate students' responses to my questions, yet allow for divergent thinking and original responses? 10. Do I use purposeful strategies for helping students deal with incorrect responses? 11. Do I make effective use of Wait Time I and II? 12. Do I vary my question structures to go beyond just recalling (by using Bloom's Taxonomy and Webb's Depth of Knowledge) to: comparing, inferring, classifying, ordering, elaborating, predicting, summarizing, verifying, analyzing, evaluating, synthesizing, and interpreting. | <p>Activity: Write what students will do to practice the strategy taught in the whole group lesson. Applications can be found in the ISCG (Imagine Schools' Curriculum Guide) . Examples of guided practice might be: work with manipulatives, come up to the board, respond in journals, fill out graphic organizers, take notes, read and respond. Students should have ample opportunities to work collaboratively with their peers to practice the skills modeled during the teacher directed lesson.</p> |

| Objective | Teacher Strategies | Student Applications |
|--|---|---|
| <p>Assessment: Plan with the end in mind.</p> <p>Specific ways that you are assessing students' learning will be written in this area. It can be a formative assessment check for understanding during the practice stage. These assessments may include a checklist, conference notes, or an anecdotal record. Writing "participation" in this area is not a sufficient measure. A written record of students having difficulty needs to be kept.</p> <p>Summative assessments are given to students to complete independently when mastery is expected. These usually are scores that are recorded in the grade book and are in the students' work folders. These assessments might be: end of the unit exam, tests and quizzes on content, performance-based assessments, and/or project rubrics. Examples of assessments can be found in the ISCG (Imagine Schools' Curriculum Guide).</p> <p>Materials: Get your materials ready for the week. The list of materials will indicate if your whole group lesson is interactive.</p> | <p>Strategic Whole Group Activity: The whole group lesson should be interactive and engage students in visual, auditory, and kinesthetic learning experiences.</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Explicitly teach the objective and key vocabulary (refer to the board configuration and word wall) 2. Model what students are expected to do by the end of the lesson. Conduct a think aloud while reading a text or explain strategies while solving problems. Model the use of graphic organizers and hands-on materials. <p>Specifics:</p> <ul style="list-style-type: none"> • In reading teachers will model effective before, during and after reading strategies on grade level text. Other activities during the reading whole group block might be; word work, benchmark skill strategy work, modeling of fluency, ways to respond to text and writers' workshop. • In mathematics the whole group lesson will focus on new and developing content through the use of visuals, hands-on manipulatives, and real-world problem solving. Teachers • In science the whole group lesson should involve inquiry where students are exploring, experimenting, and analyzing. Teachers should concentrate on vocabulary development through the use of graphic organizers, and non-fiction reading strategies. • In social studies the whole group lesson might compliment informational text with fictional text. For example, read historical fiction to compliment a history unit. Current events, role-playing historical personalities and exploring themes is the cornerstone for this subject. • In the special areas, this section of the lesson plan should follow the same format as the subject areas above. Lessons should introduce new content through modeling and engaging interactive activities where students can practice, receive feedback and become successful learners. <p>The whole group lesson supports the content objective clearly. Students should be engaged for 90-100% of the time, with most students on-task. The pacing of the lesson should be appropriate to the students' ability levels. Students have ample opportunities to use strategies, scaffold techniques and answer higher-order questions (literal, analytical and interpretive) throughout the lesson. There is frequent opportunity for interactions and discussion between teacher/student and among students.</p> | <p>Checking for Understanding: Conduct assessments "during" the lesson such as:</p> <ul style="list-style-type: none"> • Give One - Get One: Students write down all the information that they learned about the topic. They flip the paper over and walk around the room sharing ideas and receiving new ones from their peers. • Gallery Walk: Posters are around the room and students circulate to each poster writing down ideas, answers and explanations that go with that topic. They then move on to the next poster. • Think, Pair, Share: Students think by themselves first, share their idea with a partner second and then they both share their findings with the whole class. • Round the Clock Learning Partners: Students are given a paper with a clock on it (or they draw a clock). Each student forms four partnerships. They will be 3:00, 6:00, 9:00, and 12:00. When the teacher says meet your 3:00 partner, the two students will pair up to discuss the topic. • Numbered Tables: Students at a table of 4 are given a number 1-4. Each table is given a different discussion topic. The teacher then calls a number, for instance "2" and all the students with the #2 get up and share their topic with the class. • White Board Quiz: Using the individual white boards, students write answers to questions on the board and hold it up for checking. <p>Always provide feedback to students on their participation (e.g., oral speaking and listing skills, content accuracy, and work completion). Use results to guide your future instruction.</p> |

Part III: Complete this section weekly.

| | |
|---------------|--|
| Weekly | <p>Accommodations/Modifications (ELL, ESE, 504, Rtl): <i>Accommodations address students learning, style, multiple intelligences and other special needs that do not require a change in the content being delivered. Modifications to the curriculum is used with students with more severe disabilities and refer to a change in the grade level curriculum, such as working in a text blow or above the expected grade level. Modifications for some students will be specified in their IEPs. Make sure you conference with your support personnel about any students you have questions about. There is a section in the curriculum guide on Accommodations and Modifications. Your ESOL coordinator will also give you a list of accommodation and/or modifications to use with English Language Learners. Students who are not successful during your differentiated instruction may need to receive intervention support. Your Rtl team should be consulted as soon as the accommodations/modifications you have tried have not been successful. Active documentation and parent involvement should be kept on these struggling students.</i></p> <p><i>A list of students receiving modifications in the curriculum must be kept with your lesson plans.</i></p> <p><i>Some modifications include: provide extra time to complete work, shorten assignments, require fewer tasks.</i></p> <p><i>Some accommodations include: use a listening center, support with a dictionary, provide highlighters, use post-it notes and other organizers, tape reminders on desks, and/or provide a positive behavior communication log.</i></p> |
| | <p>Home Learning: <i>Home and school work must be closely related. Home learning could reinforce classroom lessons, provide for independent practice, prepare students for an upcoming lesson, culminate a unit of study and/or involve parents in the education process. Reading every night should be part of each student's responsibility. Teachers can provide a reading log or project-based assignment to hold students accountable for their reading. Varying the methods and types of home learning to include projects, current events, observations, book reports, long and short term projects, demonstrations, displays, and practice flash card will address students learning styles and encourage more participation. Explaining expectation and procedures as well as giving timely feedback all make home learning a higher priority for the student. A system for checking homework so that it does not encroach on your whole group instructional time to teach new content is important. Going over homework should "not" take up more than 10 minutes of your lesson. Home learning suggestions and time frames are found in the ISCG (Imagine Schools' Curriculum Guide).</i></p> |
| | <p>Reflection: <i>In this space reflect on the effectiveness of this lesson. Was it successful? Were there problems? What changes or Improvements should be made? Who needs more support? What will you keep from this lesson for a future lesson?What have you learned about yourself and your student (teaching and learning)?</i></p> |

Part IV: Required daily for reading only (Skill groupings suggested for math)

Reading Ability Groups determined by SAT 10 data (grouping report), FAIR data and teacher observations. Reading Groups may also be flexible skill groups based on specific skills and not reading levels, in which case the group meets only until they master the specific skill.

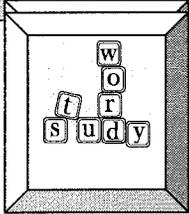
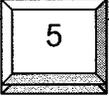
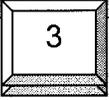
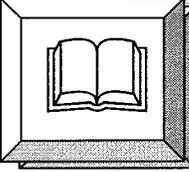
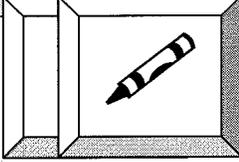
Reading Group 20 minutes rotations:

- Mon.- Fri. = Intervention Group
- Mon.- Fri. = Approaching Group (high risk)
- Mon., Wed., Fri. = On-level Group
- Tues. and Thurs. = Above Level Group

| READING GROUPS WEEK OF: _____ | | | | |
|-------------------------------|--|-------------------|-------------------|-------------------|
| | Group 1 Time: _____ | Group 2 | Group 3 | Group 4 |
| Daily | <p>Teacher Directed: Routine (<i>may not do each of these strategies each day, but all should be done each week</i>):</p> <ol style="list-style-type: none"> 1. (2 min.) <u>Fluency Check</u> with one student (student charts fluency growth in a graph) while others in group are independently and quietly doing: <ul style="list-style-type: none"> • Word sorts • Silent reading of their library book • Vocabulary matching 2. (5 min.) Students summarize the book they are reading independently (library book) 3. (10 min.) Reciprocal Teaching with a leveled reader (<ul style="list-style-type: none"> • <u>Predicting</u>: using the title, headings, picture walk, first line of text. Teacher can use prediction stems for higher order questioning. Teacher writes the student predictions on a chart (after reading the selection they will see if their prediction was correct). • <u>Clarifying</u>: Teacher previews the difficult vocabulary by modeling the strategies for decoding and defining words and/or students scan the text chunk to be read for unknown or confusing words for clarifying assistance. Peers are encouraged to explain their thinking as they support one another. • <u>Set purpose</u> for reading chunk (one or two pages of the text). Students read “silently”. Teacher observes silent reading skills: eye movement, finger tracking, distractions, mouth reading. • <u>Summarizing</u>: Students tell the main idea of the chunk of the text they read. May use graphic organizers: plot frames for a narrative and detail frames for an expository. • <u>Questioning</u>: Students ask “Teacher-like” questions of their peers. Teacher may model a particular benchmark skill (compare and contrast question, cause and effect question, sequencing question, author’s purpose question, fact and opinion question, plot questions, and reference and research question) to get the students started. Teacher will guide students to support their answers by returning to the text. At this point, students may orally read the section of the text that support their answer, however “round robin” reading is discouraged. Students read to you orally during the fluency checks and read with each other during buddy reading. Comprehension and fluency is best learned from listening to a fluent reader. | Teacher Directed: | Teacher Directed: | Teacher Directed: |

Part V: Complete centers weekly or bi-monthly for reading only (Project CHILD exception)

Number and type of center may vary. Differentiation should be apparent either within the center or by having a challenge center and an intervention center assigned specifically for students. Centers should be rigorous and meaningful, but students must be able to complete the activity independently or by collaborating with their peers. Teacher must have a system so they are not interrupted during their small group instruction.

| Differentiated Centers | | |
|---|---|---|
|  |  |  |
| <p>COMPUTERS</p> <ul style="list-style-type: none"> Practice benchmark skills with instructional software or websites: FCAT Explorer, Florida Achieves Take an AR quiz to encourage independent reading Publish a story, write a letter, design a brochure | <p>TEACHER</p> <ul style="list-style-type: none"> Guided Practice with the teacher in leveled reader (not the grade level anthology) Benchmark skill practice based on data |  |
| | |  |
| | |  |
| | | |
| <p>WORD STUDY</p> <ul style="list-style-type: none"> Vocabulary work on student's level, may have three to four assignments here to show differentiation. Phonics, syllabication and decoding work Morpheme Structures: word origins, affixes prefixes and suffixes, contractions, compound words Parts of Speech: nouns, verbs, adjectives, adverbs, prepositions, articles etc. Variant Correspondences: Synonyms, homonym/homophones, antonyms, homographs | <p>LITERATURE</p> <ul style="list-style-type: none"> Practice comprehension skills by buddy reading with focus questions from teacher center. Read leveled reader or library book on their level independently and complete reading log, book report, puppet show or another project-based assignment. On-level and Beyond level students may complete workbook pages from the whole group lesson with the anthology. | <p>LISTENING</p> <ul style="list-style-type: none"> Listen to fluent readers with books on CD/Tape on their level Tape record themselves, use fluency CDs |
| | | <p>WRITING</p> <ul style="list-style-type: none"> Practice writing in the mode being taught: narrative, expository, persuasive. Practice writing a specific genre (tall tale, poetry, nonfiction) or for a specific purpose (persuade, inform, entertain, share). Practice conventions: grammar, handwriting, spelling and/or punctuation (may be through a game). Practice writing traits: focus (hook, take away endings), organization (transitional phrases), support (dialogue, anecdotes, description), voice (mystery, romance, suspense, action, humor). |

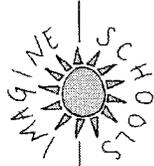


Kindergarten Lesson Plans

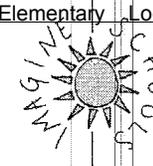
Week of 11/28 – 12/2/2011

| Subject Content: Reader's Workshop | | Time: 9:15 – 11:00 |
|------------------------------------|---|--|
| Weekly Topics | Focus | Lesson Preparation |
| | Benchmarks CCLA.K.RF.1.c, CCLA.K.RI.2, CCLA.K.RI.3, CCLA.K.RF.1.d, CCLA.K.RF.3.a, CCLA.RF.3.c, CCLA.K.L.4, CCLA.K.L.1.b | Essential Question(s): 1. Have you ever helped to make dinner? 2. What would you have for a special dinner? 3. What vegetables do you like to have for dinner? 4. What do you have to eat when you are hungry? 5. What have we read this week? Which one is your favorite? |
| | | Word Wall Vocabulary: Have |
| MONDAY | Objective | Teacher Strategies |
| | Student Friendly Objective: I can: Listen and respond to a story. Summarize/make inferences to help understand the story. | Hook/Background Information (I do): Display the cover of the book "Our Special Sweet Potato Pie" and have students predict what they think will happen in the story. Tell students that sometimes we must figure out some things in a story ourselves. Paying attention to the important things in a story can give us clues about the story. Display the cover and read pgs 2-3. Think Aloud: "On the cover I see a boy. Here he is again. The words in the book are written as if someone is talking to me, I think that the story is being told by the boy." Strategic Teacher Modeling of the Lesson (We do): Tell students to think about the main events and to pay attention to the words and pictures as they listen to the story. Use the vocabulary routine to teach the story words on the inside back cover of the book. |
| TUESDAY | Objective | Teacher Strategies |
| | Student Friendly Objective: I can: Summarize. Make inferences. Respond to a story. Retell a story. Begin to develop fluency. | Hook/Background Information (I do): Show students the cover of the book "Our Special Sweet Potato Pie." Invite students to tell what they remember about the story. Remind students that they have talked about figuring things out that happen in a story that aren't stated in the words. Display and read pages 2-3. Think Aloud: "The words don't tell me who Maxie and Callie are. I think they must be the boy's brother and sister. I wonder how Mama is choosing the potatoes. I think she is probably picking nice, fresh, big ones that will make a good pie." Strategic Teacher Modeling of the Lesson (We do): Read the book and use the prompts on the inside covers. What things happened in the story that were fantasy and could not have really happened? What things in the story were realistic and could have happened? Why do you think the author wrote about families working together to make a feast? |

| | | | |
|-----------|--|--|---|
| WEDNESDAY | Objective | Teacher Strategies | Student Activities/Applications |
| | Student Friendly Objective: I can: Read and respond to poems. Identify rhythm and alliteration. Use skills and strategies to comprehend, analyze, and evaluate poetry. | Hook/Background Information (I do): Tell students that today they will hear two poems. Tell them that many poems have a rhythm or a beat like music. Point to the first stanza of "Crusty Corn Bread." On page 47. Think Aloud: "Crusty corn bread/crumby crumbs/mumbly muffins/buttery thumbs. The lines are fun to read. Many of the words begin with the same sound. The rhyming words add to the beat. | Student Practice (You do): After reading the poems, guide students in writing their own poems about special foods. Activity Book pp. 17-18 Practice Book pp. 89-90 |
| | | Strategic Teacher Modeling of the Lesson (We do): Encourage students to talk about the two poems: Do you want to eat the food in "Crusty Corn Bread?" Which food? Does "Crunch! Munch! Thanks a Bunch!" make you want salad? What is your favorite food story, riddle, or rhyme? | ESOL/ESE: F8: Reading with a specific purpose F12: Think Aloud |
| THURSDAY | Objective | Teacher Strategies | Student Activities/Applications |
| | Student Friendly Objective: I can: Listen and respond to a folktale. | Hook/Background Information (I do): Tell students that a folktale is a very old story that people have been telling for many years. Tell them that today they will hear a folktale about a hungry bear that tries to find food. Strategic Teacher Modeling of the Lesson (We do): Read the folktale and ask students to retell what happened. <ol style="list-style-type: none"> 1. How does the bear feel throughout the story? 2. Who helped Grandfather Bear find food? How? 3. Why do chipmunks have special black stripes on their backs? | Student Practice (You do): Invite students to draw a picture of the feast they would give Grandfather Bear. Have them label their drawing. Activity Book pp. 19-20 Practice Book p. 91 ESOL/ESE: C6: Labeling G8: Retelling |
| FRIDAY | Objective | Teacher Strategies | Student Activities/Applications |
| | Student Friendly Objective: I can: Review summarizing. Review indentifying sequence of events. Compare and contrast genres, stories, and characters. Listen and share information. | Hook/Background Information (I do): Remind students that they have learned how good readers can summarize a story by telling the important parts. Think Aloud: "Thinking about the important parts of a story will help us remember and understand the story. Sometimes we have to figure out some things about a story on our own, using clues and hints in the words or pictures. Strategic Teacher Modeling of the Lesson (We do): Help students recall how they figured out the important ideas in "Our Special Sweet Potato Pie" and "Grandfather Bear Is Hungry." Create a Venn diagram to compare the story and the poem. | Student Practice (You do): Activity Book pp. 21-22 ESOL/ESE: C13: Venn Diagrams F11: Summarizing F12: Think Aloud |



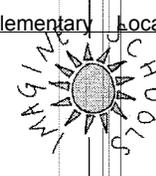
Imagine Schools' South Florida Region S.T.A.R. STRATEGIC TARGETS FOR ACADEMIC REWARDS



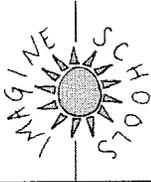
| Strategic Targets for Teachers | Accountability Measures for Supporting Team |
|---|--|
| <p>Classroom Culture and Environment</p> <ul style="list-style-type: none"> • Classroom utilize a common board configuration that includes: <ul style="list-style-type: none"> ○ The Day's Agenda ○ Essential Question ○ Student Friendly Objectives • Classroom displays contain literacy –rich, instructional-based visual aids and resources that include but are not limited to: <ul style="list-style-type: none"> ○ Interactive Word Walls for each subject area ○ Current academic student work, free from errors or corrected ○ Classroom libraries • Clear expectations for acceptable student behavior and classroom procedures are established, communicated, modeled, and maintained | <p>Monitoring</p> <ul style="list-style-type: none"> • Classroom Walk-throughs <p>Professional Learning</p> <ul style="list-style-type: none"> • Essential Question • Student Friendly Objectives • Interactive Word Walls • Model Classroom • Behavior Management System <ul style="list-style-type: none"> ○ i.e. C.H.A.M.P.S. |
| <p>Lesson Planning and Delivery</p> <ul style="list-style-type: none"> • Teachers develop lesson plans collaboratively so that lessons contain the following elements: <ul style="list-style-type: none"> ○ Imagine and Next Generation Sunshine State Standards/Benchmarks (Content as well as number) ○ Essential Questions ○ Student Friendly Objectives ○ Research-based teacher strategies • Lesson delivery includes explicit modeled instruction; guided practice; and independent practice <ul style="list-style-type: none"> ○ Higher Order Questioning ○ Differentiated Instruction (whole group, small group, ability and learning style groups, flexible groups, data driven centers) • Pacing guides provide data driven scope and sequence as well as integrated units <ul style="list-style-type: none"> ○ Focus Calendar provides school-wide/grade level focus ○ Curriculum maps provide cross-curricular thematic units • Assessment based on: <ul style="list-style-type: none"> ○ Grade level test specifications ○ Formative and summative assessment ○ Rubric (performance-based) | <p>Monitoring</p> <ul style="list-style-type: none"> • Rotate weekly lesson plans submission • Support team coaching • Administrative observations and walk throughs • Lesson plans use given format • Team leaders intermittent monitoring of lesson plans • Team cluster meetings focus on planning, instruction and assessment with minutes and agendas • Master schedule provides common planning time where possible <p>Professional Learning</p> <ul style="list-style-type: none"> • Lesson Planning • Test Item Specification and Cognitive Levels • Curriculum Mapping • Next Generation Sunshine State Standards • Imagine Schools' Curriculum Guide Implementation • Model Lessons • Strategic targeted workshops such as CRISS |



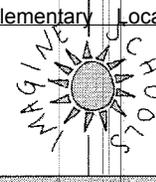
Imagine Schools' South Florida Region S.T.A.R. STRATEGIC TARGETS FOR ACADEMIC REWARDS



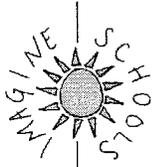
| Strategic Targets for Teachers | Accountability Measures for Supporting Team |
|---|--|
| <p>Higher Order Questioning</p> <ul style="list-style-type: none">• Questioning strategies are designed to promote critical, independent, and creative thinking• Questioning techniques require students to compare, classify, analyze different perspectives, induce, investigate, problem solve, inquire, research and make decisions• Teachers use inquiry methods to promote conceptual change and a deeper understanding of the content• Teachers model higher order thinking skills using “think-a-louds’ to verbalize thinking, such as forming mental pictures, connecting information to prior knowledge, creating analogies, clarifying confusing points, explaining non-examples, and/or making /revising predictions• Scaffolding, pacing, prompting, and probing techniques are used when asking questions• Teachers use adequate “wait time” between asking questions and eliciting student responses• Teachers provide students opportunities to contribute to class discussion and elaborate upon their own ideas <p>Student Discourse</p> <ul style="list-style-type: none">• Students understand the purpose of a lesson or a lab and are able to explain what they are learning and how it relates to the real world and/or current events relevant to students’ gender, ethnicity, age, culture.• Students engage in “accountable talk” to show, tell, explain, and prove reasoning during modeled instruction and guided practice.• Students use content vocabulary from the interactive word wall during classroom discourse.• Students use a variety of methods (i.e., verbal, visual, numerical, algebraic, and graphical) to represent and communicate their ideas and/or procedures. | <p>Monitoring</p> <ul style="list-style-type: none">• Classroom observations and walk-throughs by administration• Three to four higher order questions required in lesson plans• Team meeting minutes reflect discussion of essential questions and higher order questioning <p>Professional Learning</p> <ul style="list-style-type: none">• Higher order questioning |



**Imagine Schools' South Florida Region
S.T.A.R. STRATEGIC TARGETS FOR ACADEMIC REWARDS**

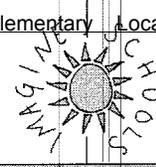


| Strategic Targets for Teachers | Accountability Measures for Supporting Team |
|--|---|
| <p>Rigorous Tasks and Assessments</p> <ul style="list-style-type: none"> • Tasks follow an appropriate progression of rigor according to <i>Webb's Depth of Knowledge (DOK) Levels</i> <ul style="list-style-type: none"> ○ Recall and Reproduction ○ Skills and Concepts/Basic Reasoning ○ Strategic Thinking/Complex Reasoning ○ Extended Thinking/Reasoning • Differentiate instruction, tasks and assessment to meet each benchmark's <i>Cognitive Complexity</i> rating (i.e. low, moderate, or high) • Frequent formative and summative assessments as well as informal and formal assessments are used to monitor individual student progress <ul style="list-style-type: none"> ○ Frequent focus tests on benchmarks ○ Teacher incorporates "Checks for Understanding" throughout lesson (e.g. fist or five, thumbs up/down/middle, white board responses, exit tickets, journal response, board races and student accountable talk. ○ Scoring rubrics are generated, posted, utilized, and shared with students to establish detailed expectations on lessons, assignments, essays, and projects. ○ Performance-based assessments • Teachers maintain accurate, complete and updated documentation, (e.g. data binders, portfolios, "Teacher Assistant Binder", SSP (Student Success Plan) folders), of student data for all assessments as well as observational and anecdotal records in the course for monitoring students' progress. | <p>Monitoring</p> <ul style="list-style-type: none"> • Observations and walk-throughs • DOK verbs reflected in lesson plans • Data binders, portfolios and/or work folders checked during observations • Classroom assessments checked by data coach • Grade levels list ways to "Check for Understanding" in lesson plans <p>Professional Learning</p> <ul style="list-style-type: none"> • Creating assessments by test specifications • Formal and informal • Rubrics and performance based assessments • Portfolios • Data Binders/"Teacher Assistant Binder" • Use data to drive instruction • Application: Next steps |

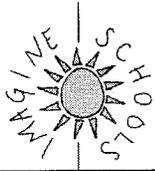


Imagine Schools' South Florida Region

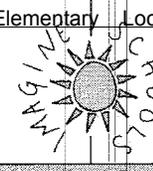
S.T.A.R. STRATEGIC TARGETS FOR ACADEMIC REWARDS



| Strategic Targets for Teachers | Accountability Measures for Supporting Team |
|---|---|
| <p>Differentiated Instruction</p> <ul style="list-style-type: none"> • Instructional groupings are based on performance and assessment data. • Remediation for deficient students and enrichment for proficient students are reflected in lesson plans: groupings, Rtl, ESE, ELL, 504 • Modifications, accommodations, and extensions of content and instructional tools and materials are reflected in lesson plans • Students practice new skills in a variety of ways to address various ability levels, interests and learning styles through projects and center activities: <ul style="list-style-type: none"> ○ Partners, triads, quads and/or small group activities ○ Individuals or ability groups ○ Learning styles: visual, auditory, kinesthetic ○ Groups formed by common interests | <p>Monitoring</p> <ul style="list-style-type: none"> • Classroom Observations and walk-throughs • Lesson plans show instructional groupings for reading and math • Lesson plans show modifications and accommodations for ELL, ESE, Rtl, and 504 • Center task cards show differentiation <p>Professional Learning</p> <ul style="list-style-type: none"> • Differentiated Centers • Center sharing professional learning community |
| <p>Cross Content Reading and Writing Instruction</p> <ul style="list-style-type: none"> • Teachers model, scaffold and support reciprocal teaching routines across content areas (i.e. predicting, questioning, clarifying, and summarizing). • Teachers incorporate vocabulary acquisition strategies (e.g. picture notes, word mapping, interactive word walls, column notes, and context clues) into their lessons before, during and after reading content materials. • Teachers use non-fiction reading materials that support student learning. • Students write science lab reports and maintain lab journals that include the components of the scientific method. • Schools use common writing process to produce essays and compositions. | <p>Monitoring</p> <ul style="list-style-type: none"> • Center activities integrate reading and writing across the curriculum • Imagine Writes <ul style="list-style-type: none"> ○ Timeline ○ Test Security ○ Prompts <p>Professional Learning</p> <ul style="list-style-type: none"> • Research-based reading strategies in all content areas such as CRISS, Marzano's High Yield • Reciprocal Reading Strategies • Writing workshops |



Imagine Schools' South Florida Region S.T.A.R. STRATEGIC TARGETS FOR ACADEMIC REWARDS



| Super Targets for Teachers | Accountability Measures for Support Team |
|--|--|
| <p>Continuous Improvement Model (CIM)</p> <ul style="list-style-type: none"> • Teachers use norm referenced SAT 10 baseline data to set up instructional focus and fall student grouping • Teachers use criterion referenced assessments to monitor progress. <ul style="list-style-type: none"> ○ Reading teachers use FAIR ○ Writing teachers administer pre/post Imagine Writes in narrative and expository (K-4) and expository and persuasive (5-8) ○ Reading, Math and Science teachers administer focus tests (mini-assessments) to examine rates of progress and to determine if intervention action plans are effective ○ Benchmark assessments are given in reading, mathematics, science and the results are disaggregated to focus instruction on student weaknesses in each benchmark's content • Teachers conduct data chats with data coach and administration regularly to analyze data and redirect the instructional focus based on student achievement | <p>Monitoring</p> <ul style="list-style-type: none"> • SIP (School Improvement Planning) includes CIM • Data binders and spreadsheets are routinely checked. • Data chats • Parent conferences occur at least twice a year <p>Professional Learning</p> <ul style="list-style-type: none"> • SAT 10 using Compendium and Grade Level Planning Guides • FAIR – District Trainings |

S.T.A.R. Strategic Targets for Academic Rewards

The following checklist will guide you in creating a classroom environment that invites students to learn across the curriculum. Each item on the list should reflect current content from one or more of the core subjects of Reading Language Arts, Mathematics, Science and Social Studies.

CLASSROOM CULTURE AND ENVIRONMENT

Literature Rich, Print Rich Environment

Engage students in reading around the room:

- Rich classroom libraries/book baskets
- Interactive word walls and Environmental print
- Student published books/writing
- Charts and Graphic Organizers

Learning Centers

Organize centers to enhance cooperative learning and to reinforce and/or enrich content:

- Technology Center
- Literature Center
- Teacher Guided Practice Center
- Listening/Multimedia Center
- Activity/Manipulative Center
- Other

Bulletin Boards and Displays

Create attractive displays of student work, always reflective of current content:

- Student generated
- Revised and Edited
- Current Content
- Cross curricular, reflecting theme or unit
- Purposeful and engaging

Classroom Organization

Organize the classroom to facilitate teaching and learning, and the use of all areas and resources:

- Desks or tables arranged in groups
- Tables or areas designated as learning centers
- Area designated for student portfolios and work folders

Classroom Management

Display procedures and rules that assist in smooth transitions and develop student independence and responsibility:

- Posted student procedures
- Posted rules and consequences
- Posted instructions for all learning centers
- Clear directions for center rotation

Board Configuration

Students know what they will learn, when they will learn it and why they are learning it.

- Measurable objectives in student friendly language for each subject
- Essential question for each subject
- Schedule/Agenda for the day
- Home learning posted and/or record in agenda

The "Special Something"

Add that special something that makes your classroom unique. Focus on creativity, inquiry, and creating a shared classroom culture.

- Traveling classroom mascot or journal
- Imagination Station
- Classroom Scrapbook
- Readers' Theatre
- Problem of the Day

LESSON PLANNING.

Thoughtful, thorough planning is evident

Team Planning

Plan collaboratively with grade level or subject area team during common planning time

- Grade level scope and sequence with common pacing
- School-wide focus calendar based on data
- Knowledge of grade level state standards and Imagine Standards
- Knowledge of state test item specifications and content limits

Lesson Plan Format

Submit lesson plans on time

- Weekly lesson plans accessible
- Keep substitute plans in designated place
- Lesson Plans are designed with the end in mind: "What will student "know" at the end of the lesson and what will they be able to do at the end of the lesson. Lesson plans must contain:

Whole Group:

- Engagement "Fab Five", "Hook", "Do Now"
- Content Standards (with state and Imagine #)
- Purpose Setting: "Student will.." using behavioral objective
- Essential questions guide lesson and focus teaching
- Instructional Research-based Strategies
- Hands-on resources and materials
- Technology infused
- Assessment/Performance-based

Small Group Differentiation:

- Response to Intervention (Tier I, II, III)
- Justify materials used for each group

Center Differentiation:

- Accountable
- Individual work, paired work and cooperative group work
- Reflection on the lesson

Thematic Integrated Units

Create monthly or quarterly thematic unit so that the unit of study is obvious upon entering the room.

- Integrate all enrichments with all subjects.

Reading

Use reading core program and intervention program with fidelity

- Research-based reading strategies used in all content areas.
- Reciprocal teaching routines provided: (predicting, questioning, clarifying and summarizing)
- Non-fiction (informational text), fiction (literary texts) and functional texts will be used routinely.

Language Arts/Writing

Connect all subject areas with writing across the curriculum.

- Interactive word wall vocabulary
- Lab journals kept for science class
- School-wide writing rubric and format facilitates vertical progression in the writing process.

Mathematics

Understand the "Big Ideas" in the Next Generation Standards and Imagine Schools' Standards

- Picture Word Wall Vocabulary
- Problem Solving Dailies
- Computation Practice through games and computer programs
- Go Math Centers: "Grab and Go" being used

Science

Hands-on, Minds-on Science Lessons

- Experiments using scientific methods once a week.
- Science journals kept for each laboratory
- Inquiry-based learning and

Social Studies

Use of new Imagine Standards and state standards through integrated units and project based learning

- Geography, History, Economics and Civics units will have project based units to support real world activities
- Clear evidence of standards in activities
- Assessment of projects using rubrics

INSTRUCTIONAL DELIVERY AND ASSESSMENT

Instruction

Lesson delivery is engaging and appropriately paced.

- Provide explicit instruction, modeled instruction, guided practice, independent practice
- Use the 5 E Instructional Model: Engage, Explore, Explain, Elaborate, Evaluate
- Use I do (model), we do (guided practice), you do (independent practice, gradual release model)
- Use research based instructional materials and resources

Student Engagement

Employ a variety of learning strategies that engage students.

- Active participation
- Learning styles
- Interests
- Inquiry based lessons (labs, demonstrations)
- Collaborative structures (think-pair-share)

Rigorous Tasks and Assessments

Tasks follow an appropriate progression of rigor.

- Webb's Depth of Knowledge
- Cognitive complexity Rating (Low, Moderate, High)
- "Checks for Understanding" during lesson
- "Checks for Understanding" at conclusion of lesson (exit tickets, journal response, board races)
- Rubrics are posted and utilized to detail expectations
- Formative and Summative Assessments
- Baseline assessments SAT 10 (fall and spring)
- Diagnostic Tests
- Benchmark Assessments (criterion referenced twice a year)
- Progress monitoring (focus tests, FAIR, SRI/STAR, AR, Reading Counts)
- End of Unit Exams
- Classroom Assessments
- Informal and Formal Assessments
- Performance-based Assessments (rubric)
- Project-based Assessments (rubric)

Higher Order Questioning

Questioning strategies are designed to promote critical, independent, and creative thinking

- Use inquiry methods to promote conceptual understanding
- Model "think a-louds" to verbalize thinking
- Use adequate "wait time" between asking questions and eliciting student responses.

Data Chats

Data chats conducted after each assessment for continual program monitoring in order to revise instructional plans.

- Create SSP (Student Success Plans) from SAT 10 baseline data
- Create ability groups based on baseline data
- Organize Data Binders
- Administer benchmark and progress monitoring assessments
- Create enrichments and remediation lessons (RtI)

Continuous Improvement Model (CIM)

Understand the goals and initiatives set forth in the School Improvement plan.

- Conduct articulation meetings with vertical teams
- Set goals for grade levels, AYP groups and individual students based on data.
- Provide extra time for students needing remediation (RtI)
- Organize Professional Learning Communities based on teacher needs assessment and student data.

FCAT Saturday School

Starts Saturday January 7th, 2012

All students grades 2-5 welcome 9-12 a.m.

Parents and guardians please arrange to have your student
picked up promptly at 12:00.

Saturday School Calendar 2012

January 7th – First Day of Saturday School

January 14th

January 21st

January 28th

February 4th

February 11th

February 18th

February 25th

March 3rd

March 10th

March 17th - SPRING BREAK NO SATURDAY SCHOOL

March 24th

March 31st

April 7th

April 14th –LAST DAY OF SATURDAY SCHOOL

Scope and Sequence for Literacy Green

| | Common Core | FL State Standards | Ignite | Prepare for Liftoff Reading | Takeoff Reading | Prepare for Liftoff Writing | In-Flight Writing | Landing | Refueling | Other Components |
|--------|--|--|--|---------------------------------|---|-----------------------------|--|---|---|------------------|
| Lesson | Standards | Standards | Getting started | Vocabulary - Supplemental Texts | Reading Comprehension (Before, During, After) | Pre-Writing strategies | Writing - Writing Process | Test Practice - Practice Test | Test Preparation - Test Taking Strategies | Projects/Magic |
| 1 | 5RL.2.5 6RL.2.6 5L.4.5 6L.4.6 | LA.5.1.7.6 LA.6.1.7.6 LA.5.1.6.3 LA.6.1.6.3 | Song: The Language of My Life Human Bingo | Defining a Prefix | Reading for Main Idea/Theme | | | Main Idea, Prefix, Details, Context Clues | | |
| 2 | 5RL.5.5 6RL.5.6 5RL.4.5 6RL.4.6 5RL.2.5 6RL.2.6 | LA.5.2.1.2 LA.6.2.1.7 LA.5.2.1.7 LA.6.2.1.7 LA.5.1.7.6 LA.6.1.7.6 | Discovering Theme of a Song: The Language of My Life | | | Structure of a Poem | Figurative Language and the Main Idea of Poetry. | | Pre-reading a Test | |

| | | | | | | | | | |
|---|--|--|---|---|--|--|---|---|------------------------|
| 3 | 5L4.5 6L4.6 5RL3.5 6RL3.6 5RL5.5 6RL5.6 | LA.5.1.6.3 LA.6.1.6.3 LA.5.2.1.2 LA.6.2.1.2 LA.6.2.1.7 | Whole Class Hangman | Our Unit Prefixes un- (not or undo) re- (again or back) dis- (opposite, not) pre- (before) post- (after) ELECTRONIC DICTIONARIES | Identify Parts of a Story: Character, Setting, Plot | | Prefix Vocabulary Review | | |
| 4 | 5W.4.5 6W.4.6 5W.5.5 6W.5.6 | LA.5.4.1.1 LA.6.4.1.1 LA.5.3.2.1 LA.6.3.2.1 | Visualization: "Where I'm From" Art Piece | | Organize Ideas: Where I'm From Graphic Organizer | Draft: "Where I'm From" Poem | | Scanning the Questions | Where I'm From Poem |
| 5 | 5L.4.5 6L.4.6 5RL.2.5 6RL.2.6 5RL.3.5 6RL.3.6 | LA.5.1.6.3 LA.6.1.6.3 LA.5.1.7.6 LA.6.1.7.6 LA.5.2.1.2 LA.6.2.1.2 | Prefix Card Game | Character Traits And Relationships: Social Networking Part 1 | Character Motivations and Inner Thinking: Social Networking Part 2 | | Characteriz ation, Context Clues, Inner Thinking | | Social Network Page |
| 6 | 5RL.4.5 6RL.4.6 5W.5.5 6W.5.6 | LA.5.2.1.7 LA.6.2.1.7 LA.5.3.2.1 LA.6.3.2.1 | Figurative Language Song: Similes and Metaphors | | Understandi ng Figurative Language: Word Work with Similes | Revising with Figurative Language | | Covering the Answers and Read the Question | Where I'm From Poem |

| | | | | | | | | | |
|----|--|--|---|---|---|---|---|------------------------|----------------------------|
| 7 | 5RI.3.5 6RI.3.6 5RI.2.5 6RI.2.6 | LA.5.2.2.2 LA.6.2.2.2 | Using Text Features: Student Guide Scavenger Hunt | Non-fiction Text Features | Comparing and/or Synthesizing Two Texts and Identifying the Main Idea | | Non-fiction Texts, Text Features, Main Idea/Theme, Details | | Magic-Magnifying Glass pen |
| 8 | 5RL.2.5 6RL.2.6 5W.5.5 6W.5.6 5SL.4.5 6SL.4.6 5W.8.5 6W.8.6 | LA.5.1.7.6 LA.6.1.7.6 LA.5.3.2.1 LA.6.3.2.1 LA.5.5.2.2 LA.6.5.2.2 LA.5.4.2.2 LA.6.4.2.2 | Unit 1 Test Lessons 1-7 | | | Publish - "Where I'm From Poem" | Presentatio n Skills - "Where I'm From Poem" | Unit Reflection - Q&A | Where I'm From Poem |
| 9 | 5L.4.5 6L.4.6 5RL.2.5 6RL.2.6 5W.8.5 6W.8.6 | LA.5.1.6.3 LA.6.1.6.3 LA.5.1.7.6 LA.6.1.7.6 | What's in My Name Quick Write | Prefixes to help us read: sub-(under) pro- (forward) semi- (half) con- together; with en- cause to be, put into or onto ELECTRONIC DICTIONARIES | Reading for Main Idea/Theme | | Main Idea, Prefix, Details, Context Clues | | Electronic Dictionary |
| 10 | 5RL.5.5 6RL.5.6 5W.8.5 6W.8.6 5W.5.5 6W.5.6 | LA.5.2.1.2 LA.6.2.1.7 LA.5.4.2.2 LA.6.4.2.2 LA.5.3.2.1 LA.6.3.2.1 | Song: Tell a Story Identifying Story Structure | | | Brainstorming: Generating Ideas for a Story Worth Telling | Building Your Story Mountain-Introduction, Rising Action, Climax, Falling Action, and an Ending | Process of Elimination | Project: My Short Story |

| | | | | | | | | | |
|----|--|--|--|---|---|--|--|--|----------------------------|
| 11 | 5RL.1.5 6RL.1.6 5RL.3.5 6RL.3.6 5L.4.5 6L.4.6 | LA.5.2.1.5 LA.6.2.1.5 LA.5.2.1.2 LA.6.2.1.2 LA.5.1.6.3 LA.6.1.6.3 | Word Clue Mystery Game | Context Clues Fill in the Blank Story | Character: Text to Traits | | Vocabulary : Prefix and Context Clues | | |
| 12 | 5RL.6.5 6RL.6.6 5W.4.5 6W.4.6 5W.3.5 6W.3.6 5L.4.5 6L.4.6 | LA.5.2.1.2 LA.6.2.1.2 LA.5.4.1.1 LA.6.4.1.1 LA.5.1.6.3 LA.6.1.6.3 | Song: Tell A Story Narration Matters | | | Draft Project: My Short Story | Project: My Short Story Revise to Add Dialogue | Using Context Clues: Vocabulary and Beyond | Project: My Short Story |
| 13 | 5L.4.5 6L.4.6 5RL.3.5 6RL.3.6 | LA.5.1.6.3 LA.6.1.6.3 LA.5.2.1.2 LA.6.2.1.2 | Vocabulary In Action - Prefix Flashlight Game | Identifying Character--> Problem--> Solution | Character--> Problem--> Solution Comparing Characters Within and Across Texts | | Character Traits, Motivation and Details | | RL Magic . Flashlight |
| 14 | 5L.1.5 6L.1.6 5W.3.5 6W.3.6 5RL.6.5 6RL.6.6 | LA.5.3.4.4 LA.6.3.4.4 LA.5.4.1.1 LA.6.4.1.1 LA.5.2.1.2 LA.6.2.1.2 | Grammar Check | | | Project: My Short Story Revising by Adding Transitions | Project: My Short Story Editing Checklist: | Determining the Point of View and Narrator | Project: My Short Story |

| | | | | | | | | | |
|----|--|--|---|---|--|--|--|--|--|
| 15 | 5RL.6.5 6RL.6.6 5RI.2.5 6RI.2.6 5RI.5.5 6RI.5.6 | LA.5.2.1.2 LA.6.2.1.2 LA.5.2.2.2 LA.6.2.2.1 LA.5.2.1.5 LA.6.2.2.2 | Narration Matters Author's Purpose/Perspective | <i>What Is In A Name?</i> - Main Idea in Informational Text | Compare, Contrast and Synthesize - Compare Ideas Across Text | | Author's Purpose, Transition, Context Clues | | |
| 16 | 5RL.2.5 6RL.2.6 5W.5.5 6W.5.6 5SL.1.5 6SL.1.6 5W.8.5 6W.8.6 | LA.5.1.7.6 LA.6.1.7.6 LA.5.3.2.1 LA.5.3.2.1 LA.5.5.2.1 LA.6.2.2.2 LA.5.4.2.2 LA.6.4.2.2 | Unit 2 Test Lessons 9 - 15 | | | Project: My Short Story Publish | Project: My Short Story Present - Gallery Walk - Offering Constructive Criticism | Unit Reflection - Q&A | Project: My Short Story |
| 17 | 5L.4.5 6L.4.6 5RI.1.5 6RI.1.6 5RI.2.5 6RI.2.6 | LA.5.1.6.3 LA.6.1.6.3 LA.5.2.1.5 LA.6.2.1.5 LA.5.2.2.2 LA.6.2.2.1 | Partner Hangman Electronic Dictionaries | Defining a Suffix | Responding to Text with Evidence; Summarize a Text | | Testing Main Idea | | Electronic Dictionary |
| 18 | 5SL.2.5 6SL.2.6 5W.2.5 6W.2.6 5RF.4.5 6RF.4.6 | LA.5.5.2.1 LA.6.5.2.1 LA.5.4.2.3 LA.6.4.2.3 LA.5.1.5.1 LA.6.1.5.1 | How U Be? | | | Brainstorming: Generating ideas for a technology themed expository essay | Planning- Developing a thesis and topic sentences | Test Taking Strategy- Following directions | Project: Technology Themed Personal Expository Essay |

| | | | | | | | | | |
|----|--|--|----------------------------|--|--|---|---|---|--|
| 19 | 5RI.8.5 6RI.8.6 5L.4.5 6L.4.6 5RI.7.5 6RI.7.6 | LA.5.6.2.2 LA.6.6.2.2 LA.5.1.6.3 LA.6.1.6.3 LA.5.6.1.1 | Two Truths and a Lie | ed walk + ed = walked ing say + ing = saying al accident + al = accidental er tall + er = taller tion educate + tion = education | Reading Nonfiction: Questioning a Text | | | Testing- Fact vs. Opinion | Electronic Dictionary |
| 20 | 5W.2.5 6W.2.6 5W.4.5 6W.4.6 5W.5.5 6W.5.6 | LA.5.4.2.3 LA.6.4.2.3 LA.5.4.1.1 LA.6.4.1.1 LA.5.3.2.1 LA.6.3.2.1 | RL Yoga warm up | | | Draft-Using outlines to draft our technology themed personal expository essays | Revise- revising to add transition statements in expository essays | Test Taking Strategy- Relaxation and Stress Relief | Project: Technology Themed Personal Expository Essay RL Magic Stress Ball |
| 21 | 5L.4.5 6L.4.6 5RI.8.5 6RI.8.6 5RI.6.5 6RI.6.6 | LA.5.1.6.3 LA.6.1.6.3 LA.5.6.2.2 LA.5.6.2.2 LA.5.1.7.7 LA.6.2.2.2 | Suffix Card game | Understanding Bias | Why Bias Matters Talking Back to the Text | | | Testing- Author's Point of View | Electronic Dictionary |
| 22 | 5W.5.5 6W.5.6 5W.1.5 6W.1.6 5L.2.5 6L.2.6 5L.4.5 6L.4.6 | LA.5.3.2.1 LA.6.3.2.1 LA.5.4.3.1 LA.6.4.3.1 LA.5.3.4.3 LA.6.3.4.3 LA.5.1.6.3 LA.6.1.6.3 | Song: My Pen and My Pad | | | Revise for Conclusions | Editing Checklist: add commas | Test Taking Strategy- Reading Directions Tricky words | Project: Technology Themed Personal Expository Essay |

| | | | | | | | | | |
|----------|--|--|-----------------------------------|-------------------------|--|---|--|--|---|
| 23 | 5L.4.5 6L.4.6 5RI.2.5 6RI.2.6 | LA.5.1.6.3 LA.6.1.6.3 LA.5.2.2.2 LA.6.2.2.1 | Song: Synonyms/Antonyms | Opposites | Compare, Contrast and Synthesize Across Non-fiction Texts | | Testing- Compare, Contrast & Synthesize | | Electronic Dictionary |
| 24 | 5RL.2.5 6RL.2.6 5W.5.5 6W.5.6 5SL.1.5 6SL.1.6 5W.8.5 6W.8.6 | LA.5.1.7.6 LA.6.1.7.6 LA.5.3.2.1 LA.6.3.2.1 LA.5.5.2.1 LA.6.2.2.2 LA.5.4.2.2 LA.6.4.2.2 | Unit 3 Test Lessons 17 - 23 | | Publish: Technology formats for Publishing our expository Essays | Blogging and Commenting to share our work | | Unit Reflection - Q&A | Project: Technology Themed Personal Expository Essay BLOG |
| 19 25 | 5L.4.5 6L.4.6 5RL.1.5 6RL.1.6 5RL.2.5 6RL.2.6 | LA.5.1.6.3 LA.6.1.6.3 LA.5.2.1.5 LA.6.2.1.5 | Song: Suffix & Prefix Song | Defining a Root Word | Responding to Text with Evidence; Summarize a Text | | Testing Main Idea | | |
| 26 | 5SL.4.5 6SL.4.6 5W.10.5 6W.10.6 | LA.5.5.2.2 LA.6.5.2.2 LA.5.4.1.2 | Decorating Your Journal | | What Does a Journal Entry Look Like? | Journal Prompt | | Review of Test Taking Strategies | Magic: RL Writing Journal Project: Journaling for Self Expression |

| | | | | | | | | | | |
|----|--|--|---------------------------------------|--|---|---|--|--|--|---------------------------------|
| 27 | 5L.4.5 6L.4.6 5RL.3.5 6RL.3.6 5RL.5.5 6RL.5.6 | LA.5.1.6.3 LA.6.1.6.3 LA.5.2.1.2 LA.6.2.1.2 LA.6.2.1.7 | Root word card game | Mini lesson- making inferences from dialogue | Making inferences from dialogue practice | | | Inference | | |
| 28 | 5W.8.5 6W.8.6 5W.1.5 6W.1.6 5W.10.5 6W.10.6 5SL.1.5 6SL.1.6 | LA.5.4.2.2 LA.6.4.2.2 LA.5.4.3.1 LA.6.4.3.1 LA.5.4.1.2 LA.6.4.1.2 LA.5.5.2.1 LA.6.2.2.2 | Song: 8 Different Ways 2B Smart | | | Multiple Intelligence Quiz | Journal Prompt: School-to- self Connects and Disconnect s | | Knowing Yourself as a Test Taker | |
| 29 | 5SL.1.5 6SL.1.6 5RI.9.5 6RI.9.6 5RI.2.5 6RI.2.6 | LA.6.5.2.1 LA.5.6.1.1 LA.6.6.2.2 LA.5.2.2.2 LA.6.2.2.1 | Human Knot | Art and/or Graffiti in Your World: Text to Self Connection | The History of Graffiti | | | Author's Purpose, Author's Point of View | | |
| 30 | 5RI.7.5 6RI.7.6 5W.5.5 6W.5.6 5W.1.5 6W.1.6 | LA.5.6.1.1 LA.6.6.2.2 LA.5.3.2.1 LA.6.3.2.1 LA.5.4.3.1 LA.6.4.3.1 | Spy | | | Planning Persuasive Essay: Class Brainstorm (Choice: graffiti-art or Vandalism or what they don't teach at my school but should) | Drafting Persuasive Essay: Using Outlines for Quick Writes | | Developing Your Own Process | Project: Persuasive Essay |

| | | | | Name of Charter School Seeking F | | Lauderdale Ele | Number: 5171 | | |
|----|--|--|---|---|--|---|---|---|---------------------------------|
| 31 | 5SL.1.5 6SL.1.6 5L.4.5 6L.4.6 5RI.1.5 6RI.1.6 | LA.5.5.2.1 LA.6.5.2.1 LA.5.1.6.3 LA.6.1.6.3 LA.5.2.1.5 LA.6.2.1.5 | Zip Zap Zop | Philly Art: Graffiti for the City Vocabulary | Philly Art: Graffiti for the City Summary | | Evaluating and Supporting Arguments | | |
| 32 | 5RL.2.5 6RL.2.6 5W.1.5 6W.1.6 5L.2.5 6L.2.6 | LA.5.1.7.6 LA.6.1.7.6 LA.5.4.3.1 LA.6.4.3.1 LA.5.3.4.3 LA.6.3.4.3 | Unit 4 Test Lessons 24-31 | | | Revise Persuasive Essay: Add Evidence | Edit Persuasive Essay | Publish Persuasive Essay: Picking a Strong Title | Project: Persuasive Essay |
| 33 | 5RL.2.5 6RL.2.6 5L.4.5 6L.4.6 5RI.2.5 6RI.2.6 | LA.5.1.7.6 LA.6.1.7.6 LA.5.1.6.3 LA.6.1.6.3 LA.5.2.2.2 LA.6.2.2.1 | Song: Inspiration for Ya | Root, Prefix, Suffix | Beyoncé | | Testing- Main Idea | | Magic: RL Bookmark |
| 34 | 5W.2.5 6W.2.6 5W.1.5 6W.1.6 5W.4.5 6W.4.6 5RI.1.5 6RI.1.6 | LA.5.4.2.3 LA.6.4.2.3 LA.5.4.3.1 LA.6.4.3.1 LA.5.4.1.1 LA.6.4.1.1 LA.5.2.1.5 LA.6.2.1.5 | Song: Inspiration for Ya Brainstorming | | | Planning Expository Essay- Biography: What Makes a Hero? | Drafting Expository Essay- Biography | Double Checking Your Answers | |

| | | | | | | | | | |
|----|--|--|------------------------|---------------------|--|--|--|-----------------------|--------------------|
| 35 | 5RL.9.5 6RL.9.6 5RI.4.5 6RI.4.6 5RI.2.5 6RI.2.6 | LA.5.1.7.7 LA.6.1.7.7 LA.5.1.6.11 LA.6.1.6.11 LA.5.2.2.2 LA.6.2.2.1 | Song- Role Model | Word Study Web | Justice Sotomayor | | Testing-Supportive Details | | Magic: RL Bookmark |
| 36 | 5RL.5.5 6RL.5.6 5W.4.5 6W.4.6 5L.6.5 6L.6.6 5RI.2.5 6RI.2.6 | LA.5.2.1.2 LA.6.2.1.7 LA.5.4.1.1 LA.6.4.1.1 LA.5.1.6.1 LA.6.1.6.1 LA.5.2.2.2 LA.6.2.2.1 | Song: Perseverance | | Revising Biography-Considering Your Audience | Revising Biography-Transition Statements | | Changing Your Answers | Biography |
| 37 | 5W.10.5 6W.10.6 5L.4.5 6L.4.6 5RI.5.5 6RI.5.6 5RI.7.5 6RI.7.6 | LA.5.4.1.2 LA.6.4.1.2 LA.5.1.6.3 LA.6.1.6.3 LA.5.2.1.5 LA.6.2.2.2 LA.5.6.1.1 LA.6.6.2.2 | Song: Change The World | Vocabulary Bookmark | John Legend | | Testing-Compare, Contrast & Synthesize | | Magic: RL Bookmark |
| 38 | 5L.1.5 6L.1.6 5L.2.5 6L.2.6 5RF.4.5 | LA.5.3.4.4 LA.6.3.4.4 LA.5.3.4.3 LA.6.3.4.3 | Song: Conventions | | Editing Biography-Pronouns | Editing Checklist | | Tips for Test Taking | Biography |

22

| | | Name of Charter School Seeking | | North Lauderdale | | ion Number: 5171 | | |
|-----------------|--|--|---------------------------|------------------|---------------|---------------------------------|---|-----------------------|
| 39 | 5RI.5.5 6RI.5.6 5RL.2.5 6RL.2.6 5SL.4.5 6SL.4.6 5W.9.5 6W.9.6 | LA.5.2.1.5 LA.6.2.2.2 LA.5.1.7.6 LA.6.1.7.6 LA.5.5.2.2 LA.6.5.2.2 LA.5.4.2.3 LA.6.4.2.3 | Song: Problem Solution | Theme | Dwight Howard | | Testing-Theme | |
| 40 | 5RI.2.5 6RI.2.6 5RI.10.5 6RI.10.6 5SL.4.5 6SL.4.6 5W.8.5 6W.8.6 | LA.5.2.2.2 LA.6.2.2.1 LA.5.6.1.1 LA.6.6.1.1 | Unit 5 Test Lessons 32-39 | | | Publish- Make an Envelope | Present- Address your Envelope | Unit Reflection - Q&A |
| Achievement Day | | | | | | | | |

23

Name of Charter School Seeking Renewal: Imagine Schools At North Lauderdale Elementary Location Number: 5171
Scope and Sequence for Literacy Orange

| | Common Core | FL State Standards | Ignite | Prepare for Liftoff Reading | Takeoff Reading | Prepare for Liftoff Writing | In-Flight Writing | Landing | Refueling | Other Components |
|--------|--|--|---|--|--|--------------------------------|---|-------------------------------------|--|-----------------------|
| Lesson | Standards | Standards | Getting started | Vocabulary and Fluency w/ Phonics, Phonemic Awareness | Reading Comprehension (Before, During, After) | Pre-Writing strategies | Writing - Writing Process | Test Practice - Practice Test | Test Preparation - Test Taking Strategies | Projects/ Value/Magic |
| 1 | RL.4.3 RL.4.4 RI.2.3 RI.2.4 L.4.3 SL.6.3 SL.6.4 | LA.3.1.6.3 LA.4.1.6.3 LA.3.1.7.3 LA.4.1.7.3 LA.3.1.6.7 LA.3.5.2.1 LA.4.5.2.5 | Hand Print - Icebreaker | Context Clues | "The Accidental Bully" Making Predictions and Main Idea | | | Context Clues Main Idea, Details | | Self-awareness |
| 2 | W.2.3 W.2.4 L.3.3 L.3.4 L.2.3 L.2.4 SL.2.3, SL.2.4 SL.6.3, SL.6.4 | LA.3.4.2.1 LA.4.4.2.1 LA.3.3.3.1 LA.4.3.3.1 LA.3.3.4.3 LA.4.3.4.3 LA.3.5.2.1 | Theme Song: Language of My Life | | | Developing a topic for writing | Pre-Writing/Brainstorm: Writing around fears: Fear Pamphlet Project | | Successful Kids Magazine: Advice Column - Preparing for a test | Fear Pamphlet Project |
| 3 | RF.3.4 RL.3.3 RL.3.4 SL.2.3 SL.2.4 RF.3.3 | LA.4.1.4.3 LA.3.1.4.1 LA.4.1.7.7 LA.3.5.2.1 LA.4.5.2.1 | Getting to know you - Stand up, Sit Down Game | Prefixes: pre-, un-, mis-, dis-, re- Synonym/Antonyms Word Map ELECTRONIC DICTIONARIES | "The Accidental Bully" Character Development - Story Sequencing | | | Prefixes Character Development | | Self-awareness |

13

| | | | | | | | | | |
|----|--|--|---|---|--|---|--|--|--------------------------------|
| 8 | L.4.3 RL.3.3 RL.3.4 L.4.4 RI.6.3, RI.6.4 RI.2.3, RI.2.4 W.5.3, W.5.4 SL.6.3, SL.6.4 | LA.3.1.6.7 LA.3.1.4.1 LA.4.1.7.7 LA.4.1.6.3 LA.4.2.1.5 LA.4.1.7.3 LA.4.3.3.4 LA.3.5.2.1 | Unit 1 Test Lessons 1 - 7 | | | Publish: Goal Setting Project | Present Skills: Author's Chair | Song: The Language of My Life Unit Reflection - Visual Representation | Goal Setting Circle Project |
| 9 | SL.2.3 SL.2.4 RF.3.3 RF.3.4 RL.9.3 RL.9.4 | LA.3.5.2.1 LA.4.5.2.1 LA.3.1.4.1 LA.4.1.4.3 LA.3.1.7.6 LA.4.1.7.6 | Theme Song: Language of My Life | Synonyms - Word Mapping ELECTRONIC DICTIONARIES | Plot Development: Main Character, Setting, Problem, Main Events, Solution | | Synonyms Plot Developm ent | | Community |
| 10 | SL.2.3 SL.2.4 W.7.3 W.7.4 SL.3.3 SL.3.4 | LA.3.5.2.1 LA.4.5.2.1 LA.3.6.2.2 LA.4.6.2.2 | How U Be? Game - Expressing Mood | | What's an Interview? Developing Question/ Brainstormi ng Project: Biography | Conducting Interviews - Gathering information Project: Biography | "Why We Have Stories, An African Folktale" Answering Different Types of Questions: "Right There" | Project: Biography | |
| 11 | SL.2.3 SL.2.4 RF.3.3 RF.3.4 RI.5.3, RI.5.4 | LA.3.5.2.1 LA.4.5.2.1 LA.3.1.4.1 LA.4.1.4.3 LA.3.6.2.1 | Song: Synonyms /Antonym s Song Review | Synonym/Anton ym - Word Mapping ELECTRONIC DICTIONARIES | "A Unique Name" Cause & Effect | | Vocabulary Cause & Effect | Community | |

| | | | | | | | | | |
|----|--|--|---|---|---|---|---|--|--|
| 12 | SL.2.3 SL.2.4 RF.3.3 RF.3.4 W.5.3 W.4.4 | LA.3.5.2.1 LA.4.5.2.1 LA.3.1.4.1 LA.4.1.4.3 LA.3.3.3.4 LA.4.3.5.3 | Vocabulary Game: Synonym Memory | | | Draft - Project: Biography | Revise/Publish - Project: Biography | Answering Different Types of Questions: "Think & Search" | Project: Biography Magic: Rocket Learning Notebooks |
| 13 | SL.2.3 SL.2.4 RF.3.3 RF.3.4 RI.8.3 RI.8.4 | LA.3.5.2.1 LA.4.5.2.1 LA.3.1.4.1 LA.4.1.4.3 LA.3.1.7.3 LA.4.1.7.3 | Song: Synonyms /Antonyms s Song Review | Antonym - Word Mapping ELECTRONIC DICTIONARIES | "A Unique Name" Author's Purpose | | | Antonyms Author's Purpose | Compassion |
| 14 | SL.5.3 SL.5.4 W.7.3 W.7.4 SL.3.3 SL.3.4 | LA.3.5.2.2 LA.4.5.2.2 LA.3.6.2.2 LA.4.6.2.2 LA.3.5.2.1 LA.4.5.2.1 | Sign Language - What's your name | | | Name: Article What's in a Name - Nonfiction - Set a purpose for reading, story details | Poetry - writing an acrostic poem? Project: Acrostic Poem | Answering Different Types of Questions: "Author & Me", "On My Own" | Project: Acrostic Poem |
| 15 | L.4.3 L.4.4 RI.5.3 RI.5.4 RF.3.3 RF.3.4 | LA.3.1.6.7 LA.4.1.6.3 LA.3.6.2.1 LA.4.1.7.5 LA.3.1.4.1 LA.4.1.4.3 | Vocabulary Game: Antonym Memory | Synonym/Antonym - Word Mapping ELECTRONIC DICTIONARIES | "What's In A Name?" Text Features Main Idea | | | Vocabulary Text Features Main Idea | Compassion |

| | | | | | | | | | | |
|----|--|--|--|----------------------------------|--|---|---|-----------------------------------|--|----------------------------------|
| 16 | RI.5.3, RI.5.4 SL.5.3, SL.5.4 RF.3.3, RF.3.4 SL.6.3, SL.6.4 RL.9.3 RL.9.4 RI.8.3 RI.8.4 | LA.3.6.2.1 LA.3.5.2.2 LA.4.1.4.3 LA.3.5.2.1 LA.3.1.7.6 LA.4.1.7.6 LA.3.1.7.3 LA.4.1.7.3 | Unit 2 Test Lessons 9 - 15 | | | Wrap up Project: Name Logo - What is my name? | Present Wrap up Project: Name Logo - What is my name? | | Unit Reflection | Wrap up Project: Name Logo |
| 17 | SL.2.3 SL.2.4 RI.5.3 RI.5.4 L.4.3 L.4.4 | LA.3.5.2.1 LA.4.5.2.1 LA.3.6.2.1 LA.4.1.7.5 LA.3.1.6.7 LA.4.1.6.3 | Theme Song: Language of My Life | Root Words | Text Features in Informational Text | | | Root Words Text Features | | Initiative |
| 18 | SL.5.3 SL.5.4 W.6.3 W.6.4 W.4.3 W.4.4 | LA.3.5.2.2 LA.4.5.2.2 LA.3.6.4.2 LA.4.6.4.2 LA.3.3.5.3 LA.4.3.5.3 | Language of Technolog y: Doodles | | | Designing Web Pages | Design your own message board | | Traits of Writing Skills: Brainstorming/Pr ewriting | Project: Message Boards |
| 19 | L.4.3 L.4.4 RI.2.3 RI.2.4 RF.3.3 RF.3.4 | LA.3.1.6.7 LA.4.1.6.3 LA.3.1.7.3 LA.4.1.7.3 LA.3.1.4.1 LA.4.1.4.3 | Song: Suffix & Prefix Root Words Game | Affixes: Prefixes Vocabulary: | Main idea | | | Prefixes Main Idea | | Initiative |

| | | | | | | | | | | |
|----------|--|--|---------------------------------------|------------------------------------|---|--|--|--------------------------------------|--|--|
| 20 | SL.2.3 SL.2.4 W.5.3 W.5.4 W.6.3 W.6.4 L.1.3 L.1.4 | LA.3.5.2.1 LA.4.5.2.1 LA.3.3.3.4 LA.4.3.3.4 LA.3.6.4.2 LA.4.6.4.2 LA.3.3.4.4 LA.4.3.4.4 | Technology Poem | | | Simple and Compound Sentences | Song: The Language of My Life Message board: students Write/Present Message boards | | Traits of Writing Skills: Drafting | Project: Message Boards |
| 21 | SL.2.3 SL.2.4 RF.3.3 RF.3.4 RI.9.3 RI.9.4 | LA.3.5.2.1 LA.4.5.2.1 LA.3.1.4.1 LA.4.1.4.3 LA.3.1.7.7 LA.4.1.7.7 | Song: Suffix & Prefix | Affixes: Suffixes Vocabulary: | Compare and Contrast: Use of Technology at home vs. at school | | | Suffixes Compare and Contrast | | Initiative Magic: Cell Phone Key Chains |
| 18 22 | RF.3.3 RF.3.4 W.3.3 W.3.4 W.5.3 W.5.4 L.1.3 L.1.4 | LA.3.1.4.1 LA.4.1.4.3 LA.3.4.1.1 LA.4.4.1.1 LA.3.3.3.4 LA.4.3.3.4 LA.3.3.4.4 LA.4.3.4.4 | This is How You Tell a Story Activity | | | Different Types of Sentence; Statement, Command, Question, Exclamatory | Story Board: Use what was learned to develop a story using a story board | | Traits of Writing Skills: Editing/Revising Conventions | Story Board: Story Writing |
| 23 | SL.2.3 SL.2.4 L.4.3 L.4.4 RI.8.3 RI.8.4 RL.9.3 RL.9.4 | LA.3.5.2.1 LA.4.5.2.1 LA.3.1.6.7 LA.4.1.6.3 LA.3.1.7.3 LA.4.1.7.3 LA.3.1.7.6 LA.4.1.7.6 | Root Words & Affixes Game | Multiple Meaning Words: Homographs | Author's Purpose Plot Development | | | Plot Development Author's Purpose | | Initiative |

| | | | | | | | | | |
|----------|--|--|---|------------|---|---|--|---|-------------------------------|
| 24 | L.4.3, L.4.4 RI.2.3, RI.2.4 RI.9.3, RI.9.4 RI.8.3, RI.8.4 RF.3.3, RF.3.4 SL.6.3, SL.6.4 W.3.3, W.3.4 SL.5.3, SL.5.4 | LA.3.1.6.7 LA.4.1.7.3 LA.3.1.7.7 LA.3.1.7.3 LA.4.1.4.3 LA.3.5.2.1 LA.3.4.1.1 LA.3.5.2.2 | Unit 3 Test Lessons 16 -23 | | Song: Convention s Edit & Illustrate Story Publish | Present | | Unit Reflection Song: Language of My Life | Story Board: Story Writing |
| 19 25 | SL.2.3 SL.2.4 L.4.3 L.4.4 RL.9.3 RL.9.4 | LA.3.5.2.1 LA.4.5.2.1 LA.3.1.6.7 LA.4.1.6.3 LA.3.1.7.6 LA.4.1.7.6 | Theme Song: Language of My Life | Homophones | Plot Development: Main Character, Setting, Problem, Main Events, Solution Story Map | Homophon es Plot Developm ent | | Creativity | |
| 26 | SL.2.3 SL.2.4 L.1.3 L.1.4 W.4.3 W.4.4 RI.5.3 | LA.3.5.2.1 LA.4.5.2.1 LA.3.3.4.4 LA.4.3.4.4 LA.3.3.5.3 LA.4.3.5.3 LA.3.6.2.1 | This is How You Tell a Story Activity | | Verb Tenses: Past, Present, Future | Story Board: Prewriting | | SQ3R Strategy | Creativity |

| | | | | | | | | | |
|----|--|--|--|--|---|--------------------------------------|----------------------------------|--|------------|
| 27 | SL.6.3 SL.6.4 L.1.3 L.1.4 RI.2.3 RI.2.4 | LA.3.5.2.1 LA.4.5.2.5 LA.3.3.4.4 LA.4.3.4.4 LA.3.1.7.3 LA.4.1.7.3 | Poem - Haiku | Song: Compound Word Compound Words | Main idea | | Compound Words Main Idea | | Creativity |
| 28 | SL.2.3 SL.2.4 L.5.3 L.5.4 W.4.3 W.4.4 | LA.3.5.2.1 LA.4.5.2.1 LA.3.2.1.3 LA.4.2.1.3 LA.3.3.5.3 LA.4.3.5.3 | Sign Language How U Be? Game - Expressing Mood | | | Figurative Language: Similes | Story Board: Drafting | Multiple Choice Questions: How to Answer Multiple Choice Questions | Creativity |
| 29 | SL.6.3 SL.6.4 L.2.3 L.2.4 RI.5.3 RI.5.4 | LA.3.5.2.1 LA.4.5.2.5 LA.3.3.4.3 LA.4.3.4.3 LA.3.6.2.1 LA.4.1.7.5 | Poem - Group Acrostic | Contractions Contractions Song | Cause and Effect Cause and Effect Song | | Cause and Effect | | Creativity |
| 30 | SL.2.3 SL.2.4 L.5.3 L.5.4 W.5.3 W.5.4 | LA.3.5.2.1 LA.4.5.2.1 LA.3.2.1.3 LA.4.2.1.3 LA.3.3.3.4 LA.4.3.3.4 | Song: Similes and Metaphor s | | | Figurative Language: Metaphors | Story Board: Editing/Revising | Understanding Directions: How to Follow Directions | Creativity |

20

| | | | | | | | | | | |
|----|---|--|---|--|---|----------------------------|---|-----------------------|--|-----------------------------------|
| 31 | SL.2.3 SL.2.4 L.4.3 L.4.4 RI.2.3 RI.2.4 | LA.3.5.2.1 LA.4.5.2.1 LA.3.1.6.7 LA.4.1.6.3 LA.3.1.7.3 LA.4.1.7.3 | Poem - Let's Work Together | Vocabulary Development: Word Meaning Map ELECTRONIC DICTIONARY | Details Main Idea and Details Chart | | | Vocabulary Details | | Creativity |
| 32 | L.1.3, L.1.4 RL.9.3, RL.9.4 RI.2.3, RI.2.4 RI.5.3, RI.5.4 SL.4.3, SL.4.4 W.5.3, W.5.4 SI.1.3, SL.1.4 | LA.3.3.4.4 LA.3.1.7.6 LA.4.1.7.3 LA.3.6.2.1 LA.4.5.2.5 LA.4.3.3.4 LA.4.5.2.4 | Unit Test 4 Lessons 24-31 | | | Publish Review Skits | Present Students present their skits to the group | | Unit Reflection Artistic Representation of Concepts | Project: Story Magic: Journals |
| 33 | SL.2.3 SL.2.4 L.4.3 L.4.4 RI.2.3 RI.2.4 | LA.3.5.2.1 LA.4.5.2.1 LA.3.1.6.7 LA.4.1.6.3 LA.3.1.7.3 LA.4.1.7.3 | Language of My Life Song What's a Hero? | Vocabulary Word Meaning Map Graphic Organizer ELECTRONIC DICTIONARY | Main idea | | | Hero Main Idea | | Inspiration |
| 34 | SL.2.3 SL.2.4 W.2.3 W.2.4 | LA.3.5.2.1 LA.4.5.2.1 LA.3.4.2.1 LA.4.4.2.1 | Inspiration Song | | | Writing an Explanation | My Heroes Booklet | | Webbing: How to Use a Web to Answer Questions | Social Consciousness |

21

| | | | | | | | | |
|----------|---|--|----------------------------------|--|---|-----------------------|---|--|
| 35 | SL.2.3 SL.2.4 L.2.3, L.2.4 L.4.3 L.4.4 RI.5.3 RI.5.4 | LA.3.5.2.1 LA.4.5.2.1 LA.4.3.4.3 LA.3.1.6.7 LA.4.1.6.3 LA.3.6.2.1 LA.4.1.7.5 | Poem: It Takes Initiative | Word Families Word Concept Map ELECTRONIC DICTIONARY | Cause and Effect Cause and Effect Song | | Cause and Effect | Inspiration |
| 36 | SL.2.3 SL.2.4 W.2.3 W.2.3 | LA.3.5.2.1 LA.4.5.2.1 LA.3.4.2.1 | Inspiration Song | | | Writing a Description | My Heroes Booklet | Successful Kids Magazine: Advice Column - Test Taking Skills Recap Social Consciousness My Heroes Booklet |
| 22 37 | SL.2.3 SL.2.4 L.4.3 L.4.4 RL.1.3 RL.1.4 | LA.3.5.2.1 LA.4.5.2.1 LA.3.1.6.7 LA.4.1.6.3 LA.3.1.7.3 LA.4.1.7.3 | How U Be? Game - Expressing Mood | Word Concept Map ELECTRONIC DICTIONARY | Compare and Contrast Characters | | Drawing Conclusion | Inspiration |
| 38 | SL.6.3 SL.6.4 W.3.3 W.3.4 | LA.3.5.2.1 LA.4.5.2.5 LA.3.4.1.1 LA.4.4.1.1 | Group Poem: I am Inspired.... | | | Writing a Story | A Little Inspiration for Myself: Letter to Self | Successful Kids Magazine: Advice Column - Test Taking Skills Recap Social Consciousness Letter To Self |

| | | | | | | | | | |
|-----------------|---|--|---|--|--|--|---|--|---|
| 39 | SL.6.3 SL.6.4 L.4.3 L.4.4 RI.9.3 RI.9.4 | LA.3.5.2.1 LA.4.5.2.5 LA.3.1.6.7 LA.4.1.6.3 LA.3.1.7.7 LA.4.1.7.7 | Subtheme Wrap-up: Name one thing learned from each subtheme | Name of Charter School Seek Word Meaning Map ELECTRONIC DICTIONARY | Problem/Solut ion Problem and Solution Song | Lauderdale Ele mentary School Number: 5171 | Compare and Contrast | | Inspiration |
| 40 | L.4.3, L.4.4 RI.9.3, RI.9.4 RL.1.3, RL.1.4 RI.2.3, RI.2.4 RI.5.3, RI.5.4 SL.6.3, SL.6.4 W.2.3, W.2.4 | LA.3.1.6.7 LA.3.1.7.7 LA.4.1.7.3 LA.4.1.7.3 LA.3.6.2.1 LA.3.5.2.1 LA.3.4.2.1 | Unit Test 5 Lessons 33-39 | | | Publish The Hero In Me Pamphlet | Present Students present their pamphlets to the group | Unit Reflection Artistic Representation of Concepts | Social Consciousness The Hero In Me Pamphlet |
| Achievement Day | | | | | | | | | |

23

Literacy Red Scope and Sequence

| Lesson | Common Core Standards | Florida State Standards | Ignite Getting started | Prepare for Liftoff (Reading) Vocabulary and Fluency w/ Phonics, Phonemic Awareness | Takeoff Reading Reading Comprehension (Before, During, After) | Prepare for Liftoff (Writing) Pre-Writing strategies | In-Flight Writing Writing - Writing Process | Landing Test Practice - Practice Test | Refueling Test Preparation - Test Taking Strategies | Other Components Projects/ Value/Magic |
|--------|--|--|--|--|---|---|--|--|---|--|
| 1 | 7.RL.3 7.SL.1 8.SL.1 7.RI.4,1 8.RI.4,1 7.RL.3 8.RL.3 | LA.7.2.1.2 LA.7.5.2.1 LA.8.5.2.2 LA.7.2.1.3 LA.8.2.1.3 LA.7.2.1.2 LA.8.2.1.2 | Song: <i>The Language of My Life</i> Human Bingo- A Getting to know you activity | Vocabulary Analysis - Pronunciation Context Clues (Vocabulary Rings) | <i>John Francis: Planetwalker</i> B - Building background D - Story Elements A - Evaluate Predictions | | | Textual Evidence: Recall, infer and support key information from the text | | Magic: Bookmarks Activity - Human Bingo |
| 2 | 7.SL.6 8.SL.6 7.W.3 8.W.3 7.L.1 8.L.1 7.RI.1 8.RI.1 | LA.7.5.2.1 LA.8.5.2.1 LA.7.4.1.1 LA.8.4.1.1 LA.7.2.1.9 LA.8.2.1.9 LA.7.1.7.1 LA.8.1.7.1 | Song: <i>The Language of My Life</i> Getting To Know Me - Building background knowledge to complete a task | | | The Language of Me - Pre-write for an autobiographical narrative | Subject-Verb Agreement | | 5 Invaluable Test Taking Strategies | Activity: 5 New Words; Vocabulary Rings |
| 3 | 7.SL.1 8.SL.1 7.RI.4 8.RI.4 7.RI.3 8.RI.3 | LA.7.5.2.1 LA.8.5.2.2 LA.7.2.1.3 LA.8.2.1.3 LA.7.2.2.5 LA.8.2.2.5 | Song: <i>The Language of My Life</i> Me Bubble - A descriptive art activity | Vocabulary Analysis - Pronunciation, Context Clues (Vocabulary Rings) | <i>John Francis: Planetwalker</i> B - Characterization D - Characterization A - Responding to a prompt | | | Textual Evidence: Recall, infer and support key information from the text | | Project: Me Bubble Art Activity |
| 4 | 7.SL.6 8.SL.6 7.L.1 8.L.1 7.W.3 8.W.3 | LA.7.5.2.1 LA.8.5.2.1 LA.7.2.1.9 LA.8.2.1.9 LA.7.4.1.1 LA.8.4.1.1 | Song: <i>The Perfect Paragraph</i> Analyzing Song Lyrics | | | Elements of a Paragraph Mini Lesson | Write a Paragraph | | Review Writing Strategies to Create the Perfect Paragraph | Value: Social Consciousness |

| | | Name of Charter School | | North Lauderdale | | cation Number: 5171 | | |
|---|--|--|---|--|--|-------------------------------------|---|---|
| 5 | 7.SL.1 8.SL.1 8.RL.4 7.RL.2 8.RL.2 | LA.7.5.2.1 LA.8.5.2.2 LA.8.2.1.1 LA.7.1.7.6 LA.8.1.7.6 | Caught in the Middle - A nonverbal communication activity | Vocabulary Analysis - Determining meaning (Vocabulary Rings) | John Francis, <i>Planetwalker</i> B - Set a purpose for reading D - Theme A - Respond to a prompt | | Textual Evidence: Recall, infer and support key information from the text | Activity: Caught in the Middle |
| 6 | 7.RL.4 8.RL.4 7.W.5 8.W.5 7.L.2 8.L.2 7.L.1 | LA.7.2.1.1 LA.8.2.1.1 LA.7.3.1.1 LA.8.3.1.1 LA.7.2.1.9 LA.8.2.1.9 LA.7.2.1.9 | Song: <i>Learn A New Word Every Day</i> Activating Prior Knowledge by using new vocabulary | | | Revising/Editing: Using a Checklist | Revise and Edit | 5 More Invaluable Test Taking Strategies Value: Self-Awareness |
| 7 | 7.SL.1 8.SL.1 7.L.5b 8.L.5b 7.RL.3 8.RL.3 7.RL.10 8.RL.10 | LA.7.5.2.1 LA.8.5.2.2 LA.7.1.6.7 LA.8.1.6.7 LA.7.2.1.2 LA.8.2.1.2 LA.7.2.1.3 LA.8.2.1.3 | Lost - Team-working activity | 3 Questions - Relationships between familiar and unfamiliar words | B - Building background; Review characterization D - View a film clip <i>Teen Wolf</i> A - Comparing and contrast characters using a Venn diagram | | Recall, infer and support key information from a film | Project: Lost Activity |
| 8 | 7.W.4 8.W.4 7.RL.1 8.RL.1 | LA.7.4.2.3 LA.8.4.2.3 LA.7.2.1.9 LA.8.2.1.9 | Unit 1 Test Lesson 1-7 | | | Publish Narrative | Present Finished Essay to Class | Unit Reflection: Writing Project: Narrative Essay |
| 9 | 7.RL.4 7.L.4a 8.L.4a 7.RL.6 8.RL.3 | LA.7.2.1.1 LA.7.1.6.3 LA.8.1.6.3 LA.7.1.7.2 LA.8.2.1.2 | Song: <i>Learn A New Word Every Day</i> Analyzing Song Lyrics | Vocabulary Analysis - Pronunciation Context Clues (Vocabulary Rings) | <i>A Dragon A Day - Part I</i> B - Setting a purpose for reading D - Characterization A - Evaluating predictions | | Recall, infer and support key information from the text | Vocabulary Rings |

| Name of Charter School Seeking Renewal: Imagine Schools At North Lauderdale Elementary Location Number: 5171 | | | | | | | | | | |
|--|--|--|---|---|---|--|---|--|--|---|
| 10 | 7.L.4c 8.L.4c 7.W.3 8.W.3 7.L.1 8.L.1 | LA.7.6.1.1 LA.8.6.1.1 LA.7.4.1.1 LA.8.4.1.1 LA.7.2.1.9 LA.8.2.1.9 | 5 New Words - Increasing students' vocabulary by learning new words (Vocabulary Rings) | | | Pre-write for an autobiographical anecdote | Writing - Plot Development | | Test Taking Strategies | Activity: 5 New Words; Vocabulary Rings |
| 11 | 7.RL.4 7.L.1 8.L.1 7.RL.3 8.RL.3 | LA.7.2.1.1 LA.7.2.1.9 LA.8.2.1.9 LA.7.2.1.2 LA.8.2.1.2 | Desk Yoga-ing | Vocabulary Analysis – Pronunciation Context Clues (Vocabulary Rings) | <i>A Dragon A Day - Part 2</i> B - Setting a purpose for reading D - Elements of Plot A - Evaluating predictions | | | Recall, infer and support key information from the text | | Activity: Desk Yoga-ing; Vocabulary Rings |
| 12 | 7.SL.6 8.SL.6 7.W.3 8.W.3 7.W.5 8.W.5 | LA.7.5.2.1 LA.8.5.2.1 LA.7.4.1.1 LA.8.4.1.1 LA.7.3.1.1 LA.8.3.1.1 | Song: <i>Tell A Story</i> Analyzing Song Lyrics | | | Drafting: Autobiographical Anecdote | Peer Conferencing: Writing Critiques | | Stress Relieving Test Taking Strategies | |
| 13 | 7.RL.4 7.L.4d 8.L.4d 8.RL.3 | LA.7.2.1.1 LA.7.3.4.1 LA.8.4.3.1 LA.8.2.12 | Song: <i>The World Outside My Window</i> (Overcoming Obstacles) Analyzing Song Lyrics | Verify preliminary determination of word (Vocabulary Rings) | <i>A Dragon A Day</i> B - Review of dialogue D - Writing dialogue (perform a skit) A - Recognizing dialogue | | | Recall, infer and support key information from the text | | Activity: Performing a scene using dialogue; Vocabulary Rings |
| 14 | 7.SL.6 8.SL.5 7.W.5 8.W.5 7.W.10 8.W.10 | LA.7.5.2.1 LA.8.5.2.1 LA.7.3.1.1 LA.8.3.1.1 LA.7.3.5.1 LA.8.3.5.1 | Grammar Check: Why Grammar Matters | | | Revising Using a Rubric | Editing and Proofreading | | Reflecting on the writing process | |

| | | | | | | | | | |
|----|--|--|---|---|---|---|---|---|----------------------------|
| 15 | 7.SL.1 8.SL.1 7.L.5b 8.L.5b 7.RL.3 8.RL.3 7.RL.10 8.RL.10 | LA.7.5.2.1 LA.8.5.2.2 LA.7.1.6.7 LA.8.1.6.7 LA.7.2.1.2 LA.8.2.1.2 LA.7.2.1.3 LA.8.2.1.3 | Group Story Writing | 3 Questions - Relationships between familiar and unfamiliar words | B - Building background; Review characterization D - View a film clip <i>Glory</i> A - Assess characterization (graphic organizer) | | | Recall, infer and support key information from a film | Activity: View a film clip |
| 16 | 7.RL.1 8.RL.1 7.W.10 8.W.10 7.W.4 8.W.4 | LA.7.2.1.5 LA.8.2.1.5 LA.7.3.5.1 LA.8.3.5.1 LA.7.4.2.3 LA.8.4.2.3 | Unit 2 Test Lessons 8-15 | | | Publish: Student Anecdotes | Present (author's chair) | Unit Reflection: What I Learned/ What I Loved | Autobiographical Anecdote |
| 17 | 7.SL.1 8.SL.1 7.RI.4 7.RI.3 8.RI.3 | LA.7.5.2.1 LA.8.5.2.2 LA.7.1.7.1 LA.7.2.2.5 LA.8.2.2.5 | Roses and Thorns - A communication activity | Vocabulary Analysis - Pronunciation, Context Clues (Vocabulary Rings) | B - Set purpose for reading D - Introduce conflict A - Assess conflict (graphic organizer) | | | Textual Evidence: Recall, infer and support key information from the text | Activity: Roses and Thorns |
| 18 | 7.RL.4 8.RL.4 7.W.2 8.W.2 7.L.1 8.L.1 7.RL.1 8.RL.1 | LA.7.2.1.1 LA.8.2.1.1 LA.7.4.2.1 LA.8.4.2.1 LA.7.2.1.9 LA.8.2.1.9 LA.7.2.1.5 LA.8.2.1.5 | Persona Poem | | | Pre-write - Brainstorming for an expository essay | Pre-write - Focusing on paragraph structure | Test Taking Strategies - Understanding essay questions | Activity - Persona Poem |
| 19 | 7.SL.1 8.SL.1 7.RI.1 8.RI.1 7.RI.3 8.RI.3 7.RI.4 8.RI.4 | LA.7.5.2.1 LA.8.5.2.2 LA.7.1.7.1 LA.8.1.7.1 LA.7.2.2.5 LA.8.2.2.5 LA.7.2.1.3 LA.8.2.1.3 | Rock, Paper, Scissors - Learning about others | Vocabulary - A vocabulary activity | B - Set purpose for reading D - Read for information A - Identifying information (graphic organizer) | | | Textual Evidence: Recall, infer and support key information from the text | Activity: Vocabulary |

16

| | | Name of Charter School Seeking Renewal: Imagine Schools At North Lauderdale Elementary | | Location Number: 5171 | | | | | |
|----|--|--|--|--|--|----------------------|-----------------------------------|--|--|
| 20 | 7.SL.5 8.SL.5 7.W.2 8.W.2 7.W.5 8.W.5 7.SL.1 8.SL.1 | LA.7.6.3.1 LA.8.6.3.1 LA.7.4.2.1 LA.8.4.2.1 LA.7.3.1.1 LA.8.3.1.1 LA.7.5.2.1 LA.8.5.2.2 | MAGIC: Personalized Writing Journals | | Drafting using the compare and contrast method | Peer Conferencing | | Test Taking Strategies - Creating a Mantra | MAGIC - Personalized Journals |
| 21 | 7.SL.1 8.SL.1 7.RI.4 8.RI.4 7.RL.4 8.RL.4 | LA.7.5.2.1 LA.8.5.2.2 LA.7.2.1.3 LA.8.2.1.3 LA.7.2.1.1 LA.8.2.1.1 | Telephone Charades - Using context clues to determine word meanings | Vocabulary Cartoons - Vocabulary Analysis; Context Clues | B - Review Literary Devices D -Identify Figurative Language A -Identify Author's Purpose (graphic organizer) | | | Textual Evidence: Recall, infer and support key information from the text | Activity: Telephone Charades |
| 22 | 7.SL.5 8.SL.5 7.W.5 8.W.5 7.L.2 8.L.2 7.L.3 8.L.3 | LA.7.6.3.1 LA.8.6.3.1 LA.7.3.1.1 LA.8.3.1.1 LA.7.2.1.9 LA.8.2.1.9 LA.7.2.1.7 LA.8.2.1.7 | MAGIC: Personalized Writing Journals Part II | | | Revising | Editing and Proofreading | Test Taking Strategies - Reflection | MAGIC - Completed Personalized Journals |
| 23 | 7.SL.1 8.SL.1 7.RL.5 7.RL.3 8.RL.3 7.RL.4 8.RL.4 | LA.7.5.2.1 LA.8.5.2.2 LA.7.2.1.1 LA.7.2.1.2 LA.8.2.1.2 LA.7.2.1.1 LA.8.2.1.1 | The Movie Title of My Life - Summing up experiences in | Vocabulary Quilt - Vocabulary Analysis; Context Clues | B - Building background - Review story elements D - View a film clip <i>Lord of the Rings: Return of the King</i> A - Assess story elements (graphic organizer) | | | Recall, infer and support key information from a film | Activity: Vocabulary Quilt |
| 24 | 7.RL.1 8.RL.1 7.W.10 8.W.10 7.W.3-5 8.W.3-5 7.SL.4 8.SL.4 | LA.7.2.1.5 LA.8.2.1.5 LA.7.3.5.1 LA.8.3.5.1 LA.7.4.1.1 LA.8.4.1.1 LA.7.2.2.2 LA.8.2.2.2 | Unit 3 Test Lessons 16-23 | | | Publish | Present - Display cover art | Unit Reflection | Completed Expository Essay with Cover Art |

| | | Name of Charter School | | North Lauderdale | | Education Number: 5171 | | | |
|----|---|--|---|--|---|--|---|---|---|
| 25 | 7.SL.1 8.SL.1 7.RI.4 8.RI.4 7.RL.1 8.RL.1 | LA.7.5.2.1 LA.8.5.2.2 LA.7.2.1.3 LA.8.2.1.3 LA.7.2.1.5 LA.8.2.1.5 | Song: <i>Language of My Life</i> - Analyzing Song Lyrics MAGIC - Cell Phone Key Chains | Vocabulary In Context - Vocabulary Analysis; Context Clues | Background; - Determine Purpose for Reading D -Read Non-Fiction Essay A -Identify Facts (graphic organizer) | | Textual Evidence: Recall, infer and support key information from the text | MAGIC - Cell,Phone Key Chains | |
| 26 | 7.SL.5 8.SL.5 7.W.1 8.W.1 7.SL.4 8.SL.4 | LA.7.6.3.1 LA.8.6.3.1 LA.7.2.1.5 LA.8.2.1.5 LA.7.2.2.2 LA.8.2.2.2 | What Do You Stand For? Part I - An Art Activity | | | Pre-write - Brainstorming for a Persuasive Essay | Pre-write - Determining Pros and Cons | Test Taking Strategies - Distinguishing Fact from Opinion | What Do You Stand For? Part I Art Activity |
| 27 | 7.RI.6 78.RI.6 7.RI.4 8.RI.4 7.RL.1 8.RL.1 | LA.7.3.3.1 LA.8.3.3.1 LA.7.2.1.3 LA.8.2.1.3 LA.7.2.1.5 LA.8.2.1.5 | Find the Question - Use text to create questions for pre-given answers | Vocabulary In Context - Vocabulary Analysis; Context Clues | B - Introduce Author's Voice D -Read Essay Looking For Details Of Author's Voice A -Identify Author's Voice (graphic organizer) | | Textual Evidence: Recall, infer and support key information from the text | Activity - Just The Facts | |
| 28 | 7.SL.5 8.SL.5 7.W.1 8.W.1 7.W.10 8.W.10 | LA.7.6.3.1 LA.8.6.3.1 LA.7.2.1.5 LA.8.2.1.5 LA.7.3.5.1 LA.8.3.5.1 | What Do You Stand For? Part II - An Art Activity | | | Drafting - Writing an Introduction | Drafting a Persuasive Essay | Test Taking Strategies - Reflection | What Do You Stand For? Part II - Art Activity |
| 29 | 7.SL.1 8.SL.1 7.RI.4 8.RI.4 7.SL.5 8.SL.5 | LA.7.5.2.1 LA.8.5.2.2 LA.7.2.1.3 LA.8.2.1.3 LA.7.6.3.1 LA.8.6.3.1 | Song: <i>Tell A Story</i> - Analyzing Song Lyrics | Vocabulary Analysis - Affixes and Root Words | B - Introduce Reader's Theatre Concept D -Write Scripts A -Reader's Theatre Presentations | | Textual Evidence: Recall, infer and support key information from the text | Activity - Lights, Camera, Action! Reader's Theatre | |
| 30 | 7.SL.1 8.SL.1 7.W.4 8.W.4 7.SL.2 8.SL.2 | LA.7.5.2.1 LA.8.5.2.2 LA.7.4.2.3 LA.8.4.2.3 LA.7.2.1.9 LA.8.2.1.9 | Two Truths and a Wish - A Determining Factual Information Activity | | | Peer Conferencing | Editing and Revising | Test Preparation - Multiple Choice Test Taking Strategies | Activity - Two Truths and a Wish 399 |

| Name of Charter School Seeking Renewal: Imagine Schools At North Lauderdale Elementary Location Number: 5171 | | | | | | | | | | |
|--|--|--|---|--|--|---|---|--|---|--|
| 31 | 7.SL.1 8.SL.1 7.RL.5 7.RL.3 8.RL.3 7.RI.4 8.RI.4 7.RL.4 | LA.7.5.2.1 LA.8.5.2.2 LA.7.2.1.1 LA.7.2.1.2 LA.8.2.1.2 LA.7.2.1.3 LA.8.2.1.3 LA.7.2.1.1 | No Weak Links - Team Building Art Activity | Learn A New Word - Vocabulary Cartoon Book Word Analysis Activity | B - Building background - Review story cause and effect D - View a film clip <i>War Games</i> A - Assess cause and effect (graphic organizer) | | | Recall, infer and support key information from a film | | Activity - No Weak Links |
| 32 | 7.RL.1 8.RL.1 7.W.10 8.W.10 7.W.3-5 8.W.3-5 7.SL.4 8.SL.4 | LA.7.2.1.5 LA.8.2.1.5 LA.7.3.5.1 LA.8.3.5.1 LA.7.4.1.1 LA.8.4.1.1 LA.7.2.2.2 LA.8.2.2.2 | Unit 4 Test Lessons 25-31 | | | Publish | Present | | Unit Reflection | Completed Persuasive Essay with Cover Art |
| 33 | 7.SL.1 8.SL.1 7.RI.4 8.RI.4 7.RL.1 8.RL.1 | LA.7.5.2.1 LA.8.5.2.2 LA.7.2.1.3 LA.8.2.1.3 LA.7.2.1.5 LA.8.2.1.5 | Song: <i>Leave Your Mark</i> - Connecting Text Through Music Activity | Vocabulary Analysis - Pronunciation, Context Clues (Vocabulary Rings) | B - Building background - Making Predictions D - Read for Information A - Prove or Disprove Predictions Using Textual Evidence (graphic organizer) | | | Textual Evidence: Recall, infer and support key information from the text | | Activity -Leave Your Mark |
| 34 | 7.SL.1 8.SL.1 7.W.4 8.W.4 7.W.5 8.W.5 | LA.7.5.2.1 LA.8.5.2.2 LA.7.4.2.3 LA.8.4.2.3 LA.7.3.1.1 LA.8.3.1.1 | Paper Ball Topics - A Brainstorming Activity | | | Drafting - Writing a Poem From an Outline | Pre-Writing - Choosing Topics for Poetry | | Test Preparation - Test Taking Tips for Parents | Activity - Paper Ball Topics |
| 35 | 7.SL.1 8.SL.1 7.RI.4 8.RI.4 7.RL.2 8.RL.2 | LA.7.5.2.1 LA.8.5.2.2 LA.7.2.1.3 LA.8.2.1.3 LA.7.2.1.2 LA.8.2.1.2 | Song: <i>Inspiration For Ya</i> - An Analyzing Song Lyrics Activity | Vocabulary Analysis - Determining meaning (Vocabulary Rings) | B - Set a Purpose for Reading - Respond to a Prompt D - Read to Recognize Theme A - Assess theme (graphic organizer) | | | Textual Evidence: Recall, infer and support key information from the text | | MAGIC -Vocabulary Rings |

| | | | | | | | | | | |
|----|--|--|---|---|--|--|--|---|---|---|
| 36 | 7.SL.1 8.SL.1 7.W.2 8.W.2 7.RI.6 8.RI.6 | LA.7.5.2 LA.8.5.2.2 LA.7.4.2.1 LA.8.4.2.1 LA.7.3.3.1 LA.8.3.3.1 | Best Friend Introductions - An Introspective Activity | | | Pre-Writing - Brainstorming Qualities | Drafting - Creating Thesis Statements | | Test Preparation - Author's Purpose | Activity - Best Friend Introductions |
| 37 | 7.SL.1 8.SL.1 7.RI.4 8.RI.4 7.W.9 8.W.9 | LA.7.5.2.1 LA.8.5.2.2 LA.7.2.1.3 LA.8.2.1.3 LA.7.2.1.3 LA.8.2.1.3 | RL Reflections - Reflecting on the Rocket Learning Experience | Vocabulary Analysis - Affixes and Root Words | B - Building background - Introduce PSA concept D - Read for Information A - Create a PSA (graphic organizer) | | | Textual Evidence: Recall, infer and support key information from the text | | Activity - Public Service Announcement |
| 38 | 7.W.9 8.W.9 7.W.2 8.W.2 7.W.5 8.W.5 7.RI.4 8.RI.4 | LA.7.2.1.3 LA.8.2.1.3 LA.7.4.2.1 LA.8.4.2.1 LA.7.3.1.1 LA.8.3.1.1 LA.7.2.1.3 LA.8.2.1.3 | Song: <i>This Writing Thing</i> - A Self Reflection Activity | | | Drafting - Writing an Expository Essay | Editing and Revision - Peer Conferencing | | Test Preparation - Connotation/Denotation | Activity - Two Truths and a Wish |
| 39 | 7.SL.1 8.SL.1 7.RL.3 8.RL.3 7.RI.4 8.RI.4 | LA.7.5.2.1 LA.8.5.2.2 LA.7.2.1.2 LA.8.2.1.2 LA.7.3.3.1 LA.8.2.1.3 | Giving Back - Building Background Through Reflection Activity | Password - Vocabulary Cartoon Book Word Analysis Activity | B - Building background - Review story elements D - View a film clip <i>Pay It Forward</i> A - Assess story elements (graphic organizer) | | | Recall, infer and support key information from a film | | Activity - Password |
| 40 | 7.RL.1 8.RL.1 7.W.10 8.W.10 7.W.3-5 8.W.3-5 7.SL.4 8.SL.4 | LA.7.2.1.5 LA.8.2.1.5 LA.7.3.5.1 LA.8.3.5.1 LA.7.4.1.1 LA.8.4.1.1 LA.7.2.2.2 LA.8.2.2.2 | Unit 5 Test Lessons 33-39 | | | Publish | Present | | Unit Reflection | Completed Expository Essay with Cover Art |

RTI Meeting 09-27-11

Team Present:

1. Erin Kelly
2. Sumre Glass
3. Dave Gordon
4. Lloyd Sigrist
5. Genevieve Leydig
6. Michael Baker

Topics discussed:

Behavior:

The main concern of the team is to identify the students at our school who need a functional behavior plan. Teachers need to identify students who are a potential concern and start documentation. Elementary will watch the amount of times Mr. Baker pulls students out of class using the behavior intervention sheet. Middle school will watch the number of demerits issued.

After 3 suspensions, in middle school, students will start RTI process. Likewise, after a student has been pulled 2 times in elementary, the student will start RTI process. Each time a demerit is given and every time a student is pulled out, the parents will be notified.

After 2nd parent conference, Mr. Sigrist can start the RIT process through ESE. Documentation will be sent downtown to the district.

Based on documentation, there are certain students in need of an alternative placement to better meet their needs. These students will undergo a psychological evaluation as well as teacher/administrator documentation in order to determine if and when they will be placed in an alternative school.

In order to properly train teachers and staff, Mr. Sigrist will train teachers on how to properly document and implement behavior plans. He will do this using a pre-developed PowerPoint. This will be an interactive training with opportunities to ask and answer questions.

Students in need of further interventions will receive an FBA or functional behavior analysis. After the FBA, teachers will transition to a PBA (positive behavior intervention).

Academics:

Training for academic intervention plans will also be presented by Mr. Sigrist.

Teachers need to start Tier 2 interventions to those students who are below grade level.

In order to implement Tier 2 interventions, teachers need to document their small group interventions as well as how they are differentiating instruction. Teachers may also use double dosing in order to differentiate instruction.

In order to qualify for Tier 3, students need to flat line or decrease, regardless of interventions being presented.

The elementary schedules allow for continuous improvement time which can also help with student interventions.

Tier 1 and Tier 2 interventions need to be done in approximately 12 weeks with specific documentation. (Parent conferences, referrals, behavior interventions, academic interventions etc)

IDEAS:

- ❖ Children with behavior issues, is it possible to allow them to move classes? Moving students into another class can count as an intervention.
- ❖ After a child has been identified, every time the RTI team meets about that child, the parents are invited to every meeting.
- ❖ In order to document every time a parent is contacted, regarding a student in RTI, a form will be used to document. A form will be created.
- ❖ Need to train teachers on how and where to document for each student.
- ❖ Behavior documentation needs to be anecdotal. Academic documentation needs to be more specific with data.

TO DO:

- ❖ E-mail previous RTI information
- ❖ Day for training- October 7th RTI K-8 Training 1:30-2:30
- ❖ Identify RTI students
- ❖ Create RTI form

RTI – Behavior Plan

Imagine Schools at North Lauderdale 2011-2012 School Year

| Time Line | Procedure | Action Taken |
|------------------|--|---|
| Week 1 Tier I | Teacher Contacts Curriculum Specialist for a RTI Behavior Student Profile packet for submission to the RTI Team. Teacher will contact parent to discuss behavior and possible interventions. | Teacher completes RTI Behavior Student Profile Packet. Teacher submits packet to the Curriculum Specialist for RTI Team review. |

What's in the RTI Behavior Student Profile packet?

- Teacher Narrative
- Problem Behavior Questionnaire Profile
- Behavior Frequency Chart

*This packet needs to be submitted to the appropriate Curriculum Specialist; Ms. Glass for 6-8, Ms. Kelly for 3-5, or Ms. Leydig for K-2.

| Time Line | Procedure | Action Taken |
|------------------|--|--|
| Week 2 Tier I | RTI Team reviews student profile and schedules first Intervention meeting with Teacher. Parent Contact will be made after the first meeting. | Teacher begins meeting by giving a short narrative about the behaviors of the child that are excessively interrupting the learning environment. The Teacher and RTI Team will identify specific target behaviors. The RTI team will ask necessary questions and will suggest specific strategies to help defuse identified behavior/s. RTI Team begins to fill out Tier Two student profile pages 1-2. |

*Student will only go to Tier II Phase I if student has shown no improvement after a six week period with intervention. If any improvement is demonstrated by the student the RTI Team will resume Tier I.

| Time Line | Procedure | Action Taken |
|-----------|-----------|--------------|
|-----------|-----------|--------------|

| | | |
|---------------------|--|---|
| Week 20 Tier III | <p>Teacher and Parent immediately implements suggested strategies in classroom setting and at home. The RTI Team members conduct three to four observations and graph the frequency of identified behaviors. After six more weeks have passed the RTI will schedule another meeting with the Teacher. Parent invite.</p> | <p>The RTI Team presents student profile data, and a brief timeline of interventions that have previously taken place. Parent gives a short narrative about the child's behavior at home. Teacher gives a short narrative about the behaviors of the child that are excessively interrupting the learning environment. RTI team re-evaluates the strategies being used in the classroom and makes adjustments. The RTI Team completes Tier Three student profile, page 8. Mr. Sigrist will begin an FBA/BiP, including more observations and interventions.</p> |
|---------------------|--|---|

In the event that the student shows improvement with the target behavior, the six week period starts over. Six weeks must go by without any improvement for a student to move forward into the next phase of RTI.

When identifying target behaviors, keep in mind that all forms need to be filled out for each individual behavior (calling out, getting out of the sit, refusing direction...)

Behavior Intervention

Teacher name _____ Date _____ Time _____

Student Name _____

Behavior displayed: (Teacher Anecdotal) _____

Step 1:

Cool down in classroom:

- How long did student cool down? _____
- Intervention Used (cool down sheet, silent corner) _____

Step 2:

Time-out in _____'s classroom:

- How long did the student spend in teacher's room? _____
- Did the student display calmer behavior upon re-entry? _____

Step 3:

Student Removal (To be completed by administration)

- Current student behavior:

- Was a referral given? _____
- Parents contacted? (Detailed description of parent response)

- Future plan



Imagine Charter School at North Lauderdale

In School Suspension Intervention Plan

Your child was involved in an incident that required him/her to be suspended from the classroom. We are committed to helping your child succeed academically, and being present during school hours is an important part of academic success. In this case, Imagine's administrative team determined an In-School Suspension to be the most appropriate consequence for your child's behavior. Please be advised that repeat or more severe behaviors will result in your child's Out-of-School Suspension.

Student Name: _____ Incident Date: _____

Incident Location: _____ Incident Time: _____

Incident Description: _____

Your child's In-School Suspension Included(s):

_____ Breakfast/Lunch Work Detail - _____
(date, time, supervisor)

_____ Recess or Enrichment Detention - _____
(date, time, supervisor)

_____ In-School Suspension - _____
(date, time, supervisor)

_____ Friday Detention - _____
(date & time to be served)

Your child's behavior impacts his/her academic success. Please discuss the importance of behaving appropriately with your child. Then, sign and return this document.

(Parent/Guardian Signature)

(date)

Please feel free to contact a member of the administrative team at 954-973-8900 if you have questions about your child's In-School Suspension.

Parent Comments: _____

Playground Incident

Teacher name _____ Date _____ Student Name _____

Behavior displayed: _____

Step 1:

Time-out

- How long did the student spend in time out? _____
- Did the student display calmer behavior upon completion? _____

Step 2:

Parent Contact

- Current student behavior: _____
- Was a referral given? _____
- Future plan _____

Playground Incident

Teacher name _____ Date _____ Student Name _____

Behavior displayed: _____

Step 1:

Time-out

- How long did the student spend in time out? _____
- Did the student display calmer behavior upon completion? _____

Step 2:

Parent Contact

- Current student behavior: _____
- Was a referral given? _____
- Future plan _____

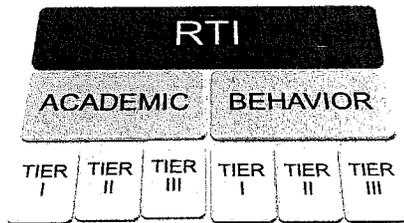
Response to Intervention (RTI)

IMAGINE SCHOOLS AT NORTH LAUDERDALE
2011-2012 SCHOOL YEAR

What is RTI in schools?

- RTI integrates **assessment** and **intervention** within a multi-level prevention system to **maximize student achievement**.
- With RTI, schools **identify** students at risk for poor learning outcomes, **monitor** student progress, **provide** evidence-based interventions.

RTI: Academic vs. Behavior



Academic *Masters* of RTI

- We are required to do interventions with the **lowest 30%**.
 - We are identifying every child functioning below grade level.
- What do the **3 TIERS** look like at our school?
 - TIER I: YOU! Every little accommodation that you do to create the perfect learning environment.

TIER II: IMAGINE NL

- **IDENTIFY:** Students below grade level
- **ANALYZE:** Data and group students according to their weakness
- **INTERVENE:** Instruction is focused and monitored in small groups
- **ADJUST:** Progress Monitoring makes grouping flexible
- **Most TIER II students will jump back and forth between TIER I and II.**

What if I or a parent believes a student needs testing?

- You're in luck! RTI is the process for that child to be in!
 - Has to show **NO** progress in TIER II for 6 weeks in order to move to TIER III.
 - If you still feel like this is a urgent case, contact Glass-Perkins for 6-8, Kelly for 3-5, and Leydig for K-2.
- Don't ever **DIAGNOSE** students.
- True disabilities vs. ???????

Who are the people on each Team?

Academic RTI

- Mr. Gordon
- Mr. Sigris
- Ms. Leydig
- Ms. Kelly
- Ms. Ortiz
- Ms. Peace
- Ms. Glass-Perkins
- Ms. Hopwood
- Intervention Teacher
- Classroom Teacher
- Judy Muth

Behavior RTI

- Mr. Gordon
- Mr. Baker
- Mr. Sigris
- Ms. Kelly
- Ms. Leydig
- Ms. Glass-Perkins
- Academy Lead
- Team Lead
- Classroom Teacher
- Judy Muth

“And as always remember...

We are here to support you as you continue to **CHANGE** lives everyday!

... the **IMAGINE** way!” 😊

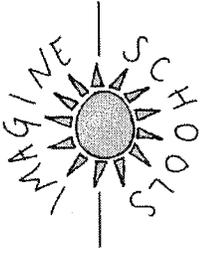
Seeking Advice...

Mrs. Stachowsky



Wise Words:

- “Think of testing as screening for a disability not a means to more interventions.”
- “Just because a student is a slow learner, it does not mean that they are disabled.”



Imagine Charter School at North Lauderdale Elementary

Dear Parents/ Guardians,

Your student _____ has been identified for a Imagine Charter at North Lauderdale Elementary Progress Monitoring Program. The program was created to promote advancement of your student's achievement levels in their standardized testing.

The Response to Intervention team (RTI), has analyzed your student's testing history, classroom grades, and strengths to individualize instruction in an intervention program that will target specific deficiencies for maximum growth.

Your students will receive extra small group attention once a week for math and/or reading. Please inquire about our free Saturday School and After School Tutoring on Tuesdays and Thursdays.

Please find attached the following documents:

- An Individualized Imagine Individualized Learning Plan. This document provides you with an academic profile specific to your student as well as current interventions taking place at school. Intervention is done in and out of the general education classroom and is in addition to the student's mandated hours allotted for Math/Reading.
- Your student's most recent SAT 10 test scores. This document will allow you to see where your student is ranked compared to Imagine students across the country. The data is broken into the reading and math skills that were tested; giving you three different types of scores.
- Your student's most recent state testing scores. This document will allow you to see where your student is ranked compared to district totals of student achievement. Directly above student ranking will be a YES/NO. This is a current prediction of your student's performance for the 2011 FCAT. The data is broken into the exact skill that was taught and tested; giving you how many questions your student answered correctly.

Please remember at Imagine Charter at North Lauderdale Elementary it is our philosophy that the parents/guardians are the number one educator in their student's life. We are here to help support and guide in your student's academic achievements. If you have any questions or concerns, please feel free to contact one of our Curriculum Coaches – Erin Kelly (Reading and Writing), Genevieve Leydig (Math), or Samia Said (Science) at (954)973-8900.

Sincerely,

Dave Gordon, Principal
Imagine Schools at North Lauderdale
2011-2012 School Year

Imagine Charter at North Lauderdale Elementary

Student Performance Evaluation

Student Name

2011-2012 School Year

Said

RTI Teacher Name

SUBJECT: MATH

Grade 5

| Data Box | |
|----------------|-----------------------------|
| FCAT LEVEL | 2 |
| SCALE SCORE | 1394 |
| SAT 10 | 16 |
| BAT I | 45 |
| BAT II | |
| LEARNING GAINS | |
| BIG IDEAS | |
| 1a | |
| 1b | |
| 2 | |
| 3 | |
| FOCUS SKILL | Understanding Division |
| FOCUS SKILL | Division, Algebra, and Data |

| TIER I | y/n | Days per Week |
|----------------|-----|---------------|
| FCAT EXPLORER | n | |
| TEACHER CENTER | y | varies |
| GO Math Games | y | 1 Megamath |

| TIER II | y/n | Days per Week |
|-----------------|-----|---------------|
| Pull out | y | varies |
| Push In | | |
| SAT School | n | |
| SES | y | |
| GO Math Reteach | y | varies |
| Other | y | |

| TIER III | y/n | Days per Week |
|-----------------|-----|---------------|
| GO Math Interv. | | |

| Final Scores | 2011-2012 |
|--------------|-----------|
| FCAT LEVEL | |
| SCALE SCORE | |
| SAT 10 | |

Observations

General Education Teacher

Said

Dates

9/06 - 9/19

On Mid Chapter Checkpoint student scored a 53%. Most problems he got wrong were on relating ~~math~~ division to multiplication. When we took Chapter Review from Math textbook he got an 83% but when we took the Chapter 1 assessment he scored a 60% again missing questions relating division to multiplication, but also missing basic ~~pp~~ division problem solving questions. The second time we took Ch. 1 test he scored a 93%.

Observations

Small Group Intervention Teacher

Said

Dates 9/06 - 9/19

Small group with students who were struggling with same concept. seemed to have a better understanding after reviewing the mid-chapter checkpoint. I also pulled him in another group and did the reteach for lesson 1.3. He did a good job on the Math Text Review, but the Assessment had a different result. I ~~ps~~ went over problem solving skills and did several reteach lessons in small groups. worked very hard.

I gave the Chapter 1 test again on 9/19 and he scored a 93%!



Name _____

Relate Division to Multiplication

FL Benchmark
MA.5.A.1.1**Use the Distributive Property to divide $56 \div 4$.****Step 1**

Write a related multiplication sentence for the division problem.

$56 \div 4 = \square$

$4 \times \square = 56$

Step 2

Use the Distributive Property to break apart the product into smaller numbers that are factors of the divisor in the division problem. Use a multiple of 10 for one of the products.

$(40 + 16) = 56$

$(4 \times 10) + (4 \times 4) = 56$

Step 3

Find the sum of the missing factors of the smaller arrays.

$10 + 4 = 14$

Step 4

Write the multiplication sentence with the missing factor you found. Then, use the multiplication sentence to complete the division sentence.

$4 \times 14 = 56$

Use multiplication and the Distributive Property to find the quotient.

1. $68 \div 4 = \square$

2. $75 \div 3 = \square$

3. $96 \div 6 = \square$

4. $80 \div 5 = \square$

5. $54 \div 3 = \square$

6. $91 \div 7 = \square$

Name _____

Solve a Simpler Problem

FL Benchmark
MA.5.A.6.5

• Division and Multiplication

Brett plays basketball. In Brett's town, there are 96 players on 6 teams. Each team has an equal number of players. How many players are on each team?

| Read the Problem | Solve the Problem |
|---|--|
| <p>What do I need to find? I need to find <u>how many</u> <u>players are on each</u> <u>team in Brett's town</u></p> <p>What information is given in the problem? There are <u>6 teams</u> with a total of <u>96 players</u>.</p> <p>How will I use the information? I will <u>divide</u> the total number of players by the number of teams. I will use a simpler problem to <u>divide</u>.</p> | <ul style="list-style-type: none"> First, I find the total number of players on all the teams in the region. <u>96 players on all</u> <u>the teams</u> To find the number players on each team, I'll need to solve this problem. $96 \div 6 = \underline{\hspace{2cm}}$ To find the quotient, I break up 96 into 2 simpler numbers. $96 \div 6 =$ $(60 + \frac{36}{\hspace{1cm}}) \div 6 =$ $(\frac{60}{\hspace{1cm}} \div 6) + (\frac{36}{\hspace{1cm}} \div 6) =$ $\frac{10}{\hspace{1cm}} + 6 = \underline{16}$ |

1. Susan makes clay pots. She sells 25 pots a month to 5 stores. Each store buys an equal number of pots. How many pots does each store buy?

2. Lou grows 112 rosemary plants. He ships an equal number of plants to customers in 8 states. How many rosemary plants does each customer buy?

$$25 \div 5 =$$

$$112 \div 8 =$$

$$(20 + \underline{\hspace{1cm}}) \div 5 =$$

$$(80 + \underline{\hspace{1cm}}) \div 8 =$$

$$(\underline{\hspace{1cm}} \div 5) + (\underline{\hspace{1cm}} \div 5) =$$

$$(\underline{\hspace{1cm}} \div 8) + (\underline{\hspace{1cm}} \div 8) =$$

$$\underline{\hspace{1cm}} + 1 = \underline{\hspace{1cm}}$$

$$\underline{\hspace{1cm}} + 4 = \underline{\hspace{1cm}}$$

Name _____

Practice Division

**FL Benchmark
MA.5.A.1.1**

You can use long division to divide 2-digit numbers by 1-digit numbers. Sometimes the numbers will divide evenly. Other times there will be a remainder.

Check your answer.

$$5 \overline{)85}$$

Divide

Divide 8 by 5.

$$8 \div 5 = 1$$

Write 1 above 8.

$$\text{Multiply. } 1 \times 5 = 5$$

$$\text{Subtract. } 8 - 5 = 3$$

| | | | |
|---|---|---|---|
| | | | |
| | | 1 | |
| 5 |) | 8 | 5 |
| - | | 5 | |
| | | 3 | |
| | | | |
| | | | |

3 tens cannot be shared among 5 groups without being regrouped.

Then bring down the 5 and divide 35 by 5.

$$35 \div 5 = 7$$

Write 7 above 5.

$$\text{Multiply. } 7 \times 5 = 35$$

$$\text{Subtract. } 35 - 35 = 0$$

$$\text{So, } 85 \div 5 = \mathbf{17}.$$

| | | | |
|---|---|---|---|
| | | | |
| | | 1 | 7 |
| 5 |) | 8 | 5 |
| - | | 5 | ↓ |
| | | 3 | 5 |
| - | | 3 | 5 |
| | | | 0 |
| | | | |

0 ones cannot be shared among 5 groups.

Divide. Check your answer.

1. $7 \overline{)82}$

2. $6 \overline{)74}$

3. $3 \overline{)57}$

4. $7 \overline{)95}$

5. $89 \div 9$

6. $84 \div 8$

7. $37 \div 5$

8. $46 \div 3$



Name _____

Algebra: Solve Equations

FL Benchmark
MA.5.A.1.2**Solve the equation.**

$$a \times 7 = 63$$

Use the strategy **work backwards** to figure out what number is being represented by a .**Step 1** Rewrite the equation. Then solve.

$$63 \div 7 = a$$

$$a = 9$$

Step 2 Replace a with 9 to check.

$$9 \times 7 = 63$$

$$63 = 63$$

The equation is true.

The value of a is 9.So, for $a \times 7 = 63$, $a = 9$.**Use the work backward strategy to solve each equation.
Check your solution.**

1. $b \times 7 = 35$

Check

2. $60 \div k = 10$

Check

3. $36 \div m = 6$

Check

4. $s \times 3 = 12$

Check

Use mental math or a related fact to solve the equation.

5. $9 \times j = 45$

$j =$ _____

6. $h \div 6 = 7$

$h =$ _____

7. $p \times 8 = 40$

$p =$ _____

8. $n \div 9 = 6$

$n =$ _____

9. $28 \div k = 4$

$k =$ _____

10. $21 \div g = 7$

$g =$ _____

Aplusmath.com Worksheet

\checkmark 1. $8 \overline{) 32}$
 \checkmark 2. $4 \overline{) 48}$
 3. $7 \overline{) 504}$
 4. $9 \overline{) 657}$
 5. $8 \overline{) 8}$

$$\begin{array}{r} 12 \\ 4 \overline{) 48} \\ \underline{-48} \\ 0 \end{array}$$

$$\begin{array}{r} 72 \\ 7 \overline{) 504} \\ \underline{-49} \\ 14 \\ \underline{-14} \\ 0 \end{array}$$

$$\begin{array}{r} 73 \\ 9 \overline{) 657} \\ \underline{-63} \\ 27 \\ \underline{-27} \\ 0 \end{array}$$

6. $1 \overline{) 26}$
 7. $2 \overline{) 86}$
 8. $8 \overline{) 760}$
 9. $6 \overline{) 552}$
 10. $5 \overline{) 15}$

$$\begin{array}{r} 26 \\ 1 \overline{) 26} \\ \underline{-26} \\ 0 \end{array}$$

$$\begin{array}{r} 43 \\ 2 \overline{) 86} \\ \underline{-86} \\ 0 \end{array}$$

$$\begin{array}{r} 95 \\ 8 \overline{) 760} \\ \underline{-72} \\ 40 \\ \underline{-40} \\ 0 \end{array}$$

$$\begin{array}{r} 92 \\ 6 \overline{) 552} \\ \underline{-54} \\ 12 \\ \underline{-12} \\ 0 \end{array}$$

Get Answers

[Home](#) | [Worksheets](#) | [Flashcard Creator](#) | [Comments](#)

Aplusmath.com Worksheet

1. $\begin{array}{r} 5 \\ 6 \overline{)30} \\ \underline{-30} \\ 0 \end{array}$ 2. $\begin{array}{r} 1 \\ 1 \overline{)5} \end{array}$ 3. $\begin{array}{r} 8 \\ 4 \overline{)32} \end{array}$ 4. $\begin{array}{r} 2 \\ 5 \overline{)10} \end{array}$ 5. $\begin{array}{r} 5 \\ 7 \overline{)35} \end{array}$

6. $\begin{array}{r} 10 \\ 9 \overline{)90} \\ \underline{-90} \\ 0 \end{array}$ 7. $\begin{array}{r} 4 \\ 5 \overline{)20} \end{array}$ 8. $\begin{array}{r} 2 \\ 12 \overline{)24} \end{array}$ 9. $\begin{array}{r} 6 \\ 9 \overline{)54} \end{array}$ 10. $\begin{array}{r} 11 \\ 8 \overline{)88} \end{array}$

11. $\begin{array}{r} 8 \\ 12 \overline{)96} \end{array}$ 12. $\begin{array}{r} 9 \\ 4 \overline{)36} \end{array}$ 13. $\begin{array}{r} 3 \\ 3 \overline{)9} \end{array}$ 14. $\begin{array}{r} 10 \\ 7 \overline{)70} \end{array}$ 15. $\begin{array}{r} 12 \\ 2 \overline{)24} \end{array}$

16. $\begin{array}{r} 2 \\ 4 \overline{)8} \end{array}$ 17. $\begin{array}{r} 8 \\ 8 \overline{)64} \end{array}$ 18. $\begin{array}{r} 6 \\ 4 \overline{)24} \end{array}$ 19. $\begin{array}{r} 0 \\ 9 \overline{)0} \end{array}$ 20. $\begin{array}{r} 10 \\ 5 \overline{)50} \end{array}$

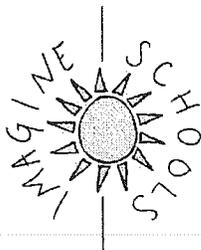
[Get Answers](#)

[Home](#) | [Worksheets](#) | [Flashcard Creator](#) | [Comments](#)

Common Planning Schedule

Teachers, below you will find your weekly common planning schedule. Please follow schedule and happy planning!

| Grade | Time | Location/Coach |
|-----------------------|--------------------------------|-------------------------------|
| Kindergarten | Monday-Wednesday 12:35-1:05 | Ms. Houle's Room- Mrs. Leydig |
| 1 st Grade | Monday- Wednesday 2:15-2:45 | Ms. Chase's Room- Mrs. Leydig |
| 2 nd Grade | Monday-Wednesday 1:30-2:00 | Ms. Graffeo's Room- Ms. Said |
| 3 rd Grade | Monday-Wednesday 12:00-12:30 | Ms. Pawlak's Room- Ms. Said |
| 4 th Grade | Monday- Wednesday 11:05-11:35 | Ms. Wright's Room- Mrs. Kelly |
| 5 th Grade | Monday – Wednesday 11:40-12:10 | Ms. Albano's Room- Mrs. Kelly |



Staff Meeting October 3, 2011

This Week:

October 3, 2011 Monday

Faculty Meeting- Agenda

- **New Staff- Latoya Hopwood (MS Coach)**
 - Paul Gunderson
 - New Aid.
- **Congratulations Ms. Galt**
- **Ms. DelGado and Team-Guitar/Amp**

DA State Visit for 10/06/11. Where are we at? Meet with Gordon Wednesday to review status and what needs to be completed before Thursday.

Early release day Friday- Agenda for teachers?

Contracts-

ESOL audit 10/13-10/14. State Audit?

Boys shirts tucked in, belts on pants. Uniforms should be 100% by Friday or no dress down day.

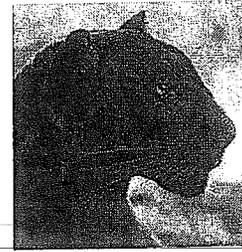
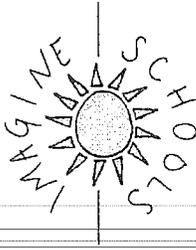
5th-8th grade

How many now much?

▼ **Technology- Promethean Boards** → *Call Chris about boards*

Filemaker Pro- Data Base (Bill Tobias)

Calendar This week



Staff Meeting October 11, 2011

This Week:

October 11, 2011 Tuesday

Faculty Meeting- Agenda

- Who's here? (Erin RIPDC/ Sumre out)
Morning/After School Coverage
- Today- Not good! Starting time for teachers?
Staff? Coverage of campus? Who covers when out?
- New Staff- Aides for ESOL/Recess Reading
Coach-M.S.
- Suspensions under demerit system- back-to back.
Parent contact/meetings ?

Conference call- Emily Cusack/Alex

ESOL audit 10/13-10/14. State Audit?

Spirit Week with (following dress code).

Contracts-

Technology- Chris- FAIR Testing, Promethean
Boards,Cameras-Projectors

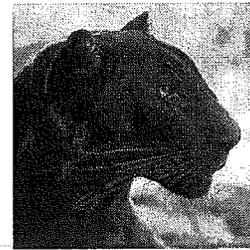
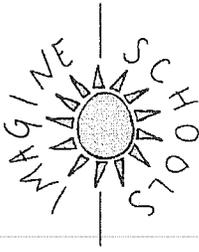
Growing Your Own? Anyone "growing?" or merits
cultivation?

IMAGINE SCHOOL

1395 S State Road 7 North Lauderdale, Florida 33068

Tele: 954-973-8900 - Fax: 954-974-5588

www.imagineschoolsatnorthlauderdale.com



Staff Meeting October 18, 2011

This Week:

October 18, 2011 Tuesday

Faculty Meeting- Agenda

- Morning/After School Coverage Coverage of campus? Who covers when out?
- New Staff- Aides for ESOL/Recess/ Reading ?
- Suspensions under demerit system- back-to back. Parent contact/meetings ?

Conference call- Emily Cusack/Alex

ESOL audit 10/13-10/14. Follow-up? State Audit?

Contracts-

Technology- Promethean Boards,Cameras-Projectors?

Classroom Observations- Gordon+Coach

Calendar This week

Tuesday-

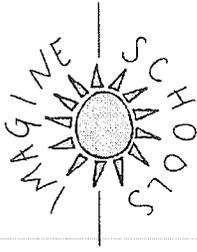
Wednesday?

IMAGINE SCHOOL

1395 S State Road 7 North Lauderdale, Florida 33068

Tele: 954-973-8900 - Fax: 954-974-5588

www.imagineschoolsatnorthlauderdale.com



Staff Meeting October 20, 2011

This Week:

October 20, 2011 Tuesday

Faculty Meeting- Agenda

- Morning/After School Coverage Coverage of campus? Who covers when out?
- New Staff- Aides for ESOL/Recess/ Reading ?
- Suspensions under demerit system- back-to back. Parent contact/meetings ?

Conference call- Emily Cusack/Alex

ESOL audit 10/13-10/14. Follow-up? State Audit?

Contracts-

Technology- Promethean Boards,Cameras-Projectors?

Classroom Observations- Gordon+Coach

Calendar This week and next:

Friday- 10/21

Monday- 10/24

IMAGINE SCHOOL

1395 S State Road 7 North Lauderdale, Florida 33068

Tele: 954-973-8900 - Fax: 954-974-5588

www.imagineschoolsatnorthlauderdale.com

Tuesday-

Wednesday?

Thursday

Friday- 10/28

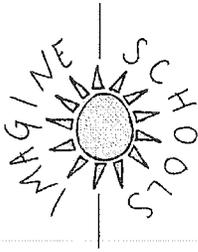
Coach Baker-

Erin-

Genevieve-

Sumre-

Latoya-



Staff Meeting October 25, 2011

This Week:

October 25, 2011 Tuesday

Andrea 2nd
Tucker - Grasso
5th

Faculty Meeting- Agenda

- Staffing
- Title I - ~~State Audit 11/17/2011~~
- Dances - Elem in AM
Middle in PM
- Classroom Observations- Gordon+Coach (ESOL strategies in class?)
- Newsletter Topics- Title I, ????
- Calendar This week and next:
- Critical Dates/Events pending?

Nov 7th
Math Night

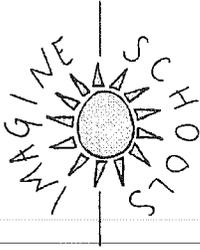
Nov 17th
see a student
night

Nov 14th
Imagine
Action Plan

Nov 1st
Erip Training
Lotoya - Training

★ E-mail PD cal
to Glass

Wednesday 10/26-



Staff Meeting October 31, 2011

This Week:

October 31, 2011 Monday

Faculty Meeting- Agenda

- Staffing- Elementary and Middle
- Room 106?
- SIG Team visit- 11/8/11
- ESOL Debrief- 11/03/ ESOL Visit- 11/16/11
- Title I – State Audit 11/17/2011
- Technology-
- Inventory by rooms- (teachers leave?) Winter Break/Spring Break/End of School
- FCAT 2.0- see handout
- FCAT – 6th Grade on-line. Our capacity to do?
- Volunteer Recognition- 5/24 at Imagine Broward- Desert Socail 6 pm
- Classroom Observations- Gordon+Coach (ESOL strategies in class?)
- Faculty Meeting – Anything for Agenda? Math Night. Teacher of year packet. Science Fair (regional May 5th) May 19th- State Science Fair- Orlando/ Sun-sentinel News In Education/Title I Compliance Letters –MS/ Chris here tomorrow.
- Charter Renewal- Due 11/30/11

IMAGINE SCHOOL

1395 S State Road 7 North Lauderdale, Florida 33068

Tele: 954-973-8900 - Fax: 954-974-5588

www.imagineschoolsatnorthlauderdale.com

- **Accountability Report- Due 11/30/11**
- **Calendar This week and next:**
- **Critical Dates/Events pending? What did I miss?**

Monday 10/31--

Tuesday 11/01-

Wednesday 11/02-

Thursday 11/03-

Friday- 11-04-

Coach Baker-

| ESOL Paraprofessional Schedule - Sigrist (Spanish and Haitian Creole) | | | | | | | |
|--|-------|-------------------------------|------------------------------------|--------|-----------|--------|------------------|
| 8:30-9:00 | 5 | Reading | Albano (B1) Rose Elysee (A1) | | | | |
| 12:30-1:00 | 1 & 2 | Math | Clarke | Chase | Fountain | Jaberi | Dattoli & Tucker |
| | | | (B2) | (B1) | (B2) | (B2) | (B1) |
| | | | (B1) | (B1) | (B1) | | (C2) |
| | | | (B1) | (B1) | (B2) | | (C2) |
| 1:00-1:30 | 3 & 4 | Math | (4) | Pawlak | Lord | Poulin | Pawlak |
| | | | (C1) | (C1) | (B1) | (C1) | (C1) |
| | | | (B2) | (B2) | (B1) | (C1) | (B2) |
| | | | (B2) | (A2) | (B1) | (B2) | (A2) |
| 1:30-2:00 | K | Math | Houle | Berry | Bailey | Held | Delgado |
| | | | (B2) | (B1) | (B2) | (B2) | (B2) |
| | | | | (B2) | (B1) | (B1) | (B2) |
| | | | | (B2) | (B1) | | |
| 2:00-2:30 | 6B | Vantrees - Science 6B | | | | | |
| | | | | | (B1) HC | | |
| | | | | | (A2) HC | | |
| | | | | | (A1) SP | | |
| 2:30-3:00 | 7A | Vantrees - Science 7A | | | | | |
| | | | | | (A1) SP | | |
| | | | | | (B2) HC | | |
| | | | | | | | |
| 3:00-3:30 | 8B | Wadsworth - Science 8B | | | | | |
| | | | | | (B2) SP | | |
| | | | | | o (B1) SP | | |
| | | | | | (B2) HC | | |
| | | | ur (A1) HC | | | | |

| ESOL Paraprofessional Schedule - Mr. Rodriguez (Spanish & Portuguese) | | | | | | | | |
|---|-------|---------|---------|---------|----------|--------|---------|-------------------|
| Time | Grade | Subject | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Day 6 |
| 8:30-9:00 | 1 | Reading | Clarke | Chase | Fountain | Clarke | Chase | Fountain |
| | | | (B2) | (B2) | (B1) | (B2) | (B2) | (B1) |
| | | | (B1) | (A2) | | (B1) | | |
| | | | | (B1) | | | | |
| Jaberi - Reading Group | | | | | | | | |
| 9:00-9:30 | 1 | Reading | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| 9:30-10:00 | K | Reading | Held | Houle | Berry | Held | Houle | Berry |
| | | | (B2) | (B1) | (B1) | (B2) | (B1) | (B1) |
| | | | (B1) | (A2) | (B1) | (B1) | (A2) | (B1) |
| | | | (A2) | (B2) | | (A2) | (B2) | |
| 10:00-10:30 | K | Reading | Delgado | Bailey | Delgado | Bailey | Delgado | Bailey |
| | | | (B1) | (B1) | (B1) | (B1) | (B1) | (B1) |
| | | | (B1) | (B2) | (B1) | (B2) | (B1) | (B2) |
| | | | (B1) | (B2) | (B1) | (B2) | (B1) | (B2) |
| 10:30-11:30 | 3 | Reading | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| Pawlak - Reading Group | | | | | | | | |
| 11:35-12:05 | 8 | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| Austin - Math (8B) | | | | | | | | |
| 12:05-12:30 | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| Lunch | | | | | | | | |
| 12:30-1:00 | 4 | Writing | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| Wright - Writing | | | | | | | | |
| 1:05-1:35 | 6 | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| Peace - Language Arts 6B | | | | | | | | |
| 1:35-2:05 | K | Math | Bailey | Delgado | Held | Houle | Berry | Continue Rotation |
| | | | (B1) | (B1) | (B1) | (B1) | (B1) | |
| | | | (B2) | (B1) | (B1) | (A2) | (B1) | |
| | | | (B1) | (B1) | | (B2) | | |
| 2:15-2:45 | 2 | Writing | Tucker | Dattoli | Graffeo | Tucker | Dattoli | Graffeo |
| | | | (B1) | (C1) | (C1) | (B2) | (C1) | (C1) |
| | | | (B2) | (B1) | (C1) | (B2) | (B1) | (C1) |
| | | | (C1) | (C2) | (B1) | (C1) | (C2) | (B1) |

Supporting the Needs of English Language Learners (ELLs)

Annette Ramos,
Mercedes A. Egles

Multicultural, ESOL and Program Services Department

1

GETTING TO KNOW YOU

2

Why is it important to be Bilingual?

3

Alphabet Soup

- ESOL → English for Speakers of Other Languages
- LEP → Limited English Proficient
- ELL → English Language Learners
- IPT → IDEA Proficiency Test
- CELLA → Comprehensive English Language Learning Assessment

4

How many English language learners are there in the U.S.?

The Office of English Language Acquisition in the U.S. Department of Education reports that between 1990 and 2000, the population of students learning English as a second language in America's schools doubled from 2.2 million to 4.4 million.

This number has grown... We must respond to their needs.

5

Broward County Demographics September 2011

Total Enrollment: 260,154 students

Languages: 55
Countries: 175

Foreign Born Student Enrollment: 30,507

Total Enrollment of ELLs (LY & LF): 34,150 (13%)

Top 3 Languages

6

Broward County Public Schools
September 2011

Broward County

| ELL Student Enrollment (LY & LF) | Imagine Charter |
|----------------------------------|-----------------------|
| 34,842 (14%) | 93+11 (LY), 9+18 (LF) |
| Spanish: 14,084 | 62 |
| Haitian-Creole: 7,733 | 67 |
| Portuguese: 681 | 0 |
| | 1 Vietnamese |
| | 1 Other |

7

PRIMARY OBJECTIVE OF THE ESOL PROGRAM...

Help ELLs develop competent levels of the English language to:

- communicate in social settings
- achieve academically in all content areas
- use language in socially and culturally appropriate ways.

8

Mandates

- META Consent Decree
- No Child Left Behind
- A+ Plan

9

Six Main Areas of the META Consent Decree

1. Identification and assessment
2. Equal access to appropriate programming
3. Equal access to appropriate categorical and other programming for ELLs
4. Personnel
5. Monitoring
6. Outcome Measures

10

No Child Left Behind

- Requires all children to demonstrate proficiency in reading and mathematics by 2014.
- Addresses the needs of all children, including those from varying socioeconomic, ethnic and cultural backgrounds.

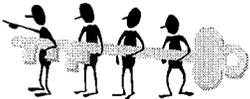
11

A+ Plan

- All ELLs with "more than 2 years" in an ESOL program are included in the calculation of school grades.
- All ELLs are included in the calculations of learning gains "regardless of the length of time in an ESOL program".

15

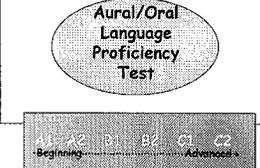
What are the key points to remember when meeting the needs of ELLs?



16

LANGUAGE CLASSIFICATION

Aural/Oral Language Proficiency Test



D - Dominant in English Speaker E - Monolingual English

17

Advanced Level

LF

Students will exit program upon meeting exit criteria and will be monitored for two years (60 NMS)

18

Language Acquisition Is a Long-Term Process

Language learning is a complex, multifaceted process that encompasses academic and cultural knowledge as well as basic communicative skills.



19

Di Tri Berrese

Uans appona taim uas tri berrese: mamma berre, pappa berrere, e bebi berre. Levi inne contri nire foresta. NAISE AUS. (No mugheggia) Uanne dei pappa, mamma, e beibi go tooda bice, a furghette locche di doore.

20

Language Acquisition

| | |
|-------------------------------------|---------------------|
| B asic | C ognitive |
| I nterpersonal communication | A cademic |
| S kills | L anguage |
| | P roficiency |

Timeframe



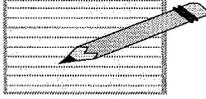
21

Multiple factors influence rates of acquisition:

1. Educational background
2. Native language skills
3. Learning style
4. Cognitive factors
5. Motivation
6. Age
7. Instructional environment
8. Quality of instruction
9. Practice in the second language
10. Others???

22

What has been your experience with ELLs? (Questionnaire)



24

What is ONE strategy that can be implemented to ensure that the language & academic needs of the English language learner are met simultaneously with accountability requirements?

25

ESOL Instructional Strategies Matrix

| ESOL Level | ESOL Instructional Strategies | ESOL Instructional Strategies |
|--------------|-------------------------------|-------------------------------|
| ESOL Level 1 | ESOL Instructional Strategies | ESOL Instructional Strategies |
| ESOL Level 2 | ESOL Instructional Strategies | ESOL Instructional Strategies |
| ESOL Level 3 | ESOL Instructional Strategies | ESOL Instructional Strategies |
| ESOL Level 4 | ESOL Instructional Strategies | ESOL Instructional Strategies |

GOOD TEACHING STRATEGIES 26

Graphic Organizers

English language learners can augment their comprehension in subject matter instruction by learning to select and apply graphic organizers to construct meaning (A. Hernández, 2003).

I do it We do it You do it

27

One Sentence Summary Frame Example

This article/information/story about _____ begins with the idea that _____ develops the idea that _____ and ends by saying _____.

Comparison Frame

_____ (is, are) the same as _____ in several ways. First of all, _____ Secondly, _____ In addition, _____ It is clear that _____ and _____ are alike in many respects.

29

Prereading Activities

- Motivating
- Activating prior knowledge
- Building background knowledge
- Providing text specific knowledge
- Relating the reading to students' lives
- Pretaching vocabulary
- Pretaching concepts
- Prequestioning, predicting, &direction setting
- Using students' native language
- Engaging students and community people as resources

Prepares students to read the upcoming selections.

Graves & Fitzgerald, 2003 30

During Reading Activities

Include both things students themselves do as they are reading and things that teachers may do to assist them as they are reading

- Silent reading
- Reading to students
- Guided reading
- Oral reading by students
- Modifying the text

Graves & Fitzgerald, 2003 31

After Reading Activities

Students synthesize and compare information from understandings of and recall important details and points, evaluate information and ideas, and respond to the text.

- Questioning
- Discussion
- Building connections
- Writing
- Drama
- Artistic, Graphic, and nonverbal activities
- Application and outreach activities
- Reteaching
- Enrichment

Graves & Fitzgerald, 2003 32

Idioms
Figurative language
Multiple meaning words
Homophones
Synonyms
Antonyms
Contractions
Pronouns
Proper Nouns
Suffixes
Prefixes



33

Test Accommodations

- A1 Bilingual Dictionary
- A2 Bilingual Support
- A4 Flexible Scheduling
- A5 Flexible Setting
- A6 Flexible Timing



"Can Make A Difference"

34

How can teachers accurately monitor the comprehension of English language learners?

- Check periodically for student comprehension during a lesson.
- Questions should be structured to the students' language ability.
- Be cognizant of the need for "translating time".
- Understand that ELLs should not be overly corrected in front of their peers.



35

Alternative Assessments (section 6)

Generally meet the following criteria:

- Focus is on documenting individual student growth over time, rather than comparing students with one another.
- Emphasis is on students' strength (what they know), rather than weaknesses (what they don't know).
- Consideration is given to the learning styles, language proficiencies, cultural and educational backgrounds, and grade levels of students.



36

Alternative Assessments

- Graphic Organizers** - Visual graph or chart in key ideas and information arranged in an organized manner.
- Dialogue Journals** - Students write in the book in response to a brief question or their own topic. Teacher reads & responds.
- Checklist** - Agree or check to measure or record frequency and knowledge of a specific concept for progress monitoring for formative assessment.
- Observations** - Take place in real time. Can be documented in writing or tape. Should include date, time and specific.
- Interviews** - Used to gain knowledge of the student's educational background, prior knowledge, and/or reading comprehension.
- Portfolios** - Collection of student work that exhibits the student's efforts, progress and academic achievement.

37

Other ideas....

- Provide a version of the test with simplified language
- Choosing key and/or main ideas for assessment
- Simplifying directions
- Reading test questions aloud
- Supplying word banks for tests
- Providing matching activities
- Extending time to complete the tests
- Using peer interpreters
- Allowing the student to respond orally rather than in written forms
- Using portfolios to authentically assess student progress.



38

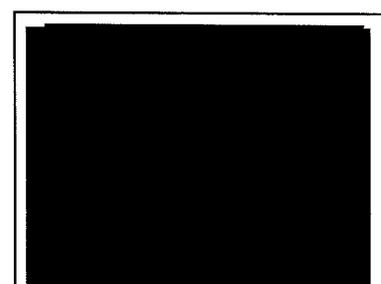
Grading ELLs

- Explain expectations to students
- Modify grade level curriculum by reducing language demands
- Provide comprehensible instruction
- Document ESOL strategies / alternative assessments / accommodations
- Mark "Receiving ESOL Services" on report card
- Notify parents if student is working below grade level

39

Low level LANGUAGE proficiency does NOT mean low level THINKING proficiency.

40



11/28/2011

ESOL Department

www.broward.k12.fl.us/esol

Soyra Velez Hughes, Executive Director
Vicky Soldado, Director
Leyda Solalongo, Title III Coordinator

Celina Chavez, Educational Specialist
Jenno Moniz, Educational Specialist

754-321-5950

43

ESOL Preparation

What should the class look like

- Are the standards for that lesson/week displayed in the classroom?
- Are English-to-heritage language dictionaries available to ELLs when and if they need them? (If dictionaries are in a location only accessible to the teacher, then they are **not** available to ELLs.)
- Does the teacher use ESOL strategies during the lesson to ensure that instruction is comprehensible?
- Does the teacher engage ELLs in the classroom, either through questions or activities?
- If there is an activity taking place, are ELLs participating?

Continue

- Are ELLs appropriately seated in the classroom? (e.g., A1-A2 students should not be seated at the back of the room)
- Does the teacher provide feedback to ELLs after a response?
- Does the teacher use comprehension checks to ensure understanding?
- If there is an assessment taking place, are ELLs receiving appropriate accommodations?
- Is a bilingual aide assigned to this teacher?
- If a bilingual aide is present at the time of the observation, is that person available to assist ELLs?

ALLOWABLE ACCOMMODATIONS FOR ELLS

- **ALLOWABLE ACCOMMODATIONS FOR ELLS**
- **The test may be administered with one of the following accommodations or a combination of these accommodations that are determined to be appropriate for the particular needs of the ELL:**
- Flexible Setting
- Flexible Scheduling
- Flexible Timing (Additional Time)
- Assistance in the Heritage Language
- Translation Dictionary

FLEXIBLE SETTING

- ELLs may be offered the opportunity to be tested in a separate room with the ESOL or heritage language teacher acting as test administrator.

FLEXIBLE SCHEDULING

- ELLs may take a part or session of the test during several brief periods within one school day; however, a session of the test must be completed within one school day.

FLEXIBLE TIMING

- ELLs may be provided additional time; however, a session must be completed within one school day.

ASSISTANCE IN THE HERITAGE LANGUAGE

- For the mathematics and science tests, ELLs may be provided limited assistance by an ESOL or heritage language teacher using the student's heritage language.
- The teacher may answer specific questions about a word or phrase that is confusing the student because of limited English proficiency, but is prohibited from giving assistance that will help the student solve mathematics problems and science test items.
The ESOL or heritage language teacher may answer student questions about the general test directions in their heritage language.
- **All student responses must be written in English.** Responses written in languages other than English will not be scored.

ASSISTANCE IN THE HERITAGE LANGUAGE, CONT.

- For the reading test The ESOL or heritage language teacher may answer student questions about the general test directions in a way that the student would not be led to infer the correct answer to any of the items.
- The teacher is prohibited from reading words to the student from the passages, test items, and performance tasks, and from answering student questions about the passages, test items, and performance tasks.
- **All student responses must be written in English.**
- Responses written in languages other than English will not be scored.

ASSISTANCE IN THE HERITAGE LANGUAGE, CONT.

For the writing test (prompt)

- The ESOL or heritage language teacher may answer student questions about the general test directions in their heritage language.
- The teacher may answer specific questions concerning a word or phrase that is confusing the student because of limited English proficiency, but is prohibited from giving assistance that will help the student respond to the prompt.
- In no case shall assistance be given to the student in responding to the writing assessment prompt. The teacher is prohibited from reading the prompt to the student.
- All student responses must be written in English.
- Responses written in languages other than English will not be scored.

APPROVED DICTIONARY

ELLs must have access to an English-to-heritage language translation dictionary and/or heritage language-to-English translation dictionary, such as those made available to ELLs in an instructional setting.

- A dictionary providing definitions written exclusively in the heritage language or in English may not be provided.
- Use of electronic dictionaries is strictly prohibited and may be cause for invalidation.

Who are our ELL's

- As teachers we need to know who are our ELL students and not have to refer back to a list.
- We need to know what their levels are or have a pretty good idea so as to be able to answer questions about the student.

CORE CURRICULUM

The Standards

The Imagine Schools Core Curriculum describes a central set of competencies and knowledge bases essential to effective teaching and learning. Mastery of a core curriculum is developed over many years of learning. Teaching the core curriculum is a spiraled process that deepens and expands learning each year on the essential elements of the Curriculum.

This section of your curriculum guide specifies the Imagine Schools Curriculum Standards. For each standard, the following pages describe the **content** (what the children are to know) and the **applications** (what the children are to be able to do) that represent mastery of the standard. You will work with this section of the guides on a regular basis as you plan lessons and assessments.

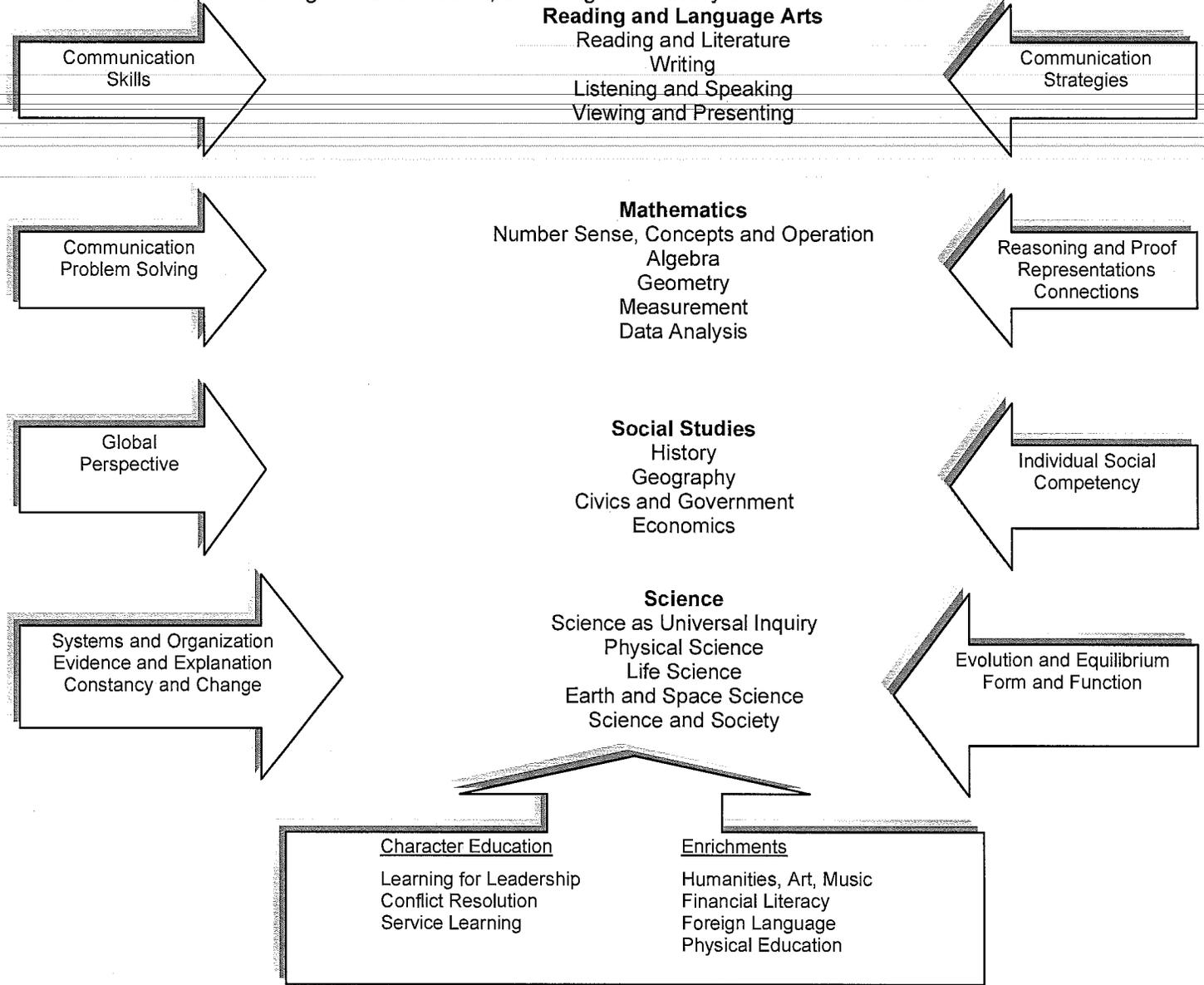
The standards of the core curriculum, both content and application, are your primary guides to what to teach and what to assess. Student learning of these standards is the heart of Imagine Schools' classroom experience.

- Reading and Language Arts
- Mathematics
- Science
- Social Studies



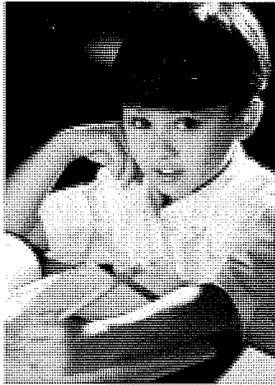
Subject Area Strands and Unifying Concepts

The four academic subjects of reading and language arts, mathematics, social studies and science are divided into strands that organize them into essential information and skills needed by all students. Permeating the strands of each subject are unifying concepts that provide links between the content that is introduced and taught in each strand, enriching the delivery of the standards-based curriculum.



Imagine Schools Standards-Based Curriculum

Primary Academy Reading and Language Arts



Communication takes many forms in the Primary Academy. From reading and writing to the visual and performing arts, primary students discover the magic of the written word and connect its influences from one generation to the next. Effective literacy skills weave their way through the content and skills introduced and developed through *Reading and Literature, Writing, Listening and Speaking, and Viewing and Presenting*. As active participants in a culture of inquiry, primary students expand their appreciation of literature to include the communication skills and strategies necessary to comprehend and respond to what they read, hear and see.

Imagine Schools Curriculum Guide Version July 2010

Imagine Schools Primary Students make connections between letters and words, and words and ideas. They progress from the rhythms and cadences of nursery rhymes, to the designs and patterns of poetry; from the telling of stories to the performance of plays; and from folktales and fairytales to real life adventures.

Phonics, word attack, comprehension and study skills are emphasized through a rich literature-based approach. From creative writing activities to research and reporting, our students write both to express points of view and share information, and use writing as an avenue to self-discovery and self-expression. A socially interactive classroom environment fosters a love of language that encourages students to listen, question, discuss, debate and share all that they learn.

The standards are organized into four nine-week units for each of the Reading Language Arts strands of Reading and Literature, and Writing. The strands of Listening and Speaking, and Viewing and Presenting should be addressed throughout the year. Select the objectives that will be emphasized during each nine-week unit when you plan at the beginning of the year, consulting your plan for subsequent units. Be sure to pace teaching and learning of content so that you and your students are well prepared for all assessments.

The content knowledge and performance applications that follow give our students the foundation for the literacy needed as they progress through future academies.

**IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM
SECOND GRADE: READING AND LITERATURE**

| STRAND | STANDARD |
|-------------------------------|--|
| Reading | RE1: (Phonemic Awareness) Students demonstrate competence in being able to hear, isolate, blend and segment sounds in words. |
| | RE2: (Phonics) Students demonstrate competence in using and applying phonetic and word analysis skills while reading. |
| | RE3: (Vocabulary) Students use meaning clues and language structure to expand vocabulary. |
| | RE4: (Fluency) Students can read text quickly, accurately, and with expression. |
| | RE5: (Comprehension) Students demonstrate competence in the skills and strategies of the reading process. |
| | RE6: (Comprehension-Literary Analysis) Students effectively apply reading skills and strategies to understand, interpret and appreciate a variety of literary texts including fiction, poetry, drama, classic and contemporary literature. |
| | RE7: (Comprehension – Informational Text) Students effectively apply reading skills and strategies to understand and interpret a variety of informational texts, including textbooks, reference materials, biographies, directions procedures and articles. |
| Writing | WR1: Students demonstrate competence in the skills and strategies of the writing process. |
| | WR2: Students effectively apply grammatical and mechanical conventions to written words. |
| | WR3: Students effectively apply stylistic and rhetorical aspects of writing. |
| | WR4: Students effectively gather and use information for a variety of purposes. |
| Listening and Speaking | LS1: Students effectively apply listening skills and strategies to comprehend oral communication in a variety of situations. |
| | LS2: Students effectively organize and deliver oral communication for a variety of audiences. |
| | LS3: Students apply speaking skills and strategies to communicate effectively with a variety of audiences and for different purposes. |
| | LS4: Students effectively demonstrate stylistic and rhetorical aspects of presentation and performance. |
| Viewing and Presenting | VP1: Students use viewing skills and strategies to understand and interpret visual media. |
| | VP2: Students recognize characteristics and components of visual media. |
| | VP3: Students effectively use visual media and technological tools for communication purposes. |
| | VP4: Students effectively demonstrate stylistic and rhetorical aspects of presentation and performance. |

**IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM
SECOND GRADE: READING AND LITERATURE**

| CONTENT (What students should know) | APPLICATION (What students should be able to do) | PERFORMANCE TARGETS (Specific targets student should meet during the year.) |
|---|---|--|
| RE 1: (PHONEMIC AWARENESS) Students demonstrate competence in being able to hear, isolate, blend and segment sounds in words. | | |
| Second graders should have mastered phonemic awareness by grade two. If needed, refer to kindergarten and first grade for content and application in this area. | | |
| RE 2: (ALPHABETIC PRINCIPLE-PHONICS) Students demonstrate competence in using and applying phonetic and word analysis skills while reading. | | |
| <ol style="list-style-type: none"> 1. Recognize high frequency words and common decoding patterns (e.g., 300 Fry Instant Words, vowel pairs). 2. Use elements of structural analysis to decode unknown words (e.g., syllables, prefixes, suffixes, root words, compound words, spelling patterns, contractions). 3. Use letter-sound correspondence and patterns to generate words (e.g., alliteration, onomatopoeia). 4. Decode words with vowel pairs (oo, ew, ue, ou and long: igh, ight, ie) with fluency. 5. Apply knowledge of consonant digraphs (sh,wh,ch,th) to decode and spell words. 6. Use understanding of prefixes and suffixes to decode unknown words (e.g., prefixes: un-, bi-, pre-, re- and suffixes -ly, -ful). 7. Use structural cues to decode unfamiliar words and understand meanings when reading and writing inflectional endings (e.g., helped /helping). 8. Decode two-syllable and multi-syllable words using basic syllabication rules: <ol style="list-style-type: none"> a) Vowel-consonant-vowel – di/ner b) Vowel-consonant/vowel-consonant– din/ner. 9. Recognize high frequency words and common | <p>Respond to word cards with peers and in small cooperative groups.</p> <p>Play decoding games using word cards and sentence strips.</p> <p>Create a syllabication chart categorizing words by the pattern of their syllabication.</p> <p>Sort words by their vowel patterns. Continue the patterns, making new words by changing the beginning consonants.</p> <p>Highlight word patterns, blends, digraphs, diphthongs, and r-controlled vowel spellings in words.</p> <p>Create a prefix book by finding pictures of words that use prefixes (e.g., "bicycle") and paste them on construction paper. Write the prefix under the picture and write a sentence using the prefix.</p> <p>Publish a class pattern book with each student illustrating a sentence.</p> <p>Research multiple meaning words by using the classroom dictionary to find two meanings for words given on an index card. Write two sentences for each meaning.</p> <ol style="list-style-type: none"> a) The bark of the tree is rough. b) The storm stripped the bark off the tree. | <p>*Note - the alphabetic principle is the systematic and predictable relationships between written letters and spoken sounds.</p> <p>By the end of first semester, second grade students should:</p> <ul style="list-style-type: none"> • Read 40-60 words a minute fluently and with good comprehension of a unfamiliar grade level passage. • Read most of the Fry 300 instant words fluently (80% accuracy). • Use most decoding and recoding strategies consistently. • Practices increasing oral reading fluency for 10-15 minutes daily. <p>By the end of the second semester, second grade students should:</p> <ul style="list-style-type: none"> • read 90-100 words a minute fluently and with good comprehension of the passage. • Read the Fry 300 instant words fluently with 95% accuracy • Use decoding and recoding strategies consistently; self monitors and self corrects • Practices increasing oral reading fluency for 20+ minutes daily. |

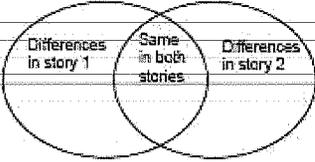
**IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM
SECOND GRADE: READING AND LITERATURE**

| | | |
|--|--|---|
| <p>decoding patterns such as: a) Vowels: r-controlled b) Diphthongs (e.g., ou, ow) c) Special spelling patterns d) Final consonant clusters (-nd, -nt, -nk).</p> <p>10. Integrate the use of cueing systems (e.g., phonics, contextual, structural).</p> | <p>c) Does your dog bark? d) Our dog will bark at strangers. Read decodable texts.</p> | |
| <p>11. Identify and use homographs (words with multiple meaning: bark, park, top) as appropriate in reading and writing.</p> | | |
| <p>RE 3: (VOCABULARY) Students use meaning clues and language structure to expand vocabulary.</p> | | |
| <p>1. Use context clues to construct meanings of unknown words (e.g., illustrations, diagrams, information in the story, titles, headings, sequence).</p> <p>2. Develop vocabulary by viewing, listening to and reading a variety of sources (e.g., word walls, graphic organizers, dictionaries, books, vocabulary logs, semantic maps, picture dictionaries, and card files).</p> <p>3. Begin to recognize cultural vocabulary and dialect.</p> <p>4. Orally attend to read alouds listening to new vocabulary in context daily.</p> <p>5. Expand vocabulary by mastering new words related social studies, science, art, music, or thematic units.</p> <p>6. Engage in wide reading daily (20 minutes) to expand vocabulary</p> | <p>Keep a vocabulary notebook or file of new words that includes meanings, expanded endings, synonyms, antonyms or any other significant changes in words that enhance or alter meanings.</p> <p>Use surrounding clues to illustrate the possible meaning of an unfamiliar word or passage.</p> <p>Create a cultural vocabulary dictionary or pictictionary defining words across cultural lines.</p> <p>Create "fill in the blank" activities using sentence strips and new vocabulary from a class reading selection.</p> <p>Demonstrate a growing vocabulary: a) Match compound word puzzle parts to form compound words b) Play Antonym Concentration c) Construct Contraction Cars by matching the two words (on the wheels) with the contraction (body of the car).</p> <p>Research multiple meaning words by using the classroom dictionary to find two meanings for words given on an index card. Write two sentences for each meaning.</p> | <p>Second grade students should:</p> <ul style="list-style-type: none"> • Demonstrate mastery of at least 80% on grade level vocabulary tests demonstrating an expanding vocabulary (similar to spelling tests where students must show understanding of new words by using them in a sentence or illustrating the meaning of a random selection of words studied each week or month. Such tests might be administered weekly or monthly) • Listen to read alouds at least 15-20 minutes daily (twice daily if a majority of students are below grade level). • Use structural analysis to determine meaning and use new words in daily work at an 80% mastery level. • Accurately use new vocabulary in speaking, reading and writing. |

**IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM
SECOND GRADE: READING AND LITERATURE**

| | | |
|--|---|--|
| | <p>a) The bark of the tree is rough. b) The storm stripped the bark off the tree. c) Does your dog bark? d) Our dog will bark at strangers.</p> <p>Cite illustrations that help to decipher the meanings of unknown words.</p> | |
| | <p>Ask students to underline new words they used in their writing this time that they had not used before.</p> | |
| <p>RE 4: (FLUENCY) Students can read text quickly, accurately, and with expression.</p> | | |
| <p>1. Apply phonics, meaning clues, and language structure to decode words and increase fluency.</p> <p>2. Pause at commas and periods during oral reading.</p> <p>3. Practice reading text with expression and intonation.</p> <p>4. Practice reading text at the independent reading level to develop accuracy, fluency, and expression.</p> <p>5. Read stories, poems and passages with fluency and expression.</p> | <p>Perform repeated recitations using familiar couplets, poems and sayings.</p> <p>Read passages aloud for students to model fluency, correct pausing, and expression.</p> <p>Use choral reading to practice fluent reading.</p> <p>Use repeated readings of text to develop fluency.</p> <p>Tape fluent reading of text and have students who are struggling developing fluency read aloud with the audio tape.</p> | <p>By the beginning of the year, second grade students should be reading 40-60 words per minute with correct phrasing and expression. A retell of the passage just read should include the who, when where, what, and how.</p> <p>By the end of the year, second grade students should be reading 90-100 words per minute with correct phrasing and expression. A retell of the passage just read should include the who, when where, what, and how.</p> |
| <p>RE 5: (COMPREHENSION) Students demonstrate competence in the skills and strategies of the reading process.</p> | | |
| <p>1. Identify story elements including characters, setting, main events, sequence of events, and problems and solutions.</p> <p>2. Compare and contrast story elements in various selections read in class.</p> <p>3. Know how to identify character actions, motives, emotions, traits, feelings and point of view.</p> <p>4. Identify the explicit and implicit main idea or theme in reading selections of various genres (e.g., fables, fairytales, mysteries).</p> <p>5. Use comprehension strategies to clarify</p> | <p>Differentiate between the structure of fiction (story elements: setting, characters, plot) and the structure of nonfiction (topic, main idea, details).</p> <p>Construct dioramas to portray story elements from class or independent reading selection.</p> <p>Demonstrate understanding of a grade-level story by identifying the characters, setting, problem and events using a graphic organizer (e.g., story map, story frame).</p> <p>Debate a character's point of view after reading two parallel books told from different</p> | <p>By the end of the first semester, second grade students, at an 80% mastery level on grade level text, should be able to</p> <ul style="list-style-type: none"> • identify explicit and implicit main idea and supporting details • correctly sequence events • answer questions about main characters, and setting • answer what-if, why and how questions • distinguish between fact and opinion <p>By the end of the second semester, second grade students, at an 80% mastery level on grade level text, should be able to:</p> <ul style="list-style-type: none"> • answer questions about and sequence |

**IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM
SECOND GRADE: READING AND LITERATURE**

| | | |
|---|--|--|
| <p>understanding of story elements (e.g., monitor, question, evaluate, summarize, question).</p> <p>6. Use strategies to monitor reading in grade level or higher text (e.g., decoding, predicting, discussing, rereading, self-checking).</p> | <p>characters' points of view.</p> <p>Compare and contrast the story elements in two versions of the same fairytale, folktale or story using a Venn diagram.</p> | <p>story events</p> <ul style="list-style-type: none"> • identify characters' actions, motives, emotions, traits, and feelings • distinguish cause and effect • draws conclusions <p>summarize including main idea, major events in sequence, main characters, problem/solution and conclusion</p> |
| <p>7. Know and apply effective strategies to:</p> <ol style="list-style-type: none"> Identify the main idea Locate facts and details Identify similarities and differences Sequence information or events Recognize cause and effect <p>8. Identify facts and opinions in a grade-level reading selection.</p> <p>9. Create summaries and draw conclusions about text.</p> |  <p>Create an original ending that solves the story problem in a new way, changes the main character's point of view or alters the setting for the story being read.</p> <p>Demonstrate an understanding of an expository text by developing questions that target the main idea and supporting details.</p> <p>Use a 2 column graphic organizer to list facts/opinions or main idea/details.</p> <p>Use the "fist of five" to describe the main idea. Tell who, did what, when, where and why to tell the main idea of a selection.</p> | |
| <p>RE 6: (COMPREHENSION-LITERARY TEXT) Students effectively apply reading skills and strategies to understand, interpret and appreciate a variety of literary texts, including fiction, poetry, drama, classic and contemporary literature.</p> | | |
| <ol style="list-style-type: none"> Recognize various genres and literary forms presented in passages, stories and books (e.g., fiction, nonfiction, fables, myths, legends). Apply comprehension strategies to make inferences related to grade-level reading selections. Recognize the author's purpose in reading selections that are intended to entertain or to inform. | <p>Classify events and/or characters in a fairy tale as <i>fantasy</i> or <i>real</i> on a double-sided pop-out book.</p> <p>Produce an author study by examining two or three books by different authors and determining the purpose for each book.</p> <p>Draw conclusions about each author's style of writing.</p> <p>Create an idiomatic class book with the</p> | <p>By the end of the first semester, second grade students, at An 80% mastery level on grade level text, should be able to</p> <ul style="list-style-type: none"> • identify explicit and implicit main idea and supporting details • correctly sequence events • answer questions about main characters, and setting • answer what-if, why and how questions • distinguish between fact and opinion <p>By the end of the second semester, second</p> |

**IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM
SECOND GRADE: READING AND LITERATURE**

| | | |
|---|---|---|
| <p>4. Recognize an author’s use of figurative language (e.g., idioms similes, metaphors).</p> <p>5. Recognize elements of poetry by examining rhythm, rhyme, alliteration and figurative language.</p> | <p>phrase and the meaning on one half of the paper and the phrase and its literal meaning on the other half.</p> <p><i>The grass is greener</i> <i>Green Grass.....</i> <i>On the other side</i> <i>Better Times.....</i></p> | <p>grade students, at an 80% mastery level on grade level text, should be able to:</p> <ul style="list-style-type: none"> • answer questions about and sequence story events • identify characters’ actions, motives, emotions, traits, and feelings • distinguish cause and effect • draws conclusions |
| <p>6. Recognize the works of prominent poets, both past and present (e.g., Langston Hughes, Jack Prelutsky).</p> <p>7. Relate stories to personal experiences (e.g., characters, events, ideas).</p> <p>8. Identify personal preferences for independent reading selections.</p> <p>9. Explore media resources and reading materials to gain an understanding of library resources.</p> <p>10. Recognize print from other cultures (e.g., Calligraphy, Hieroglyphs).</p> <p>11. Identify heroes and heroines in multicultural stories and biographies.</p> <p>12. Recognize the works of prominent authors and illustrators (e.g., Byrd Baylor, Marc Brown, Lucille Clifton, Tomie ePaola).</p> | <p>Create a Poetry Book to include a collection of poems by a variety of authors. Use the book for paired reading practice and to share with other audiences.</p> <p>Create an “alternative” to a book report (e.g., flip book, comic strip, puppet, story in a bag).</p> <p>Participate in teacher and peer read-alouds of various literary genres to aid reading comprehension.</p> <p>Prepare a multimedia presentation (e.g., visuals, computer, and dramatizations).</p> <p>a) Organize information b) State main idea c) Develop support</p> <p>Read, listen to, discuss and share a wide variety of multicultural materials to gain a better understanding of self and others.</p> <p>Participate in an “Author’s Tea” where reading selections are shared with invited audiences.</p> | <ul style="list-style-type: none"> • summarize including main idea, major events in sequence, main characters, problem/solution and conclusion |
| <p>RE 7: (COMPREHENSION –INFORMATIONAL TEXT) Students effectively apply reading skills and strategies to understand and interpret a variety of informational texts, including textbooks, reference materials, biographies, directions, procedures, and articles.</p> | | |
| <p>1. Know the identifying characteristics of informational texts (e.g., textbooks, directions, procedures, biographies, charts, graphs, billboards).</p> <p>2. Generate questions to clarify understanding of</p> | <p>Locate answers to specific questions using appropriate texts (e.g., biographical information, science information).</p> <p>Develop a learning chart on a selected topic. (K W L Chart) to show prior knowledge:</p> | <p>By the end of the first semester, second grade students, at An 80% mastery level on grade level text, should be able to</p> <ul style="list-style-type: none"> • identify explicit and implicit main idea and supporting details • correctly interpret information from charts, |

**IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM
SECOND GRADE: READING AND LITERATURE**

| | | |
|--|---|--|
| <p>informational text.</p> <p>3. Apply reading skills and strategies to interpret a variety of informational texts (e.g., pictionaries, dictionaries, textbooks, encyclopedias, Internet) and to locate information.</p> | <p>a) What I Know b) What I Want to Know c) What I Learned</p> <p>Develop a learning chart to connect prior knowledge to a new topic (ABC Chart). Topic: Transportation</p> | <p>graphs, tables</p> <ul style="list-style-type: none"> • summarize information from informational text • distinguish between fact and opinion <p>By the end of the second semester, second grade students, at an 80% mastery level on grade level text, should be able to:</p> |
| <p>4. Examine pictures, graphs and charts to support predictions, draw conclusions, organize and record information.</p> | <p>Airports Buses Cars Driving...</p> | |
| <p>5. Select appropriate informational texts for research and presentation purposes.</p> | <p>Create graphs, pictures or charts that summarize the data presented after discussing articles in children's magazines. Debate a current issue in the news to demonstrate an understanding of facts and opinions.</p> | <ul style="list-style-type: none"> • select appropriate informational text to answer questions • comprehend information in content area textbooks and information text • draw conclusions based on information from at least two sources |
| <p>6. Know the purpose for a variety of reference materials such as dictionaries, glossaries, thesauruses, and indexes.</p> | <p>Participate in a "field trip" to the school library or bookshelf to practice selecting appropriate reading materials and the use of resources.</p> | |
| <p>7. Read and organize information by interpreting graphic devices (e.g., diagrams, charts, graphs, and captions) for different purposes.</p> | <p>Demonstrate ability to access and use information on a selected topic from the Internet.</p> | |
| <p>8. Summarize information on a single topic or theme from several different resources.</p> | <p>Create book covers for reference materials illustrating the purpose of each one.</p> | |
| <p>9. Use a variety of research tools to gather information (e.g., encyclopedias, other reference materials, and on-line sources).</p> | <p>Use newspapers to locate current events to present during "Share and Tell" activities.</p> | |
| | <p>Participate in literature circles organized by titles or types of literature (e.g., fantasy group, science group, history group, riddle group).</p> | |

**IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM
SECOND GRADE: WRITING**

| CONTENT (What students should know) | APPLICATION (What students should be able to do) | MATERIALS AND RESOURCES |
|--|--|-------------------------|
| STANDARD WR1: Students demonstrate competence in the skills and strategies of the writing process. | | |
| 1. Participate in various forms of prewriting strategies, such as reading, charting, using a graphic organizer, drawing or imaging to develop ideas. | Respond to a narrative prompt by writing a paragraph that: a) Maintains a consistent focus | |
| 2. Use ideas from a graphic organizer to compose a story that includes characters, setting and plot. | b) Supplies ample supporting ideas and descriptions | |
| 3. Organize related ideas and maintain a consistent focus when producing a first draft. | c) Follows the conventions of Standard English | |
| 4. Add details and give examples to support the main idea or topic. | d) Provides a clear beginning, middle and end | |
| 5. Revise draft using skills and strategies of the writing process (e.g., rearrange words or sentences, add details, delete extra information). | e) Develops characters | |
| 6. Prepare final draft for class book or for bulletin board display. | Share ideas for improving work with the teacher or a peer and then make necessary revisions for a final draft. | |
| STANDARD WR2: Students effectively apply grammatical and mechanical conventions to written works. | | |
| 1. Use proper conventions of print (e.g., letter formation; spacing, direction). | Use the correct grammar, punctuation and mechanical conventions when writing descriptive stories. | |
| 2. Differentiate between complete and incomplete sentences. | Demonstrate the formation of a complex sentence on the board for peer input. | |
| 3. Identify subject (naming part) and predicate (action part) of a sentence. | Edit a "Punctuation-less" piece of writing to include correct punctuation marks. | |
| 4. Organize words to compose effective sentences, including the composition of simple and complex sentences. | Edit a composition that contains errors in grammatical and mechanical conventions to make it suitable for publication. | |
| 5. Identify types of sentences and punctuate correctly: | | |

**IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM
SECOND GRADE: WRITING**

| CONTENT (What students should know) | APPLICATION (What students should be able to do) | MATERIALS AND RESOURCES |
|--|--|--------------------------------|
| a) Declarative (statement) – period b) Interrogative (question) – question mark c) Exclamatory (command) – exclamation point | | |
| 6. Identify and use editing symbols. | | |
| STANDARD WR3: Students effectively apply stylistic and rhetorical aspects of writing. | | |
| 1. Substitute effective words to improve quality of text (e.g., big-enormous, tiny-minute). 2. Use descriptive language to add sensory details to character and setting descriptions. 3. Recognize that paragraphs focus on one main idea. 4. Vary sentence structure within a paragraph to include “long” and “short” sentences. | Produce a piece of poetry or prose that demonstrates an expanded vocabulary in response to a prompt or teacher suggestion. Revise a composition to add an interesting adjective before each noun. | |
| STANDARD WR4: Students effectively gather and use information for a variety of purposes and with a variety of audiences. | | |
| 1. Compose questions about topics of personal interest. 2. Add labels, titles and headings to informational writing (e.g., graphs, charts, explanations). 3. Identify a variety of written pieces appropriate for publication using a class made rubric. | Begin the year with a class “I Wonder Why?” book that students add to as each thematic unit is introduced. Culminate the year with a publication of a “Did You Know?” book that answers the original questions. Begin a presentation portfolio that should include: a) Two polished pieces showing growth in a variety of writing modes (e.g., narrative, expository, letters, invitations, poems). b) A written explanation of why each selection was chosen. c) A written reflection on the strengths and weaknesses of the writing. | |

**IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM
SECOND GRADE: LISTENING AND SPEAKING**

| CONTENT (What students should know) | APPLICATION (What students should be able to do) | MATERIALS AND RESOURCES |
|--|--|-------------------------|
| STANDARD LS1: Students demonstrate and practice listening skills and strategies to comprehend oral communication in a variety of situations. | | |
| <p>1. Listen to literary forms (e.g., stories, informational books, poems, plays, fables) and a variety of media (audiotapes, videos, on-line sources).</p> <p>2. Listen for a specific purpose: a) Experiencing enjoyment b) Solving problems c) Fulfilling curiosity d) Expressing thoughts e) Connecting experiences f) Identifying mood or theme g) Identifying author's purpose</p> <p>3. Listen appropriately to speakers in a variety of settings (e.g., classroom, assembly, small groups) by making eye contact and demonstrating correct body language.</p> <p>4. Develop a personal preference for literature such as fables, poetry, drama or science non-fiction.</p> <p>5. Gain an understanding of self and others through a variety of multicultural materials.</p> | <p>Demonstrate effective listening skills by:</p> <p>a) Listening and responding to oral presentations including journal readings, poetry, songs, and dramatizations b) Retelling a story and dramatizing the events c) Memorizing poems for recitation d) Identifying patterns in poetry e) Describing story elements</p> <p>Evaluate presentations by self and peers using the following criteria: a) Engagement of audience b) Effective body language</p> <p>Listen to various genres using books on tape and recordings.</p> <p>Explain the similarities and differences heard in various types of music and in audience reactions to the music (e.g., reggae, classic, folk, blues).</p> | |
| STANDARD LS2: Students effectively organize and deliver oral communication with a variety of audiences. | | |
| <p>1. Speak clearly and use correct voice level, vocabulary, sentence structures and gestures appropriate for the language situation.</p> <p>2. Follow implicit strategies for conversation: a) Initiate conversation with peers, group</p> | <p>Use appropriate volume when talking to classmates in various settings (e.g., library, classroom, playground, small group setting, informal discussions, formal presentation).</p> <p>Demonstrate effective conversational skills by: a) Respecting the ideas, values and points</p> | |

**IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM
SECOND GRADE: LISTENING AND SPEAKING**

| CONTENT (What students should know) | APPLICATION (What students should be able to do) | MATERIALS AND RESOURCES |
|--|--|--------------------------------|
| members and teachers b) Take turns and raise hand to speak c) Use eye contact and appropriate gestures to enhance conversation d) Participate in class and group discussions | of view of classmates b) Playing or participating in a group game c) Using acceptable means of gaining attention d) Contributing effectively to cooperative learning situations | |
| 3. Know implicit strategies for recitation: a) Memorizing rhyme b) Demonstrating rhythm c) Gesturing | e) Asking how and why questions to express interest and contribute to discussions. | |
| 4. Know implicit strategies for dramatization: a) Memorizing lines b) Using correct volume, phrasing and tone c) Expressing action | Demonstrate effective recitation skills by: a) Reciting rhyming poetry in verses b) Reciting limericks with correct rhythm c) Reciting Haiku with correct tone | |
| 5. Follow implicit strategies for oral communication by: a) Staying on the topic when speaking b) Using appropriate voice level for a report c) Raising a hand to speak d) Taking turns e) Asking questions | Demonstrate effective oral communication skills by: a) Delivering a speech effectively b) Reporting facts in a report accurately c) Performing songs chorally | |
| <p>STANDARD LS3: Students apply speaking skills and strategies to communicate effectively with a variety of audiences and for different purposes.</p> | | |

**IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM
SECOND GRADE: LISTENING AND SPEAKING**

| CONTENT (What students should know) | APPLICATION (What students should be able to do) | MATERIALS AND RESOURCES |
|---|--|--------------------------------|
| 1. Participate in class and group discussions related to topics of study. | Demonstrate speaking and listening skills by: a) Contributing to class discussions b) Asking questions appropriately during class discussions | |
| 2. Speak respectfully to gain and share information, ideas, values, and points of view reflecting various cultures. | c) Listening to classmates and adults without interrupting | |
| 3. Use descriptive language to convey meaning: a) Retell stories to include characters, setting and plot b) Share opinions c) Express moods d) Explore language patterns such as figurative language in poems, charts and choral readings | Demonstrate speaking and listening skills: a) Giving feedback to a speaker b) Eliminating barriers to effective listening c) Responding appropriately to the mood of a presentation (e.g., laughing, clapping or crying) d) Expressing thoughts using some imagery e) Asking relevant questions after listening to a peer's personal experience f) Expressing verbal sensitivity when listening to multicultural literature g) Responding to literature | |
| 4. Use language for different purposes (e.g., to inform, entertain, persuade). | | |
| 5. Recite a personal narrative. | | |
| 6. Recount experiences in sequential order. | | |

**IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM
SECOND GRADE: VIEWING AND PRESENTING**

| CONTENT (What students should know) | APPLICATION (What students should be able to do) | MATERIALS AND RESOURCES |
|--|---|-------------------------|
| STANDARD VP1: Students demonstrate and practice viewing skills and employ strategies to understand, interpret and evaluate visual media. | | |
| 1. Apply effective strategies for viewing various forms of media. | Articulate views, give support and follow conventional rules for listening when viewing media. | |
| 2. Know how to clarify understanding of various forms of media. | Demonstrate attentiveness by writing three to five questions and comments after viewing a teacher-selected media presentation. | |
| 3. Identify different features that affect a viewer's perspective of characters in visual media (e.g., facial expressions, body language, gestures, clothing, dialogue). | Discuss the impression received from viewing various pieces of art (e.g., paintings, drawings, sculptures). | |
| 4. Identify the theme or main idea from films and works of art. | Role play a conversation between two film characters that reflects the relationship, such as: | |
| 5. Identify viewers' perceptions of characters in visual media (e.g., qualities that identify a hero or a villain). | a) Friendly dialogue b) Argumentative gestures c) Helpful actions Act in ways that depict a hero or villain from a cartoon by using appropriate voice, gestures and facial expressions. | |
| STANDARD VP2: Students understand characteristics of visual media and implement effective strategies appropriately. | | |
| 1. Maintain a media log of television and video programs viewed daily. | Demonstrate an understanding of home viewing habits by keeping a media log of types of shows viewed and the amount of time watched. | |
| 2. Identify techniques used to establish mood in visual media. | Produce a video presentation by adding techniques to establish a mood using music, sound effects and camera angle (e.g., camera distance for point of view, dramatic music for tension, squeaky door for fear). | |
| 3. Use a variety of strategies to predict plot development in visual media (e.g., cause and effect). | | |
| 4. Identify the elements in visual media that help to establish plot, setting and character (e.g., | View a suspenseful video and make predictions at various time intervals as to the direction the plot | |

**IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM
SECOND GRADE: VIEWING AND PRESENTING**

| CONTENT (What students should know) | APPLICATION (What students should be able to do) | MATERIALS AND RESOURCES |
|--|--|--------------------------------|
| action, dialogue, music, clothing and facial expressions). | will take. Discuss how producers stop for commercials at key points, which keeps viewers interested. | |
| | <p>Discuss the ways producers change the content of a show depending on its length. Compare and contrast thirty-minute shows, one-hour shows and two-hour feature films.</p> <p>Give an oral presentation of three to five minutes on personalities studied in the content areas. Include dialogue (speech of the person), clothing and mannerisms.</p> | |
| STANDARD VP3: Students effectively use a variety of visual media and resources, including technological tools, to communicate with a variety of audiences and for different purposes. | | |
| <ol style="list-style-type: none"> 1. Understand the purpose of props and scenery for visual media. 2. Recognize different types of media categories (e.g., news programs, sports programs, commercials, music programs, game programs). 3. Compare and contrast conventional mailings versus the use of e-mail. 4. Recognize the main formats and characteristics of familiar media (e.g., the people involved in a quiz show on television-Masters of Ceremony, contestants, the audience). 5. Begin to understand the purpose and function of the Internet as a tool for research, planning and entertainment purposes. 6. Understand that there are common conventions used in print media (e.g., the layout of the headlines, photographs and different sections of a newspaper magazine, | <p>Present a fable using appropriate props to enhance the entertainment value (e.g., puppets, posters, banners, background settings).</p> <p>Produce a program with a small group of peers that highlights a media category such as:</p> <ol style="list-style-type: none"> a) News programs with anchors, forecasters and sports announcers b) Game shows with hosts, contestants, prizes and an audience c) Music videos with sound, props and dance steps <p>Conduct an experiment by writing a friendly e-mail to a "key pal" and sending a friendly letter through the traditional mail. Solicit the friend's opinion about the effectiveness of each form.</p> <p>Present the results of an investigation based on a self-, group-, or teacher-selected topic that uses visual effects from the Internet.</p> | |

**IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM
SECOND GRADE: VIEWING AND PRESENTING**

| CONTENT (What students should know) | APPLICATION (What students should be able to do) | MATERIALS AND RESOURCES |
|---|--|--------------------------------|
| <p>brochure or flier).</p> <p>7. Understand that there are common conventions used selectively in visual and auditory media (e.g., theme music, sound effects, titles and graphics).</p> | <p>Produce a type of print media with conventional materials (poster board) or computer-assisted materials (banners, newsletters, brochures) that reflect the conventions of layout, color, text and pictures.</p> <p>View a video for the specific purpose of identifying the mood created and write a report citing the tools used to create the mood (e.g., style of music, angle of camera, type of sound effect).</p> | |
| STANDARD VP4: Students acquire and effectively demonstrate stylistic and rhetorical aspects of presentation and performance. | | |
| <p>1. Choose appropriate styles of presentation for various audiences (e.g. oral presentation, display, dramatization).</p> <p>2. Recognize the identifying characteristics of specific genres (e.g., setting and style of dress for a western, drama, science fiction or sitcom).</p> <p>3. Use vocabulary to enliven a presentation and to maintain the audience's interest.</p> <p>4. Understand that verbal word choice and visual format choice can shape impressions, ideas, feelings and actions.</p> <p>5. Use effective transitional devices when making oral presentations.</p> <p>6. Use color and symbols to create images in visual media.</p> <p>7. Develop a set of standards to evaluate performances.</p> <p>8. Recognize the concept of stereotyping and its part in how information is presented on television, radio and in newspapers (e.g.,</p> | <p>Begin a presentation portfolio that should include:</p> <p>a) Two polished works showing a variety of productions of print and non-print media (e.g., writings, displays, pictures, drawings, computer designed media, video/audio tapes).</p> <p>b) A written reflection of why each work was selected.</p> <p>Participate in a "What's My Genre?" game show where contestants use media clues (e.g., costumes, accents, props) to reflect the genre.</p> <p>Deliver reports and retell stories demonstrating effective presentation skills.</p> <p>Use vivid sensory words when delivering a narrative account to an audience.</p> <p>Present poetry readings by carefully selecting words to reflect mood (e.g., funny words, scary words).</p> <p>Create a logo for a product that will be advantageous for its sale by using color, symbol</p> | |

**IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM
SECOND GRADE: VIEWING AND PRESENTING**

| CONTENT (What students should know) | APPLICATION (What students should be able to do) | MATERIALS AND RESOURCES |
|---|---|--------------------------------|
| clever people wear glasses, scientists wear white coats). | and shape. | |
| | <p>Culminate a presentation portfolio that should include:</p> <ul style="list-style-type: none"> a) Eight polished works showing a variety of productions of print and non-print media (e.g., writings, displays, pictures, drawings, computer designed media, video/audio tapes). b) A written reflection on why each work was selected. <p>Watch a video and draw conclusions about the different ways in which people are presented. Discuss the ways people could have been represented differently.</p> | |

Imagine Schools Standards-Based Curriculum
2nd Grade: Writing

| CONTENT (What students should know) | APPLICATION (What students should be able to do) | EXAMPLE (How the problem might look on an assessment) |
|---|---|---|
| STANDARD WR1: Students demonstrate competence in the skills and strategies of the writing process. | | |
| <p>1. Understand that effective writing utilizes a process to completion.</p> <p>The process is as follows:</p> <ul style="list-style-type: none"> a) Prewriting: mapping, oral communication, drawing, read-aloud, etc. b) Drafting: composition c) Revising: oral communication between peers, teacher, revisiting piece for meaning and clarity d) Editing: applying editing checklists, peer edits, teacher edits, proofreading for clarity of text, rewriting drafts e) Publishing: getting piece of writing ready for an outside audience through technology submission to outside source, display, public presentation <p>2. Distinguish between genres of writing: narrative, persuasive, informative/expository, expressive, and communications.</p> | <p>Independently use prewriting strategies to plan written work (e.g., drawing, brainstorming, peer sharing, observing, maps, models, literature, etc.).</p> <p>Use literature to develop ideas, details to support ideas, and create other stories from literature.</p> <p>Recognize identifying characteristics of expository and narrative composition (e.g., to explain, to tell a story).</p> <p>Draft a composition of one to three paragraphs for a specific audience. Organize related ideas and maintain a consistent focus when producing a first draft</p> <p>Revise and edit a composition to reorder sentences, add details and correct mistakes.</p> <p>Publish compositions for a variety of purposes including: friendly letters, class newsletter, portfolio.</p> <p>Evaluate effectiveness of writing using a rubric.</p> <p>Write opinions in which they introduce the topic or book(s) directly, state an opinion, provide reasons and details for support opinions, use word to link opinions and reason(s) (e.g., because, and, also), and provide a sense of closure.</p> | <p>Informal Assessment: Create writer's notebooks where students jot down ideas and pictures that might be useful with future writing pieces.</p> <p>Write daily in personal journals on a self-selected topic or teacher prompt.</p> <p>Writing Conferences where the teacher discusses writing pieces with students at various stages of their writing process.</p> <p>Keep a running record of observed student behaviors with standards on the left and whether or not they have been met on the right.</p> <p>During student writing conferences take anecdotal notes about students progress in using the various parts of the writing process.</p> <p>Compile at least three published selections (beginning, middle, and end of the year) in a writing portfolio. These selections should show growth in a variety of genres: narrative, persuasive, informative/expository, expressive, and communications.</p> <ul style="list-style-type: none"> a) A written explanation as to why each selection was chosen by the student. b) A written reflection on the student's strengths and weaknesses in writing. <p>Formal Assessment: Respond to a narrative prompt by writing a paragraph that:</p> <ul style="list-style-type: none"> f) Maintains a consistent focus |

**Imagine Schools Standards-Based Curriculum
2nd Grade: Writing**

| CONTENT (What students should know) | APPLICATION (What students should be able to do) | EXAMPLE (How the problem might look on an assessment) |
|---|--|---|
| | <p>Write informative and explanatory texts in which they introduce a topic, use facts and definitions to develop points, present similar information together using headers to signal groupings when appropriate, and provide a concluding sentence or opinion.</p> <p>Write narratives in which they recount well-elaborated events or series of events, use temporal words and phrases to signal event order, include details to tell what the narrator did, thought, and felt, and provide closure.</p> <p>Write in expressive forms including: poetry, skits, songs, jingles, jokes, and riddles.</p> <p>Compose a friendly letter containing the five parts of a letter:</p> <ol style="list-style-type: none"> a) Heading b) Greeting c) Body d) Closing e) Signature <p>Produce legible written work using manuscript, cursive, or technology.</p> | <p>g) Supplies ample supporting ideas and descriptions</p> <p>h) Follows the conventions of Standard English</p> <p>i) Provides a clear beginning, middle and end</p> <p>j) Develops characters</p> <p>Sample Writing Prompts for Second Grade:</p> <p>Narrative:</p> <ul style="list-style-type: none"> • Describe a typical day in your life. Use sensory detail (sight, sound, touch, smell, taste) to make your daily experiences come to life. • Write about your brothers and sisters. If you don't have any, do you wish you did? • Write about what you do on the weekends. How do your weekends differ from your weekdays? • The person I admire is... <p>Persuasive:</p> <ul style="list-style-type: none"> • How will you convince your teacher to give you more playtime? • Convince your dad/mom to take you to the carnival in town. • How will convince your mom to let you watch cartoons before bed? • How would you convince your parents to adopt a pet dog? <p>Informative/Expository:</p> <ul style="list-style-type: none"> • Write a nonfiction report about your favorite animal. • Explain how to play your favorite game. |

**Imagine Schools Standards-Based Curriculum
2nd Grade: Writing**

| CONTENT (What students should know) | APPLICATION (What students should be able to do) | EXAMPLE (How the problem might look on an assessment) |
|---|--|---|
| | | Expressive: <ul style="list-style-type: none"> • Write a haiku (first line 5 syllables, second line 7 syllables, third line 5 syllables) about your first day of school. • Write a song or rap about your unit of study. |
| | | Communications: <ul style="list-style-type: none"> • Write friendly letters to parents, siblings, or other family members. • Write a letter to a local business asking them for donations for your community service day. |
| STANDARD WR2: Students effectively apply grammatical and mechanical conventions to written works. | | |
| 7. Understand correct grammar, punctuation and mechanical conventions in various types of writing: including: narrative, informative/expository, persuasive, expressive, and communications. 8. Differentiate between complete and incomplete sentences and types of sentences. 9. Understand various parts of speech including: singular, plural, and possessive nouns, verbs tenses, adverbs, and adjectives. 10. Demonstrate the ability to write in complete sentence with proper order, capitalization, and end punctuation to communicate effectively. | Understand correct grammar, punctuation and mechanical conventions when writing expository pieces by: <ol style="list-style-type: none"> a) Using precise language b) Capitalizing proper nouns c) Punctuating sentences correctly Use correct grammar, punctuation and mechanical conventions when writing a personal narrative: <ol style="list-style-type: none"> a) Spell interesting verbs and nouns correctly b) Use quotation marks correctly for dialogue Use correct grammar punctuation, and mechanical conventions when writing a persuasive piece. Use the correct grammar, punctuation and mechanical conventions when writing a variety of papers such as: | Edit a "Punctuation-less" piece of writing to include correct punctuation marks. Demonstrate the formation of a complex sentence on the board for peer input. Writing Conferences where the teacher discusses writing pieces with students at various stages of their writing process. During student writing conferences take anecdotal notes about students progress in using conventions appropriately |

**Imagine Schools Standards-Based Curriculum
2nd Grade: Writing**

| CONTENT (What students should know) | APPLICATION (What students should be able to do) | EXAMPLE (How the problem might look on an assessment) |
|---|---|---|
| | <ul style="list-style-type: none"> a) Pen pal letters b) Invitations c) Friendly letters d) Thank you notes | |
| | <p>Write legibly in manuscript.</p> <p>Capitalize holidays, product names, geographic names, and important words in titles.</p> <p>Recognize and use singular, plural, and possessive nouns. Form common irregular plural nouns,(e.g. feet, children, teeth, mice, fish).</p> <p>Recognize various verb tenses and common irregular verbs (e.g. sat, hid, told).</p> <p>Begin to identify adverbs to answer or describe <i>how, when, where and why.</i></p> <p>Use commas correctly in a series of words and when combining sentences. Use commas in greetings and closing of letters.</p> <p>Use apostrophes to form contractions and common possessives.</p> <p>Use proper conventions of print (e.g., letter formation, spacing, direction).</p> <p>Identify subject (naming part) and predicate (action part) of a sentence.</p> <p>Organize words to compose effective sentences, including the composition of simple and complex sentences.</p> | |

**Imagine Schools Standards-Based Curriculum
2nd Grade: Writing**

| CONTENT (What students should know) | APPLICATION (What students should be able to do) | EXAMPLE (How the problem might look on an assessment) |
|--|--|--|
| | Identify types of sentences and punctuate correctly: Declarative (statement) – period Imperative (command) - period Interrogative (question) – question mark Exclamatory (emotion) – exclamation point | |
| | Edit a composition that contains errors in grammatical and mechanical conventions to make it suitable for publication. Spell frequently used words correctly (e.g., irregular verbs, plurals and contractions). Practice the use of editing symbols in peer and self editing. Use an editing checklist. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. | |
| STANDARD WR3: Students effectively apply stylistic and rhetorical aspects of writing. | | |
| 1. Recognize that paragraphs focus on one main idea. 2. Understand the varying sentence structure and length and word choice improves the effectiveness of writing. 3. Understand the uses of figurative language in written compositions including: simile, alliteration, metaphor, and onomatopoeia. | Construct effective paragraphs that contain topic sentences, details and conclusions. Substitute effective words to improve quality of text (e.g., big-enormous, tiny-minute). Use descriptive language to add sensory details to character and setting descriptions. Vary sentence structure within a paragraph to include “long” and “short” sentences. Produce a piece of poetry or prose that demonstrates an expanded vocabulary in response to a prompt or teacher suggestion. | Create a “Where” book, or a “When” book, illustrating sentences with interesting adverbs. Produce a piece of prose that demonstrates an expanded vocabulary and effective sentence transitions. Revise a composition to add an interesting adjective before each noun. Write a descriptive paragraph that relates to a science or social studies topic. |

**Imagine Schools Standards-Based Curriculum
2nd Grade: Writing**

| CONTENT (What students should know) | APPLICATION (What students should be able to do) | EXAMPLE (How the problem might look on an assessment) |
|--|--|---|
| | Elaborate simple sentences to form complex sentences that include details and examples. Identify comparative adjectives. Identify transition words (e.g., time and order words). Incorporate figurative language into written compositions. | |
| STANDARD WR4: Students effectively gather and use information for a variety of purposes and audiences. | | |
| 1. Understand how to research and report on a topic. 2. Understand the variety of purposes and variety of audiences in writing. | Compose questions about topics of personal interest. Add labels, titles and headings to informational writing (e.g., graphs, charts, explanations). Identify a variety of written pieces appropriate for publication using a class made rubric Expand and join sentences to improve the flow and richness of writing. Vary sentence structure to add interest to written compositions. Describe setting, characters, objects and events in detail. Obtain information from a variety of reference materials to research answers to questions and seek information (e.g., Internet, dictionary, encyclopedia, artifacts, maps and interviews) by: <ul style="list-style-type: none"> • Using the table of contents, glossary and index • Understanding keys and legends | Begin the year with a class "I Wonder Why?" book that students add to as each thematic unit is introduced. Culminate the year with a publication of a "Did You Know?" book that answers the original questions. Produce a report that demonstrates a knowledge of: <ul style="list-style-type: none"> a) Researching a topic from a grade level unit b) Planning by using a graphic organizer c) Using multi-sources to gather facts and details d) Paraphrasing information Research an important person and write a biographical sketch by: <ul style="list-style-type: none"> a) Giving facts about what the person contributed Telling about events that happened during the person's life Prepare a collection of writing in various styles (e.g., biographical sketches, stories, poems) in response to prompts and to original ideas. |

**Imagine Schools Standards-Based Curriculum
2nd Grade: Writing**

| CONTENT (What students should know) | APPLICATION (What students should be able to do) | EXAMPLE (How the problem might look on an assessment) |
|---|--|---|
| | <ul style="list-style-type: none"> • Using guide words • Book marking Internet sites <p>Identify a variety of written pieces appropriate for publication from a class made rubric.</p> | |
| | Begin to cite reference material. | |

Imagine Schools Standards-Based Curriculum

Second Grade Mathematics



The Imagine Schools' Mathematics Curriculum establishes links from past experiences, uses activities with concrete materials, pictures, oral statements, and explores symbolic arithmetic. Our curriculum will gradually shape the way students think about mathematics and it will foster the development of students' mathematical intuition and understanding.

In Second Grade *Number Sense and Operations*, *Algebra and Measurement* are the major focal points. Children develop an understanding of numeration with multi-digits as well as number relationships. They develop fluency with efficient procedures, including standard algorithms, for adding and subtracting whole numbers, understand why the procedures work and use them to solve problems. Children develop an understanding of the meaning and processes of measurement, including such underlying concepts as partitioning and transitivity. Geometry and Data Analysis are a secondary focus. They will use geometric knowledge and spatial reasoning to develop foundations for understanding area, fractions, and proportions. These focal points will be addressed in contexts that promote problem solving, reasoning, communication, making connections, and designing and analyzing representations.

Cooperative learning through partner and small-group activities links past experiences with explorations of new concepts. Sharing mathematical ideas through discussions, practicing skills through game playing, and developing readiness through hands-on activities all are part of the mathematics curriculum in the Primary Academy. Our students develop a disposition for learning mathematics early on, providing a foundation for the conceptual and abstract thinking that teachers build upon in later grades.

| STRAND | STANDARD |
|-------------------------------|---|
| Number Sense | NS1: Students analyze different representations of numbers, the relationship between/among numbers, and number systems. |
| | NS2: Students manipulate operations and learn operation algorithms. |
| | NS3: Students comprehend and apply properties of numbers and operations. |
| | NS4: Students compute reasonable estimates. |
| Algebra | AL1: Students recognize, understand and extend patterns. |
| | AL2: Students utilize symbols and mathematical expressions to represent mathematical situations. |
| | AL3: Students use mathematical models to represent math relationships. |
| | AL4: Students analyze change. |
| Geometry | GE1: Students build geometric understanding by analyzing two- and three- dimensional shapes. |
| | GE2: Students use coordinate geometry to determine locations and describe spatial relationships. |
| | GE3: Students apply transformations and symmetry to other math courses and to the visual arts. |
| | GE4: Students solve problems utilizing geometric modeling and spatial reasoning. |
| Measurement | ME1: Students measure quantities and use these measurements to solve real world problems. |
| | ME2: Students make comparisons and conversions within measurement systems. |
| | ME3: Students estimate measurements in real world contexts. |
| | ME4: Students choose appropriate units and tools for measuring. |
| Data Analysis and Probability | DA1: Students generate questions that may be answered based on collected data and collect, organize, and display relevant data to answer those questions. |
| | DA2: Students identify patterns and make predictions from an orderly display of data using concepts of probability and statistics. |
| | DA3: Students develop and evaluate predictions based on data. |
| | DA4: Students identify the common uses and misuses of probability or statistical analysis in the everyday world. |

IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM
Second Grade: Mathematics
STRAND: Number Sense (NS)

| CONTENT (What students should know) | APPLICATION (What students should be able to do) | EXAMPLES | | | | | | |
|--|---|---|----------|------|------|---|---|---|
| STANDARD NS1: Students analyze different representations of numbers, the relationship between/among numbers, and number systems. | | | | | | | | |
| <p>1. Know how to read, write, count and relate numerals and their names to 1000 or more.</p> <p>2. Apply Knowledge of ordinal numbers to 100th.</p> <p>3. Understand place value in base ten and to relate groupings to written numbers.</p> | <p>Convert numbers to their corresponding words and words to their corresponding numbers.</p> <p>Count by tens from any given number less than 1000. Count forward or backward by one beginning with any number less than 1000.</p> <p>Compare and order multi-digit numbers through 1000.</p> <p>Explain how zero keeps other numbers in their correct places.</p> <p>Use ordinal numbers from 1st– 100th and higher.</p> <p>Compare and contrast cardinal and ordinal numbers. Demonstrate the understanding of ordinal numbers with "place in line" strategies.</p> <p>Show values as addition, which is called expanded form.</p> <p>Demonstrate an understanding of how numbers could be combined to form new numbers and taken apart to form additional numbers.</p> <p>Identify the value of all US coins and \$1, \$5, \$10, and \$20 bills. Find the value of a collection of coins and dollar bills and different ways to represent an amount of money up to \$5. Use appropriate notation.</p> | <p>Count to 1000 or more by 2s, 3s, 5s, 10s, 25s, 50s and 100s using a variety of ways, such as mental mathematics, paper and pencil, hundred chart, calculator, and coins in various increments. (Count the number of noses in the room; the number of eyes; the number of fingers, toes, in the most efficient manner).</p> <p>Demonstrate the word and symbol that represents a number value. Use the game "concentration" for numbers up to 1000.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th align="center">Hundreds</th> <th align="center">Tens</th> <th align="center">Ones</th> </tr> </thead> <tbody> <tr> <td align="center">7</td> <td align="center">9</td> <td align="center">2</td> </tr> </tbody> </table> <p>Think: 7 hundreds + 9 tens + 2 ones Write: $700 + 90 + 2$ Say: seven hundred ninety-two</p> | Hundreds | Tens | Ones | 7 | 9 | 2 |
| Hundreds | Tens | Ones | | | | | | |
| 7 | 9 | 2 | | | | | | |
| STANDARD NS2: Students manipulate operations and learn operation algorithms. | | | | | | | | |

IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM
Second Grade: Mathematics
STRAND: Number Sense (NS)

| | | |
|--|---|--|
| <p>1. Apply the correct operation of addition and/or subtraction to solve specific problems, including 2 and 3 digit numbers with or without regrouping.</p> | <p>Demonstrate fluency in basic addition and subtraction facts through competition, games and timed "mental math mania".</p> | <p>Play "I Have, Who Has" card game with basic facts.</p> <p>Play Jeopardy or other technology games with basic facts.</p> <p>Use graph paper to line up problems correctly.</p> |
| | <p>Add and subtract multi-digit whole numbers through three digits with fluency by using a variety of strategies , including invented and standard algorithms and explanation of those procedures.</p> <p>Use what you know about place value (lining up numbers correctly) to add two and three digit numbers.</p> <p>Illustrate the process of regrouping with manipulative models.</p> | <p>Use partial sums strategy to add numbers</p> $\begin{array}{r} 6,802 \\ + 453 \\ \hline 6,000 \text{ add the thousands } (6,000 + 0) \\ 1,200 \text{ add the hundreds } (800 + 400) \\ 50 \text{ add the tens } (0 + 50) \\ \underline{\quad 5} \text{ add the ones } (2 + 3) \\ 7,255 \end{array}$ <p>add the partial sums (6,000+1,200+50+5)</p> <p>Use column addition to solve problems. Make vertical lines to separate the places. Add each place, then make the appropriate trades so that only one digit is in each column.</p> <p>Use the opposite-change rule to solve addition problems. A number is added to one addend and the same number is subtracted from the other addend, so that the sum remains the same.</p> <p>Use the trades first strategy for subtraction, where all the regrouping/trading is done before all the subtraction.</p> <p>Use the counting up strategy for subtraction like cashiers do when they are giving change.</p> <p>Use the "European" subtraction strategy which involves regrouping from the left.</p> |

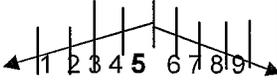
IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM
Second Grade: Mathematics
STRAND: Number Sense (NS)

| | | |
|--|--|--|
| | | <p>Use the partial differences strategy for subtraction.</p> $\begin{array}{r} 932 \\ -356 \\ \hline 600 \end{array}$ <p>Subtract 100s: 900-300 20 Subtract 10s: 30 – 50 4 Subtract 1s: 2 – 6 $\begin{array}{r} 600 \\ -356 \\ \hline 576 \end{array}$</p> |
| STANDARD NS3: Students comprehend and apply properties of numbers and operations. | | |
| <p>1. Apply computing methods and strategies when solving addition and subtraction number problems in real world situations.</p> <p>2. Know how to use the commutative and associative properties of addition in solving problems and basic facts.</p> | <p>Collaborate and solve problems, then explain how they arrived at the correct (or incorrect) answer.</p> <p>Explain selected method (concrete materials, mental mathematics, paper and pencil, calculator) for solving real-world problems involving addition and subtraction. Solve problems involving addition and subtraction using a variety of strategies (such as drawings, role-playing and working backward) and explain the solution strategy.</p> <p>Explain the meaning of the Order Properties also called Commutative Properties, commute means “to go back and forth” (relate to people commute to work).</p> <p>Explain the “Addition Property of Equality”, which tells you that you can add the same number to both sides of an equation and it will still be true. You can also subtract the same number from both sides of an equation and it will be true.</p> <p>Understanding the “Adding 0 Property” (when you add -0 to any number, you end up with that same number).</p> | <p>Write number sentences associated with addition and subtraction problems.</p> <p>See strategies listed above.</p> <p>Use the grouping property of addition to group addends in different ways and still get the same answer.</p> <p>Give students examples using parenthesis in which means “Do this first” $3 + (6 + 4)$</p> <p>Show how the Addition Property of Equality is true using a scale.</p> <div style="text-align: center;">  </div> |

IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM
Second Grade: Mathematics
STRAND: Number Sense (NS)

| | | | | | | |
|--|--|---|------------------------|----|--|----|
| | Use manipulatives and story problems to demonstrate an understanding for the associative properties of addition. | | | | | |
| STANDARD NS4: Students compute reasonable estimates. | | | | | | |
| 1. Know how to estimate reasonable solutions for multi-digit (up to three digits) addition and subtraction problems. | <p>Make predictions related to the quantities of objects and explain the reasoning supporting the predictions.</p> <p>Create story problems with reasonable and unreasonable information for addition and subtraction (sums to 100).</p> <p>Understand why some estimates are reasonable while other estimates are unreasonable.</p> | <p>Make predictions of quantities of objects (to 50 or more) and explain the reasoning that supports the prediction. (The number of pieces of candy in a large jar may be estimated by finding the number of pieces in a small jar and estimating how many small jars would fill the larger one).</p> <p>Explain which method was used to arrive at the reasonable answer. (The sum of 34 and 57 is more than 80, since $30 + 50 = 80$).</p> <p>Use the Left-to-Right subtraction to find a rough estimate of the final answer.</p> <p>Estimate answers using front-end estimation, using just the front digits.</p> <p>Estimate the sum of two numbers by rounding each to the nearest ten or hundred (if 5 or greater round up, if it is less than 5 round down).</p> <p>Round 32 to the nearest ten.</p> <table border="1" data-bbox="1360 1308 1843 1398"> <tr> <td>1) Find the tens place</td> <td>32</td> </tr> <tr> <td>2) Look at the digit one place to the right.</td> <td>32</td> </tr> </table> | 1) Find the tens place | 32 | 2) Look at the digit one place to the right . | 32 |
| 1) Find the tens place | 32 | | | | | |
| 2) Look at the digit one place to the right . | 32 | | | | | |

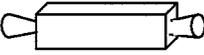
IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM
Second Grade: Mathematics
STRAND: Number Sense (NS)

| | | | |
|--|--|---|--|
| | | <p>3) If this digit is 5 or greater, round up. If this digit is less than 5, round down.</p>  <p>← 1 2 3 4 5 6 7 8 9 →</p> | <p>2 is less than 5 round down Answer is 30.</p> |
|--|--|---|--|

IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM
Second Grade: Mathematics
STRAND: ALGEBRA (AL)

| CONTENT (What students should know) | APPLICATION (What students should be able to do) | EXAMPLES |
|--|--|---|
| STANDARD AL1: Students recognize, understand and extend patterns. | | |
| <p>1. Analyze a wide variety of classification schemes and patterns to extend their knowledge of properties of numbers and operations.</p> <p>2. Understand patterns that result from making a change to a particular attribute, such as repeating an operation or using a transformation.</p> | <p>Predict, generate, and extend physical characteristics and sensory attributes, such as rhythm, sound, shapes, colors, numbers, similar objects, and similar events to develop fluency with operations.</p> <p>Continue a skip counting patterns to build a foundation for understanding multiples and factors.</p> <p>Classify numbers as odd or even and explain why.</p> <p>Generalize numeric and non-numeric patterns using words and tables.</p> | <p>Compare the relationships between the number of triangles with the number of sides they have.</p> <ul style="list-style-type: none"> • The pattern 3, 6, 9, 12, 15, 18, ... • Rule: 3 sides for each triangle. <p>Complete:</p> <ul style="list-style-type: none"> • Numerical patterns: <ul style="list-style-type: none"> ○ 3, 8, 13, 18, 23, 28, ... (applies "+5" over and over) ○ 5, 50, 500, ... ○ 7, 14, 21, ... (converting 1, 2, 3 weeks to days) • Symbolic patterns: <ul style="list-style-type: none"> ○ AABC, AABBC, AABBBC |
| STANDARD AL2: Students utilize symbols and mathematical expressions to represent mathematical situations. | | |
| <p>1. Understand how to represent equality and inequality using words, pictures, and symbols.</p> | <p>Complete a variety of number sentences with at least one unknown quantity. Write a word problem that the sentence might represent.</p> <p>Use one or more problem solving strategies to arrive at a solution for an equation.</p> <p>Solve real-world problems with one unknown using mathematical symbols.</p> <p>Use symbols (box or question mark) to create an addition or subtraction sentence.</p> <p>Describe and apply equality to solve problems, such as in balancing situations.</p> <p>Understand that by using mathematical symbols you can write a number story quickly and easily.</p> | <p>Select a number from a list to make a number sentence true. Put one of the following numbers in place of "n" or in a "box" to make the sentence true: 1, 2 or 6. $N + 2 > 5$.</p> <p>Flexible use of missing number sets</p> <ul style="list-style-type: none"> • $9 + 2 = \underline{\quad} + 5$ (I think $5 + 4 + 2 = \underline{\quad} + 5$, so the $\underline{\quad}$ must be 6.) • $10 - 7 = 2 + \underline{\quad}$ (I think $8 + 2 - 7 = 2 + \underline{\quad}$, so the problem is really $8 - 7$ so the $\underline{\quad}$ is 1.) • $\underline{\quad} = 9 + 4 + 2$ <p>Solve Equations using symbols:</p> <ul style="list-style-type: none"> • $6 - \square = 3$ • $2 + \square = 6$ |

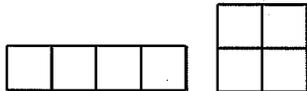
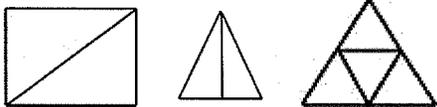
IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM
Second Grade: Mathematics
STRAND: ALGEBRA (AL)

| | | <p>A bunny ate two carrots. He is left with six carrots. How many carrots did he start out with?</p> <p>$\square - 2 = 6$</p> | | | | | | | | | | | | | | | | | | | | | | |
|--|--|---|----|-----|----|----|---|---|---|----|-----------|---|---|---|---|---|---|-------|---|---|---|----|----|----|
| STANDARD AL3: Students use mathematical models to represent math relationships. | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>1. Understand the relationship that exists between patterns and functions.</p> <p>2. Analyze and evaluate expressions with symbolic representation and equivalency.</p> | <p>Describe a pattern (a sequence that repeats the same process over and over) and a function (a relationship between two sets of numbers that may result in the creation of a pattern).</p> <p>Construct models and use numbers to represent a problem situation using any combination of words, numbers, pictures, physical objects, and/or symbols.</p> <p>Compare and order numbers by looking at the relationship between the numbers in the expressions to make the comparison not necessarily found through computation.</p> <p>Solve and create contextual examples using any combination of words, numbers, pictures, physical objects, or symbols.</p> <p>Recognize and state rules for functions that use addition and subtraction.</p> | <p>Derive rule for input/output machines by deducting the rule</p> <ul style="list-style-type: none"> What rule is shown by the input/output machine? <p>3 →  → 12</p> <table border="1" data-bbox="1606 662 1753 787"> <thead> <tr> <th>In</th> <th>Out</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>4</td> </tr> <tr> <td>2</td> <td>8</td> </tr> <tr> <td>3</td> <td>12</td> </tr> </tbody> </table> <table border="1" data-bbox="1423 792 1948 844"> <tbody> <tr> <td>Triangles</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> </tr> <tr> <td>Sides</td> <td>3</td> <td>6</td> <td>9</td> <td>12</td> <td>15</td> <td>18</td> </tr> </tbody> </table> <p>Draw several representations of a given number</p> <ul style="list-style-type: none"> Some equivalent expressions for 68 are <ul style="list-style-type: none"> $30 + 30 + 8$ $10 + 10 + 20 + 20 + 5 + 3$ $70 - 2$ <p>Think alouds:</p> <ul style="list-style-type: none"> $5 + 4$ is not equal to $4 + 3$ (because the $5 + 4$ has to be more than $4 + 3$ since 4 is the same quantity in both and 5 is larger than 3). $15 + 25 < 60 - 10$ (because adding 25 to 15 will give a smaller number than subtracting 10 from 60). $36 + 52 = 35 + 53$ (because if you take 1 from the 36 and give it to the 52 you will get the expression on the right). | In | Out | 1 | 4 | 2 | 8 | 3 | 12 | Triangles | 1 | 2 | 3 | 4 | 5 | 6 | Sides | 3 | 6 | 9 | 12 | 15 | 18 |
| In | Out | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 4 | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | 8 | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | 12 | | | | | | | | | | | | | | | | | | | | | | | |
| Triangles | 1 | 2 | 3 | 4 | 5 | 6 | | | | | | | | | | | | | | | | | | |
| Sides | 3 | 6 | 9 | 12 | 15 | 18 | | | | | | | | | | | | | | | | | | |

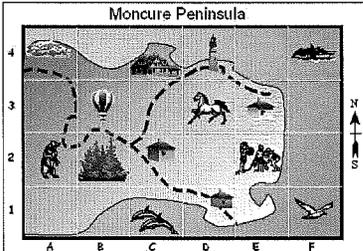
IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM
Second Grade: Mathematics
STRAND: ALGEBRA (AL)

| | | |
|--|---|--|
| | | <p>Equations examples include:</p> <ul style="list-style-type: none"> • $a + b = \square$, • $c - a = \square$, • $a + \square = c$, • $c = a + \square$, • $c = \square + b$, • $\square + b = c$, • $c - \square = b$, and • $\square - a = b$. <p>Contextual examples include:</p> <ul style="list-style-type: none"> • A word problem for $\square - a = b$ may be Chris had some cards and gave 26 to his brother. Now he has 18. How many did he have to start with? |
| STANDARD AL4: Students analyze change. | | |
| <p>1. Analyze qualitative and quantitative change.</p> | <p>Use informal methods, such as physical models and graphs, to solve real-world problems that show change.</p> | <p>Compare quantitative and qualitative changes in a graph.</p> <ul style="list-style-type: none"> • Shoe size (quantitative) • Shoe shape (wide, wider, widest) qualitative <p>Diagram a change situation from a number story: "A bus leaves school with 35 children. At the first stop, 6 children get off. How many children are left on the bus? This is a change-to-less situation with the ending quantity unknown. Write a number model: $35 - 6 =$ or $6 + \underline{\quad} = 35$</p> |

IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM
Second Grade: Mathematics
STRAND: Geometry (GE)

| CONTENT (What students should know) | APPLICATION (What students should be able to do) | EXAMPLES |
|---|--|---|
| STANDARD GE1: Students build geometric understanding by analyzing two- and three- dimensional shapes. | | |
| <p>1. Comprehend more complex attributes of basic two and three-dimensional shapes including points, lines and angles, and apply understanding in different orientations.</p> <p>2. Apply understanding of attributes and properties of two and three-dimensional figures to begin to construct and deconstruct new shapes to begin an understanding of part-whole relationships.</p> | <p>Identify points, lines, intersecting lines and angles.</p> <p>Classify open and closed figures.</p> <p>Classify polygons (closed figures whose sides are all line segments) and shape that are not polygons.</p> <p>Identify and describe the various attributes of polygons including number of corners (vertices), sides, edges, curves, and length.</p> <p>Classify shapes that are quadrilaterals (shapes with 4 sides) and not quadrilaterals (shapes with more or less than 4 sides).</p> <p>Describe and compare other quadrilaterals (4-sided figures) (but not necessarily name them). Other quadrilaterals include: trapezoid, parallelogram, square, rectangle, rhombus.</p> <p>Construct and deconstruct shapes with up to six sides.</p> <p>Investigate and develop strategies for subdividing, combining, and changing shapes.</p> <p>Identify shapes that can be combined or separated to make other shapes.</p> | <p>Sort a collection of two-dimensional figures into those that have straight sides and those that do not. This type of sorting differs from the color, size, and texture sorting commonly done in kindergarten.</p> <p>Substitute arrangements of smaller shapes for larger shapes or substituting larger shapes for many smaller shapes.</p>  <p>Use pattern blocks or plastic shapes to make new shapes. The teacher can give students cutouts of shapes and ask students to combine them to make a particular shape.</p> <p>What shapes can be made from four squares?</p>  <p>Students may also be asked to trace objects or use a drawing program to show different ways that a figure can be divided into different shapes.</p>  |

IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM
Second Grade: Mathematics
STRAND: Geometry (GE)

| | | |
|---|--|---|
| | | <p>Pentagons and hexagons should appear as both regular (equal sides and equal angles) and irregular.</p> |
| <p>STANDARD GE2: Students use coordinate geometry to determine locations and describe spatial relationships.</p> | | |
| <p>1. Apply understanding of position and space to plot and locate figures, objects, and numbers.</p> | <p>Plot and identify positive whole numbers on a number line from 0 to 1000.</p> | <p>Use this website for interactive games: http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g2_u1/index.html</p> |
| | <p>Find locations on a map using simple map coordinates (letters and numbers).</p> | <p>Use this map grid to locate objects using coordinates.</p>  |
| <p>STANDARD GE3: Students visualize and illustrate ways in which shapes can be combined, subdivided, and changed.</p> | | |
| <p>1. Know the rationale for congruency and symmetry of two-dimensional figures.</p> <p>2. Analyze geometric models to demonstrate the relationships between wholes and their parts as a foundation to fractions.</p> | <p>Create symmetrical figures and determine lines of symmetry.</p> <p>Explain how to identify lines of symmetry in two-dimensional figures.</p> <p>Identify shapes that have been rotated (turned), reflected (flipped), translated (slid), and enlarged. Describe direction of translations, e.g., left, right, up, down.</p> <p>Use objects to perform simple geometric transformations, including reflections (flips), translations (slides), and rotations (turns).</p> <p>Use a circle and a rectangle to model fractions of a whole.</p> | <p>Fold, cut-out figures to determine whether a figure has one or more lines of symmetry and justify ideas in order to give experience with figures that are symmetrical and those that are not.</p> <p>Complete the other side of a picture of a tree or any symmetrical figure.</p> <p>Use materials such as folded paper, inkblots, and paint. Use letters of the alphabet for examples. Determine how many lines of symmetry a letter may have.</p> <ul style="list-style-type: none"> • O=unlimited • H=2 • K=1 <p>Trace and cut out geometric figures and flip</p> |

IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM
Second Grade: Mathematics
STRAND: Geometry (GE)

| | | |
|--|--|---|
| | | <p>over a line, slide or turn the traced figure on a point. Compare its new location to the original. Divide these shapes into equal parts.</p>  |
| STANDARD GE4: Students solve problems utilizing geometric modeling and spatial reasoning. | | |
| <p>1. Know how to find and employ geometric models in the classroom and natural environment.</p> | <p>Interpret and describe physical environments using geometric modeling and spatial reasoning.</p> <p>Find and name locations on maps and express simple relationships, e.g., near to, far away from, etc.</p> <p>Justify reasoning for interpretations and descriptions to begin to develop proofs.</p> <p>Relate geometric ideas to numbers, e.g., seeing rows in an array as a model of repeated addition.</p> | <p>Build a “geometric city” that incorporates two and three- dimensional shapes. Describe the construction using appropriate vocabulary.</p> <p>Recognizing geometric shapes and solids in the environment.</p> <p>Relate geometric ideas to concepts in number and in measurement.</p> |

IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM
Second Grade: Mathematics
STRAND: Measurement (ME)

| CONTENT (What students should know) | APPLICATION (What students should be able to do) | EXAMPLES |
|--|--|---|
| STANDARD ME1: Students measure quantities and use these measurements to solve real world problems. | | |
| <p>1. Understand measurable attributes of objects and the units, systems, and processes of measurement.</p> <p>2. Apply appropriate vocabulary to describe measurement concepts.</p> | <p>Select the appropriate units of measurement in length (inches, feet, yards, miles) weight (ounces, pounds), or capacity (cups, pints, quarts, or gallons) when describing the measurement of an object.</p> <p>Comprehend that linear measurement is an iteration of units and the use of standard units of measure (centimeter and inch), and the inverse relationship between the size of a unit and the number of units used in a particular measurement.</p> <p>Use uniform units of measurement to solve real world problems that include relationships between units (12 inches in a foot).</p> <p>Apply customary units of measurement (customary means measurements commonly used in the US) for length/distance, weight, temperature, time and capacity to solve real world story problems.</p> <p>Select appropriate units of measurement including millimeters, centimeters, meters, kilometers, ounces, grams, kilograms, milliliters and liters.</p> <p>Read Fahrenheit and Celsius scales on a thermometer.</p> <p>Select the correct word to denote: time (various intervals such as minutes, hour, seconds) and temperature (Fahrenheit and Celsius), distance (feet, yards, miles), and weight (ounces, pounds).</p> | <p>Work in small groups to select five objects in the classroom. Identify four customary or standard measurements and four student-made measuring tools and then measure the objects. Record and compare the measurements. Report the findings to the rest of the class.</p> <p>Select one standard unit (for instance, 1 foot) and fill out chart found at http://illuminations.nctm.org/lessons/magnificentmeasurement/MagnificentMeasurement-AS-MeasuringDistance.pdf</p> <p>Use digital and analog clocks and thermometers in the development of story problems for students to exchange with peers.</p> |

IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM
Second Grade: Mathematics
STRAND: Measurement (ME)

| STANDARD ME2: Students make comparisons and conversions within measurement systems. | | |
|--|--|--|
| <p>1. Apply understanding of measurable characteristics to make comparison and conversions of standard and non-standard units.</p> | <p>Measure, compare and order objects, weights and capacities using direct comparison of a standard and a nonstandard (paperclips, for instance) unit.</p> | <p>Use paperclips to measure length of a distance around the head of a student. Measure the same objects with a tape measure and compare results.</p> |
| <p>2. Apply understanding of measurable characteristics to make comparison and conversions of metric US customary units.</p> | <p>Measure, compare and order objects, weights and capacities using direct comparison of a standard and a nonstandard (inch to centimeter) unit.</p> | <p> Look at a bulletin board border. Can you divide it (partition it) mentally into units? How many units? Record all students' ideas. Convert yardstick measurements to metric. Create a chart with plastic or paper coins and set up equivalent columns of various coins.</p> |
| <p>STANDARD ME 3: Students estimate measurements in real world contexts.</p> | | |
| <p>1. Apply conceptual understanding of measurement to make estimations in the classroom and environment.</p> | <p>Apply estimation strategies for basic measurement concepts including length, width, area, volume, time, money, and weight.</p> <p>Estimate then conduct and record actual measurements of several distances (width and length) in the classroom, the weights of objects, volumes of a container, time it takes to do an activity, weights of objects, or area or space covered.</p> | <p>Estimate the length of the room using a benchmark and actually measure it and make a comparison chart. Connect the importance of the difference to a real world setting that would apply when building a child's bedroom.</p> <p>Prepare a chart of the estimates and actual measurements of capacity of a water bottle, a pitcher, and a bucket.</p> <p>Have a plastic jar containing between twenty and thirty pennies. Ask pairs to put heads together and come up with a guess. As pairs to report their guess, record, and plot on a big number line. Range can be visually seen. Count and record actual number of pennies.</p> |
| <p>STANDARD ME4: Students choose appropriate units and tools for measuring.</p> | | |
| <p>1. Apply appropriate unit(s) of measurement for length, weight, time, capacity and temperature.</p> | <p>Decide which would be the most accurate unit to use to measure a given variety of objects.</p> | <p>Use manual clocks to move hour and minute hand to the hour, half-hour and quarter hour, as well, as to show interval of time.</p> |
| <p>2. Analyze the situation and select proper</p> | <p>Demonstrate the use of rulers, thermometers,</p> | |

IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM
Second Grade: Mathematics
STRAND: Measurement (ME)

| | | |
|--------------------------------|--|--|
| measuring tools for measuring. | scales, balances, calendars and clocks to measure length, weight, capacity, temperature, and time. Select and use appropriate instruments and technology, such as scales, rulers and clocks, to measure within customary or metric systems. | |
|--------------------------------|--|--|

IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM
Second Grade: Mathematics
STRAND: Measurement (ME)

| CONTENT (What students should know) | APPLICATION (What students should be able to do) | EXAMPLES |
|---|---|--|
| STANDARD DA1: Students generate questions that may be answered based on collected data and collect, organize, and display relevant data to answer those questions. | | |
| 1. Analyze real-life situations for data collection. | Generate questions about themselves and their environment. | Stack colored cubes (blocks) on the table to show whether classmates rode the bus, rode in a car, rode a bicycle, or walked to school today. Discuss the "graphs." |
| 2. Synthesize questions based on interpretations of data from a variety of sources. | Design an experiment to collect and display data to answer questions with two or more categories. | |
| 3. Evaluate how data has been sorted according to its attributes. | Formulate and answer questions by interpreting data in bar graphs, pictographs, tally charts, tables, and Venn diagrams. Interpret how data has been sorted and justify the characteristics used for sorting. Collect, record, display, and analyze data using pictographs, tables, and bar graphs Use concepts of greatest/maximum and least/minimum. | |
| STANDARD DA2: Students analyze data using appropriate statistical methods. | | |
| 1. Analyze graphs and charts using the measures of central tendency: median (middle), mode (most often), range (difference), maximum (highest), and minimum (lowest). | Interpret displays of data using pictures, concrete models or groups to show measures of central tendency. | Use concrete objects to explore median. <i>The student has three bookshelves. There are 8 books on one shelf, 4 books on one shelf and 6 books on one shelf. Use blocks to show how many books should be put on a shelf in order to have the same number on each shelf.</i> |
| 2. Apply technology skills to data analysis. | Explain orally and in writing the interpretation of results from a survey. Use a calculator to compare data and explore technology including computer-graphing software. Construct a graph using computer software. | |
| | | Take a class survey and record results in a chart and/or pictograph. Make a prediction of school-wide responses to the same survey using calculators to facilitate working with large numbers. Use interactive graphing tool at http://nces.ed.gov/nceskids/createagraph/d |

IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM
Second Grade: Mathematics
STRAND: Measurement (ME)

| | | |
|--|--|---|
| | | efault.aspx |
| STANDARD DA3: Students develop and evaluate predictions based on data. | | |
| 1. Evaluate data using mathematical interpretations. | <p>Make generalizations from collected displays of data.</p> <p>Generate, read and interpret data displays to make decisions, inferences and predictions.</p> | Go to the parking lot to count and record the color of a selected number of cars. Have students return to the classroom and graph the numbers of each color. As a class, ask questions about the collected data. Which color is most popular? Which color is least represented? Add and subtract numbers of colors. |
| | <p>Describe parts of the data and the set of data as a whole to determine what trends the data show.</p> <p>Interpret and construct bar graphs, pictographs, tally charts and/or tables with scales greater than one.</p> <p>Describe the advantages and disadvantages of using bar graphs, pictographs, and/or tables with scales greater than one as well as tally charts to represent data.</p> | |
| STANDARD DA4: Students understand and utilize basic concepts from probability. | | |
| 1. Analyze data to form opinions, determine reasonability, and justify positions. | Use terms such as probably, likely, unlikely, and not possible to describe chance events such as weather. | Make predictions about the likelihood of simple events. Given ten yellow pieces of candy and two green pieces of candy, determine which color would most likely show up if one piece of candy were taken out of the bag at random. Explain the answer. |
| 2. Apply the principles of probability including chance, likelihood, and predictability. | Predict an outcome before conducting an experiment. | |
| 3. Analyze the results of an experiment to determine if the actual results matched the prediction in the given sample. | Identify the likelihood of a given situation occurring as being certain, probable, or impossible. | |
| | | Have students create fair spinners and then record and analyze the results of their trials. |

IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM
Second Grade: Mathematics
STRAND: Measurement (ME)

**Imagine Schools
Standards-Based
Curriculum**

**Primary Academy
2nd Grade Science**



teachers help children ask the right questions, so that they examine their ideas, their observations, and their findings and develop valid scientific understandings. The Imagine Schools Science Curriculum is about deepening and clarifying children's insights.

It is important in the Primary Academy that a willingness and ability to make sense of our biological, physical, and technological world is developed in our students. Guided exploration activities in which they handle simple objects, organisms and scientific tools to satisfy their sensory and intellectual curiosity are just some of the activities intended to develop scientific understanding. In the strands of *Life Science and Health*, *Earth and Space Science* and *Physical Science* students will study the relationships between living things, weather patterns and change, and the properties and states of matter. *Science as Universal Inquiry*, and *Science and Technology*, and *Nature of History of Science* are welcoming science strands for curious minds and problem solvers. The unifying concepts of systems and organization, evidence and explanation, constancy and change, and form and function link content between strands and across disciplines.

The curriculum that follows includes engaging activities that combine content with scientific reasoning and critical thinking skills. As primary students participate in hands-on, minds-on investigations, they acquire an understanding of the concepts needed to become active and efficient learners in our ever-changing world.

Young children are naturally curious about the world around them. From an early age, they engage in science – observing, questioning, conjecturing and experimenting. Imagine Schools
Imagine Schools Curriculum Guide Version July 2010

Grade Two

IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM
Science Standards
SECOND GRADE

| STRAND | STANDARD |
|-------------------------------|--|
| Science as Universal Inquiry | SI1: Students should develop understanding about scientific inquiry. |
| | SI2: Students should develop abilities necessary to do scientific inquiry. |
| Life Science | LS1: Students will develop an understanding of the characteristics of organisms. |
| | LS2: Students will develop an understanding of life cycles of organisms. |
| | LS3: Students will develop an understanding of organisms and environments. |
| Earth Science | ES1: Students will develop an understanding of the properties of Earth's materials. |
| | ES2: Students will develop an understanding of changes in earth. |
| Space Science | SS1: Students will develop an understanding of objects in the sky. |
| | SS2: Students will develop an understanding of changes in the sky. |
| Physical Science | PS1: Students will develop an understanding of properties of objects and materials. |
| | PS2: Students will develop an understanding of the position and motion of objects. |
| | PS3: Students will develop an understanding of light, heat, electricity, and magnetism. |
| Science and Technology | ST1: Students will develop abilities of technological design |
| | ST2: Students will develop an understanding about science and technology |
| | ST3: Students will develop abilities to distinguish between natural objects and objects made by humans |
| History of Nature and Science | NS1: Students understand that science is an endeavor, which links the generations of humanity. |
| Health | HE1: Students will know the availability and effective use of health services, products, and information. |
| | HE2: Students will know environmental and external factors that affect individual and community health. |

| STRAND | STANDARD |
|--------|--|
| | HE3: Students will understand the relationship of family health to individual health. |
| | HE4: Students will know how to maintain mental and emotional health. |
| | HE5: Students will know essential concepts and practices concerning injury prevention and safety. |
| | HE6: Students will understand essential concepts about nutrition and diet. |
| | HE7: Students will know how to maintain and promote personal health. |
| | HE8: Students will know essential concepts about the prevention and control of disease. |
| | HE9: Students will understand aspects of substance use and abuse. |
| | HE10: Students will understand the fundamental concepts of growth and development. |

Imagine Schools Standards-Based Curriculum

SECOND GRADE: Science

Big Idea: Science as Universal Inquiry

(Source: National Science Standards - NS.2.1)

| CONTENT (What students should know) | APPLICATION (What students should be able to do) | EXAMPLES |
|--|---|--|
| STANDARD SI1: Students should develop understanding about scientific inquiry. | | |
| <p>1. Raise questions about the natural world, and seek answers by making systematic observations and measurements, and generate appropriate explanations based on their explorations.</p> <p>2. Compare observations and measurements made by different groups using the same tool.</p> <p>3. Communicate scientific ideas clearly, distinguishing between empirical observations (based on senses) and ideas or inferences (what you think).</p> <p>4. Know why it is essential for scientists to work together to investigate new ways to solve problems.</p> | <p>Make quantitative estimates of familiar lengths, weights, and time intervals, and check them by measuring.</p> <p>Ask "how do you know?" in appropriate situations and attempt reasonable answers when asked the same question by others.</p> <p>Describe and compare items in terms of number, shape, texture, size, weight, color, and motion using tools such as thermometers, rulers, balances, and hand lenses. Compare individual results with those of others.</p> <p>Create 2-column charts and graphs to record empirical observations and inferences to describe an object.</p> <p>Work in a team to perform an investigation. All team members should reach their own individual conclusions and share their understandings with other members of the team in order to develop a consensus.</p> | <p>Using a variety of objects, record estimates of the objects' length and weight. Check the actual length and weight of each object. Compare the results with other classmates.</p> <p>Using a variety of objects, classify according to physical properties:</p> <ul style="list-style-type: none"> • size • shape • color • temperature • weight • texture • sinking or floating in water • magnetism <p>Draw pictures, pictographs, and bar graphs (grade level appropriate) that correctly portray features of the thing being described.</p> <p><u>Mystery Object:</u> Place a variety of objects in shoe boxes or paper bags (one per bag/box). Students will record observations on a 2-column chart (empirical observations/inferences). Explain reasoning for inferences</p> |

| STANDARD SI2: Students should develop abilities necessary to do scientific inquiry. | | |
|--|---|---|
| <p>1. Understand that trial and error is a strategy used to determine results in some inquiries.</p> <p>2. Understands that science involves collecting data and testing hypotheses.</p> <p>3. Know that particular scientific investigations should yield similar conclusions when repeated, and why scientists often subject their ideas to criticism by other scientists who may disagree with them and do further tests.</p> | <p>Work in teams to conduct research of an investigation using trial and error.</p> <p>Perform an experiment in groups and use a data table to collect information from the experiment (measurements and observations). Results should be compared with other groups in the class and discuss why results are similar for the same experiment – if results vary greatly, explain why students think that happened. When results vary greatly, repeat the experiment trying to keep everything consistent.</p> | <p>Solve simple problems using trial and error method</p> <ul style="list-style-type: none"> • Experiment with light passing through different objects • Experiment with lubricants to test the most effective amount needed for sliding • Experiment with objects being pushed or pulled by magnets <p><u>Examples of Experiments:</u></p> <ul style="list-style-type: none"> • Do plants grow better in light or darkness? • Does the size of a magnet affect the number of paperclips it will hold? • What brand of paper towel absorbs the most water? • What type of soil causes seeds to grow best? • Does water evaporate faster in an open or closed container? |

Imagine Schools Standards-Based Curriculum

SECOND GRADE: Science

Big Idea: Life Science

(Source: National Science Standards - NS.2.3)

| CONTENT (What students should know) | APPLICATION (What students should be able to do) | EXAMPLES |
|---|--|--|
| STANDARD LS1: Students will develop an understanding of the characteristics of organisms. | | |
| <ol style="list-style-type: none"> 1. Understand the functions of the parts of a plant. 2. Know the characteristics of insects. 3. Know that the structural characteristics of plants and animals are used to group them. 4. Know that cold-blooded and warm-blooded vertebrates have similarities and differences. 5. Know that living things can reproduce and non-living things cannot. 6. Know that plants and animals produce offspring with similar characteristics, but may have individual differences such as fur color. | <p>Identify main parts of plants such as roots, stems, leaves, seeds, and flowers and recognize the parts of the plant we eat.</p> <p>Observe the characteristics of insects.</p> <p>Classify plants and animals based on their characteristics (vertebrate groups: mammals, birds, reptiles, amphibians, and fish including method of movement, body covering and feeding habits).</p> <p>Compare and contrast characteristics of cold-blooded and warm-blooded animals.</p> <p>Understand that living things can reproduce and non-living things cannot.</p> <p>Recognize that animals and plants have offspring with similar characteristics.</p> | <p>Create a book illustrating the part of the plants that we eat: roots= carrots, leaves=spinach, flowers=broccoli, seeds=corn, stems=celery.</p> <p>Collect insects on school grounds and identify their physical traits. Investigate the physical changes in their development.</p> <p>Classify animals on a chart based on physical characteristics. Design and construct a board game, which challenges peers' knowledge of vertebrate animals.</p> <p>Use a Venn-diagram to chart similarities and differences of warm/cold blooded animals such as breathing and reproducing.</p> <p>Read book about living and non living things that help to understand living things reproduce.</p> <p>Matching game of parent to offspring of animals. Illustrate a family tree for the bunny, butterfly or bear family.</p> |

| STANDARD LS2: Students will develop an understanding of life cycles of organisms. | | |
|---|--|---|
| 1. Observe and describe major stages in the life cycles of animals. | Determine the sequence of the life cycle of common animals in your area: a mammal such as a cat or dog or classroom pet, a bird such as a chicken, an amphibian such as a frog, and an insect such as a butterfly. | Collect tadpoles and/or butterfly cocoons and record observations and illustrations as the animal grows. |
| 2. Observe and describe major stages in the life cycles of plants. | Investigate the life cycle of a plant by growing a plant from a seed and by recording changes over a period of time. | <p>Activity: How does a seed grow? Observe the sprouting of a seed by placing a lima bean in a sandwich bag with a damp paper towel. Hang in the window and record observations and illustrations daily.</p> <p>**Hints: Soak seeds in a weak bleach solution (5 milliliters of bleach in one liter of water) for about one hour to prevent mildew. Staple a row across the middle of the bag so the seed does not fall into the bottom corner.</p> |
| STANDARD LS3: Students will develop an understanding of organisms and environments. | | |
| 1. Understand that the amount of food, water, space and shelter needed is dependent on the size and kinds of living things. | Communicate the interdependence of organisms in a habitat. | Illustrate relationships of different living things in a community. |
| 2. Know that there is an interdependency of plants and animals. | Describe the dependency that plants and animals have on each other to survive. | Create a food web representative of a specific environment. |
| 3. Know that structures of living things are adapted to their function in specific environments. | Explain that each organism is suited physically and behaviorally to its surroundings. | Write a story about an animal that leaves environment and is unhappy such as a penguin in the rain forest. |
| 4. Know that living organisms need to adapt to their environment for their species to survive. | Associate animals and plants with their environment. | Create a puppet plant/animal. Share the trait that helps them to survive. |
| 5. Know key environmental factors that influence growth of living things. | Investigate how plant growth is effected by different conditions, such as light level and amounts or types of moisture. | Chart and graph seed germination and plant growth under different condition, such as light levels and amounts or types of moisture. |

Imagine Schools Standards-Based Curriculum
SECOND GRADE: Science
Big Idea: Earth Science
 (Source: National Science Standards - NS.2.4)

| CONTENT (What students should know) | APPLICATION (What students should be able to do) | EXAMPLES |
|--|--|---|
| STANDARD ES1: Students will develop an understanding of the properties of Earth's materials. | | |
| 1. Recognize that Earth is made up of rocks of various sizes and shapes. | Describe and record observations rocks of different shapes and sizes using rock samples and pictures of rocks that are not commonly seen by students or are too large to be brought in. | Observe a variety of rock samples and classify according to shape, size, and other properties. |
| 2. Know the process by which soil is formed. | Describe how small pieces of rock and dead plant and animal parts can be the basis of soil. | Have students observe a variety of soil types with hand lenses –try to locate pieces of rock or plant matter, and record observations in a journal. |
| 3. Understand that there are many different types of soil. | Observe a variety of soil types in cups and classify soil types based on color, texture (size of particles), the ability to retain water, and the ability to support the growth of plants. | <u>Experiment:</u> What type of soil causes seeds to grow best? **select a certain type of seed. Record observations and collect measurements of plant growth weekly. |
| STANDARD ES2: Students will develop an understanding of changes in earth. | | |
| 1. Compare and describe changing patterns in nature that repeat themselves, such as weather conditions including temperature and precipitation, day to day and season to season. | Relate seasonal changes to observations of how a tree changes throughout a school year. Measure, record, and compare temperature and weather conditions daily. | Create a class data table/graph to show daily temperatures. Use a rain gauge to measure daily precipitation and record next to temperature. Observe cloud types and record daily. Discuss how weather conditions change month to month, season to season. |
| 2. Analyze the relationship between clouds, temperature, and weather patterns. | Identify the following types of clouds: (cumulus, stratus, cirrus) daily over a selected time period. | Record the temperature and see if there is a relationship in the types of clouds visible in the sky – record on a calendar. |
| 3. Investigate that air is all around us and that moving air is wind. | Observe the effects of wind and explain that wind is moving air. | Create a wind sock and take outside. Record observations of the wind sock on days with different amounts of wind. |
| 4. Recognize effects that occur in a specific area caused by weather changes and | | |

| | | |
|--|--|---|
| <p>state the importance of preparing for severe weather, lightning, and other weather related events.</p> <p>5. Know that weather affects features of the Earth's Surface.</p> | <p>View and discuss before and after pictures of extreme weather conditions in your area. Develop a "Prepare Yourself" plan for staying safe in each condition.</p> <p>Understand how weather affects the Earth.</p> | <p>Create a brochure giving tips on how to prepare for specific severe weather conditions common in the local area (hurricanes, tornadoes, blizzards, severe storms, extreme heat).</p> |
| | | <p>Compose artwork depicting formation and materials found in different biomes, formed by different weather conditions.</p> |

Imagine Schools Standards-Based Curriculum
SECOND GRADE: Science
Big Idea: Space Science
 (Source: National Science Standards - NS.2.4)

| CONTENT (What students should know) | APPLICATION (What students should be able to do) | EXAMPLES |
|--|--|--|
| STANDARD SS1: Students will develop an understanding of objects in the sky. | | |
| 1. Investigate by observing and measuring, that the Sun's energy directly and indirectly warms the water, land, and air. | Investigate, observe and describe how water left in an open container disappears (evaporates), but water in a closed container does not disappear (evaporate). | <u>Experiment:</u> Does water evaporate faster in an open or closed container? <i>Create a line graph to show the amount of water in the container each day.</i> |
| 2. Know the relationship among the sun, the moon and the Earth. | Understand the relationship between the sun, moon and Earth. | Construct a mobile illustrating the moon's movement around the Earth, its relative size and distance from the Earth. |
| 3. Know the Earth movements that constitute a day and a year (rotation and revolution). | Explain what constitutes one day and one year. | Create a diagram depicting the Earth's movements in relevance to a day or year. |
| 4. Students will understand that stars have different sizes, brightness, and patterns. | Describe and compare the physical attributes of stars—size, brightness, and patterns using pictures of constellations. | Create a picture of a constellation using star stickers and label the brightest and biggest star(s). |
| 5. Know how forces are keeping the objects in the sky in orbit. | Understand gravity and centrifugal force. | Portray what holds planets and stars in the sky using magnets. |
| 6. Know that telescopes magnify the appearance of distant objects in the sky. | Compare the use of a telescope to a magnifying glass of the sky. | Role-play "astronomers" participating in a scientific symposium sharing research. |
| STANDARD SS2: Students will develop an understanding of changes in the sky. | | |
| 1. Investigate the position of the sun in relation to a fixed object on earth at various times of the day. | Determine how the shadows change through the day by making a shadow stick or using a sundial. | Put a stick in the ground and measure the length of the shadow in the morning, at midday, and again at the end of the day. Record observations and data (lengths) in an Experiment Log or Science Journal. |
| 2. Relate the length of the day and night to the change in seasons. | Explain that days are longer than the night in the summer. | |

| | | |
|---|--|--|
| <p>3. Know how the shape of the moon changes over a period of time.</p> | <p>Use observations and charts to record the shape of the moon for a period of time.</p> | <p>Periodically discuss the time the sun rose and set at calendar time (weekly, bi-weekly, or monthly). Complete a moon phase log illustrating the shape of the moon every night for a month (<i>be sure to do this during the time of year when the moon is visible before student's bedtimes</i>).</p> |
|---|--|--|

Imagine Schools Standards-Based Curriculum
SECOND GRADE: Science
Big Idea: Physical Science
 (Source: National Science Standards - NS.2.2)

| CONTENT (What students should know) | APPLICATION (What students should be able to do) | EXAMPLES |
|---|---|---|
| STANDARD PS1: Students will develop an understanding of properties of objects and materials. | | |
| 1. Know ways objects can be grouped according to similarities or differences of their physical attributes. | Observe and measure objects in terms of <ul style="list-style-type: none"> • size • shape • color • temperature • weight • texture • sinking or floating in water • magnetism | Using a variety of objects, classify according to physical properties using tools such as a balance, water tank, magnet, etc. |
| 2. Know properties and examples of solids, liquids and gasses. | Describe properties of liquids, solids and gases – list examples. | Create a liquid, solid, gas mobile. |
| 3. Know that objects are composed of very small parts (atoms). | Determine that parts of objects. | Look at an object under a microscope such as a cloth to see the threads |
| STANDARD PS2: Students will develop an understanding of the position and motion of objects. | | |
| 1. Understands that pushes and pulls cause a change in motion (speed/direction) and that greater forces lead to a greater change in the motion of the object. | Demonstrate changes in speed and direction using various pushes and pulls on different objects. | Using a collection of objects (ping pong ball, feather, marble, paperclip, toy car, etc.) try to make them move. Try to find as many different ways as possible to get them to move without touching it with your hands (magnets, pushing, blowing air through a straw, pulling with string, etc). Identify each as a push or pull. |
| 2. Knows that magnetic forces can act at a distance. | Demonstrate that magnets can be used to make some things move without touching them. | |
| 3. Recognize that objects are pulled toward the ground unless something holds them up. | Demonstrates the effects of gravity of objects. Explain what is holding up objects that are not on the ground...is it a push or a pull? Use a pulley to lift an object. | <u>Floating Paperclip:</u> 1. Attach a paperclip to the end of a string (about 8-10 in long) 2. Tape the end of the string to a table. |

| | | |
|---|--|---|
| <p>4. Know some tools and machines that are used to apply forces that make things move.</p> | | <p><i>Use the magnet to try to make the paperclip float in the air without touching it.</i></p> <p>Use a ball to demonstrate the effects of gravity. Look around the room for objects that are not on the ground (but are not falling). Discuss what force is holding those objects up (is it a push or pull?).</p> |
| | | <p>Set up a simple pulley system to raise a flag. Why is it easier to use a pulley to raise the flag?</p> |
| <p>STANDARD PS3: Students will develop an understanding of light, heat, electricity, and magnetism.</p> | | |
| <p>1. Identify sources of light energy, heat energy, magnetic energy, and energy of motion.</p> <p>2. Know how model energy systems change throughout the year by collecting data and recording changes in a terrarium or aquarium.</p> <p>3. Know that light interacts differently with different materials.</p> <p>4. Know that a thermometer measure the amount of heat absorbed by an object.</p> | <p>Describe how light, heat, magnetic energy and motion energy are used.</p> <p>Observe how energy systems change using a model system (terrarium or aquarium).</p> <p>Investigate how light interacts with a variety of materials (transparent, translucent, and opaque).</p> <p>Use a thermometer to measure the amount of heat absorbed by an object.</p> | <p><u>Energy Scavenger Hunt:</u> Find examples of items at school or home that use light, heat, magnetic, and mechanical energy.</p> <p>Take notes on how an aquarium/terrarium changes in a year.</p> <p>Classify materials, (transparent, translucent, opaque) depending upon their relationship with light (passes through, reflects, absorbs).</p> <p>Create a graph to communicate the difference in temperature readings taken at five minute intervals of a container of water placed in a sunny spot.</p> |

Imagine Schools Standards-Based Curriculum
SECOND GRADE: Science
Big Idea: Science and Technology
(Source: National Science Standards - NS.2.5)

| CONTENT (What students should know) | APPLICATION (What students should be able to do) | EXAMPLES |
|--|---|--|
| STANDARD ST1: Students will develop abilities of technological design. | | |
| 1. Knows how to assemble, describe, take apart, and reassemble constructions. | Assembles and reassembles constructions. | Using interlocking blocks, erector sets and other things, students will assemble a construction, describe it, take it apart, and reassemble the construction. |
| 2. Knows how to make something that can actually be used to perform a task, using paper, cardboard, wood, plastic, metal, or existing objects. | Design and build something that can be used to perform a task. | Design and make a paper airplane to see which design will fly the farthest. |
| STANDARD ST2: Students will develop an understanding about science and technology. | | |
| 1. Know that using tools can assist in designing a fair test to answer a question. | Use a variety of tools to measure the results of scientific experiments. | After conducting an experiment which involves prediction, measurements, analysis of changes in size, mass, temperature, color, position, quantity, sound and motion. Discuss why it is important to use a measurement tool when designing a fair test. |
| 2. Know that a variety of tools can be used to examine objects at different degrees of magnification. | Use hand lenses and microscopes to examine objects at different degrees of magnification. | Illustrate an objects observed at different degrees of magnification following free and guided discovery. |
| 3. Know that negative affects might result from positive inventions. | Students can list negative affects from inventions. | Analyze the air quality when using aerosol cans of painted versus bottled paint. |
| STANDARD ST3: Students will develop abilities to distinguish between natural objects and objects made by humans. | | |
| 1. Distinguish between natural objects and objects made by humans. | Examine objects and determine if they are natural or human-made. | Using a T-Chart – go on a scavenger hunt outside and record as many things as possible in the correct category (natural or human-made). |

Imagine Schools Standards-Based Curriculum
SECOND GRADE: Science
Big Idea: History of Nature and Science
(Source: National Science Standards – NS.2.7)

| CONTENT (What students should know) | APPLICATION (What students should be able to do) | EXAMPLES |
|---|--|--|
| STANDARD SC1: Students understand that science is an endeavor, which links the generations of humanity. | | |
| 1. Know how inventions and discovers have impacted different societies throughout history. | Identify scientists, invention and career choices related to physical science. Research and/or read articles on scientists of varying backgrounds, ethnicities, genders etc. | Create a poster about a scientist **Great project for Women’s History Month, Black History Month, Hispanic Heritage Month, Disabilities Awareness Month. (Other ideas: Trading cards, picture book, PowerPoint presentation, Living Wax Museum including several scientists). |
| 2. Understand the impact of significant inventions and discoveries for individuals, groups and societies both past and present. | Match societies from the past with specific invention or discoveries. | Use book or resources to study Tomas Edison, Alexander Bell, Elijah McCoy, Garrett Morgan, Bartholomew Cristofori. |

Imagine Schools Standards-Based Curriculum
SECOND GRADE: Science
Big Idea: Health
 (Source: National Science Standards – NS.2.6)

| CONTENT <i>(What students should know)</i> | APPLICATION <i>(What students should be able to do)</i> | EXAMPLES |
|---|--|---|
| STANDARD HE1: Students will know the availability and effective use of health services, products, and information. | | |
| 1. Know the roles of health service providers. | Use a map to locate community hospitals. | Identify the differences between doctor offices, a clinic and a hospital. Take a field trip to a place of medicine. |
| STANDARD HE2: Students will know environmental and external factors that affect individual and community health. | | |
| 1. Know the sanitary hazards of garbage and litter on a community. | Discuss sanitary hazards. | Conduct a survey and graph air pollutants that students have experienced: cigarette smoke, auto exhaust, factory smoke, etc. |
| STANDARD HE3: Students will understand the relationship of family health to individual health. | | |
| 1. Know the role of hygiene in the home. | Discuss how the family promotes health with daily routines. | Illustrate areas in the home where germs can breed and demonstrate ways to keep germs from spreading. |
| STANDARD HE4: Students will know how to maintain mental and emotional health. | | |
| 1. Know effective strategies to cope with change that may occur in families. | Discuss changes in the families such as pregnancy, birth, marriage, divorce, relocation, unemployment, death). | Role-play situations where feelings will change due to family crisis. Demonstrate appropriate ways to deal like talking to family or friends, reading, meditating, etc. |
| STANDARD HE5: Students will know essential concepts and practices concerning injury prevention and safety. | | |
| 1. Know basic fire, traffic, water, and recreation safety practices. | Identify traffic signs and other safety signs. | Publish a book on safety practices for given situations. |
| 2. Know precautions that should be taken in | Understand the dangers of strangers and bullying. | Role play what to do in bad weather |

| | | |
|---|--|---|
| specific situations. | | situations. |
| STANDARD HE6: Students will understand essential concepts about nutrition and diet. | | |
| 1. Know the nutritional value of a variety of foods. | Classify foods into five food groups. | Classify foods student eat into the five food groups and analyze data. |
| STANDARD HE7: Students will know how to maintain and promote personal health. | | |
| 1. Know how personal hygiene strengthens body systems. | Understand healthy routines such as washing hands, brushing teeth, combing hair, or flossing. | Investigate the results of poor tooth care on the parts of the tooth. Label the parts and illustrate the problems caused by lack of brushing, flossing and fluoride treatments. |
| STANDARD HE8: Students will know essential concepts about the prevention and control of disease. | | |
| 1. Know healthy routines prevent disease. | Discuss the ramifications of untreated diseases and the practices for early detection each person should learn. Discuss screenings for vision, hearing and scoliosis. | Create posters on personal hygiene to prevent the spread of infectious diseases: hand washing, cover mouth when coughing. |
| STANDARD HE9: Students will understand aspects of substance use and abuse. | | |
| 1. Understand that medicines can be both helpful and harmful. | Recognize the difference between helpful and harmful drugs. | Create safety posters for the proper use of medicines and dangerous household items (cleansers and alcohol). |
| STANDARD HE10: Students will understand the fundamental concepts of growth and development. | | |
| 1. Recognize and respect individual differences. | Understand that everyone is different and unique. | Chart the class population by similarities and differences. |

Imagine Schools

Standards-Based Curriculum

Primary Academy Social Studies



The Primary Academy school years are the best years to gain a familiarity with the main features of the world, different times and places, and of the world's people. Students learn about the beliefs of early people by reading myths and legends, about the similarities and differences among cultures by acting out folktales, and about the symbols and values of citizenship as members of a classroom community. In this socially interactive learning environment, children work together to hand-paint maps, create costumes of ancient civilizations, and dance to multicultural rhythms. They travel the globe, extending their knowledge from the home, to the neighborhood, to the world around them.

Primary students socially interact to promote democratic principles and social skills. Beliefs and traditions that tie us together as a nation as well as reflect other times and cultures are studied. An early systematic exploration of history provides a framework for fuller understanding later on. Imagine Schools students not only learn the history of their ancestors, but also discover the broader history of all mankind.

Diversity and interdependence is woven through the strands of *Geography, Economics, Civics and Government, and History. Global Perspectives and Individual Social Competencies* provide the necessary links between the content and enrich the delivery of the standards-based curriculum that follows.

| STRAND | STANDARD |
|-----------------------|--|
| Geography | GE1: Students demonstrate an understanding of the characteristics and uses of maps, globes, and other geographic tools and technologies. |
| | GE2: Students know the location and characteristics of places, regions, geographic features, and natural patterns of the environment. |
| | GE3: Students understand that geography is a force that influences human actions, the environment, and populations. |
| | GE4: Students understand the dynamics of geography in relation to diverse cultures and civilizations of the world. |
| History | HS1: Students understand how to analyze and use strategies connecting relationships, patterns, and change through time and space. |
| | HS2: Students understand functions, characteristics and historic development of communities, societies, systems, and institutions. |
| | HS3: Students understand and interpret historic times and events that link people, ideas, movements, and issues across time and space. |
| | HS4: Students understand the nature and dynamics of conflict and conflict resolution. |
| Civics and Government | CG1: Students understand the structure, function and purposes of politics and government. |
| | CG2: Students understand concepts of civic life and demonstrate effective skills as contributing members of groups, communities, and society. |
| | CG3: Students understand the history, principles, beliefs, and values of government in the United States. |
| | CG4: Students know individual rights and responsibilities as citizens at the local, state, national, and global levels. |
| Economics | EC1: Students understand economic concepts and tools required for personal decision-making. |
| | EC2: Students understand the concept, roles and characteristics of different economic systems and institutions. |
| | EC3: Students understand political, social, industrial, and global effects on economics. |
| | EC4: Students understand the economic concepts related to the global marketplace. |

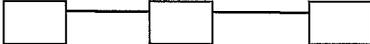
**Imagine Schools Standards-Based Curriculum
Second Grade: Social Studies
STRAND: Geography**

| CONTENT (What students should know) | APPLICATION (What students should be able to do) | EXAMPLE (How the problem might look on an assessment) |
|--|---|---|
| STANDARD GE1: Students demonstrate an understanding of the characteristics and uses of maps, globes and other geographic tools and technologies. | | |
| 1. Locate the North and South Poles and the equator on a map and globe as abstract symbols created to assist in locating places. 2. Recognize a compass rose for cardinal and intermediate directions (N, S, E, W and NE, NW, SE, SW). 3. Identify state boundaries, rivers and capitols, and identify the symbols used to represent them on a map (e.g., dots, stars, lines). | Demonstrate how a compass works in relation to the North and South Poles. Distinguish the cardinal and intermediate directions (N, S, E, W and NE, NW, SE, SW) on a simple map. Locate and recognize state boundaries, rivers and capitols, and identify the symbols used to represent them on a map, illustrations and images. | Construct compasses using a clear plastic cup, pencil, bar magnet, thread, needle or small nail, cork, and water in order to assist in understanding directions. Design a "Birthday Party Invitation" including a map with directions to where your party will take place. Decorate a "Cookie Map" of your state using frosting and other toppings to represent and identify symbols on a map (e.g. mini chocolate chips for mountains, a red hot for the capitol). |
| STANDARD GE2: Students know the location and characteristics of places, regions, geographic features, and natural patterns of the environment. | | |
| 1. Identify geographical landforms (e.g. valley, desert, mountains, plains, rivers) using maps, illustrations, images, or globes. 2. Know similarities and differences in characteristics among geographic locations, regions and environments in different parts of the world. | Describe the differences between each geological landform. Compare and contrast four largely populated cities around the world (e.g., Paris, New York City, Hong Kong, and Bogota) and identify geographic similarities and differences. | Create all geographical regions out of clay as one big landform. Design a poster of a geographic location, region, or environment in a different part of the world. Develop and present a commercial to persuade viewers to visit a geographical location. |
| STANDARD GE3: Students understand that geography is a force that influences human actions, the environment and populations. | | |
| 1. Know the physical characteristics of the neighborhood (e.g., urban/city, rural/farm, town and suburban). 2. Understand the influences of human actions on the environment. | Compare and contrast the physical characteristics of the neighborhood. Distinguish different ways to maintain a clean and healthy environment. | Create a neighborhood diagram comparing the physical features of types of neighborhoods dependent on population (e.g., urban, rural, suburban). Propose, develop and implement a group project focusing on a community-related environmental concern. |
| STANDARD GE4: Students understand the dynamics of geography in relation to diverse cultures and civilizations of the world. | | |

**Imagine Schools Standards-Based Curriculum
Second Grade: Social Studies
STRAND: Geography**

| | | |
|---|--|---|
| 1. Recognize commonalities and differences among cultural groups. | Explain how the diversity of people and customs in the United States and the world affect view points and ideas. | Identify the cultures within the local community or county and create a collage of people of diverse backgrounds working and living together. |
| 2. Identify through images of content studied (e.g. Japan, China, United States) how places have distinct characteristics and have changed over time. | Construct different timelines to see the progression of specific places or regions. | Divide the class into separate groups, assigned to various countries/cultures while identifying different holidays, celebrations, and traditions (e.g. dance, music, parades, food, clothing, decorations). |

**Imagine Schools Standards-Based Curriculum
Second Grade: Social Studies
STRAND: History**

| CONTENT (What students should know) | APPLICATION (What students should be able to do) | EXAMPLE (How the problem might look on an assessment) |
|---|--|--|
| STANDARD HS1: Students understand how to analyze and use strategies connecting relationships, patterns and change through time and space. | | |
| 1. Identify change and continuity in their own lives and those of their families through two or three generations in such aspects as ancestral homelands, customs, beliefs and traditions. 2. Know how to sequence events and develop timelines of people and places in the community. 3. Distinguish among broad categories of historical time (e.g., pre-historic, ancient, medieval and modern). 4. Know the importance of understanding time and place when listening to or reading about people and places in the past. | Identify change and continuity in their own lives and those of their families through two or three generations in such aspects as ancestral homelands, customs, beliefs and traditions. Sequence events and develop timelines of people and places in the community. Distinguish among broad categories of historical time (e.g., pre-historic, ancient, medieval and modern). Summarize the time and place when listening to or reading about people and places in the past. | Create a timeline of your family tree, showing your heritage. Use rubric to assess. Date on top  Picture of a cultural aspect or map of a place of heritage. |

**Imagine Schools Standards-Based Curriculum
Second Grade: Social Studies
STRAND: History**

| CONTENT (What students should know) | APPLICATION (What students should be able to do) | EXAMPLE (How the problem might look on an assessment) |
|---|---|--|
| STANDARD HS2: Students understand functions, characteristics and historic development of communities, societies, systems and institutions. | | |
| <p>1. Know identifying characteristics related to people of ancient Asian civilizations.</p> <p>2. Know similarities and differences of at least two ancient Asian cultures.</p> <p>3. Know examples of ways ancient Asian cultures made use of natural resources to meet their wants and needs.</p> <p>4. Recognize examples of ancient Chinese and Japanese artistic, technological, architectural, and scientific expression and contributions to the modern world.</p> <p>5. Know how the geography of Asia affects its daily life.</p> <p>6. Know identifying characteristics of the culture of India.</p> <p>7. Know ways in which enduring customs and ancient traditions of ancient Asian cultures connect to those of today.</p> | <p>Identify characteristics related to people of ancient Asian civilizations.</p> <p>Describe Asian life both early and present day.</p> <p>Identify various art forms used in celebrations (e.g. dance, music, parades, and holiday decorations).</p> <p>List examples of ways ancient Asian cultures made use of natural resources to meet their wants and needs (i.e. invention of paper and the importance of silk).</p> <p>Make connections between the geography and history of Asia. (e.g. The Great Wall of China, The volcanoes in Japan)</p> <p>Identify the philosophical teachings of Asian culture. (e.g. Confucius, Hinduism, Buddhism)</p> <p>Recognize examples of ancient Chinese and Japanese artistic, technological, architectural, and scientific expression and contributions to the modern world.</p> <p>Describe ways in which enduring customs and ancient traditions of ancient Asian cultures connect to those of today.</p> | <p>Use a Venn diagram to show similarities and differences of our culture and Asian culture.</p> <p>Make a collage of pictures found in catalogs showing the contribution made by Asian people to art, technology, science and culture. Create rubric for assessing – link to art standards.</p> <p>Prepare recipes for Chinese, Indian and Japanese food. Create a rubric for assessment expectations.</p> <p>Resource for Philosophies and Religions of the Region: http://www.mrdonn.org/religions.html</p> <p>Research report on an aspect of Asian life. Use writing rubric from assessment section of the guide.</p> <p>Resource for Ancient China: http://china.mrdonn.org/index.html</p> <p>Resource for Ancient India http://india.mrdonn.org/index.html</p> |
| STANDARD HS3: Students understand and interpret historic times and events that link people, ideas, movements, and issues across time and space. | | |

**Imagine Schools Standards-Based Curriculum
Second Grade: Social Studies
STRAND: History**

| | | |
|---|--|---|
| <p>1. Understand that history tells the story of people and events of other times and places.</p> <p>2. Know some historical personalities from different periods.</p> <p>3. Know aspects of the War of 1812.</p> | <p>Discuss the contributions of men and women from different periods in history and then create a class pop-up book to share new information in a sequential format.</p> | <p>Present a puppet show and dramatize a famous historical personality or event. Use a performance based rubric from the curriculum guide.</p> <p>Simulate or re-enact significant historical events, (e.g., voter demonstrations, the Montgomery Bus Boycott, the Trail of Tears). Assess using a performance based rubric.</p> |
| <p>4. Know the reason for the Westward Expansion.</p> <p>5. Know the trials and tribulations of the pioneer life.</p> <p>6. Know the effects of the westward movement on the Native Americans.</p> <p>7. Know why people have immigrates to the United States in the past and in the present times.</p> <p>8. Know prominent Americans who have dedicated themselves to the struggle to extend equal rights to all Americans.</p> | <p>Design replicas of the new means of travel for the westward movement.</p> <ul style="list-style-type: none"> • Robert Fulton and the invention of the steamboat down the Erie Canal. • Wagon Trains on the Oregon Trail • Pony Express <p>Examine the effects of the westward expansion on the Native Americans.</p> <ul style="list-style-type: none"> • Forced removal to reservations: “The Trail of Tears” • Effect of the near extermination of buffalo on Plains Indians. <p>Read primary and secondary sources to hear true stories about why people have immigrated to the United States.</p> <ul style="list-style-type: none"> • To find freedom • To seek a better life • To leave behind bad conditions in their native lands <p>Research narratives and biographies to summarize the causes the following people fought for:</p> <ul style="list-style-type: none"> • Susan B. Anthony and the right to vote. • Eleanor Roosevelt and civil rights and human rights. • Mary McLeod Bethune and educational opportunity. • Jackie Robinson and the integration of major league baseball | <p>Create a timeline showing the travels and inventions during the westward expansion.</p> <ul style="list-style-type: none"> • Erie Canal - steamboat • Lewis and Clark – Pony Express • Oregon Trail - Wagon Trains • Transcontinental Railroad (Resource: http://www.history.com/topics/transcontinental-railroad) <p>Resource: Song: Erie Canal http://www.eriecanalvillage.net/pages/song.html</p> <p>Resource Westward Expansion: http://www.history.com/shows/america-the-story-of-us/articles/episodes-3-and-4</p> <p>Students will answer these questions:</p> <ul style="list-style-type: none"> • What is an immigrant? • Why do people leave their home countries to make a new home in America? • What is it like to be a newcomer in America? • What hardships have immigrants faced? • What opportunities have they found? |

**Imagine Schools Standards-Based Curriculum
Second Grade: Social Studies
STRAND: History**

| | | |
|--|--|---|
| | <ul style="list-style-type: none"> • Rosa Parks and the bus boycott in Montgomery, Alabama • Martin Luther King, Jr. and the dream of equal rights for all • Cesar Chavez and the rights of migrant workers. | |
| STANDARD HS4: Students understand the nature and dynamics of conflict and conflict resolution. | | |
| <ol style="list-style-type: none"> 1. Understand that social injustices can be improved through peaceful means such as talking it out or using a neutral party to process problem solving in a fair way. 2. Know basic peacemaking skills. 3. Know that conflict and anger are natural and can be managed and appropriately directed. | <p>Discuss and analyze incidents including historic marches or protests that promoted peace.</p> <p>List peacemaking skills for classroom posters or campaigns, illustrating examples of how these skills promote peace.</p> <p>Rewrite a familiar fairytale or folktale where an angry character uses a peacemaking skill to manage his or her anger.</p> <p>“Focus on Famous Peacemakers.” Present dramatization of various incidents in the lives of various peacemakers such as M. Gandhi, Martin Luther King Jr., Jimmy Carter and other Nobel Peace Prize winners.</p> <p>Discuss similarities and differences in the lives of “peaceful” personalities.</p> <p>Write a biographical “Peaceful Personality Profile.”</p> | <p>Resource Character Education Booklist: http://www.bu.edu/education/caec/files/stbooklist2.htm</p> |

**Imagine Schools Standards-Based Curriculum
Second Grade: Social Studies
STRAND: Economics**

| CONTENT (What students should know) | APPLICATION (What students should be able to do) | EXAMPLE (How the problem might look on an assessment) |
|---|---|--|
| STANDARD CG1: Students understand the structure, function and purposes of politics and government. | | |
| 1. Understand that promoting fairness is one of the functional purposes of rules and laws in the United States. | Describe the fairness of a law. | Create a law book stating what laws students must follow and what makes them fair. |
| 2. Identify corrective justice as knowing how to make things right when a wrong or injury has occurred. | Identify examples of corrective justice. | Role play examples of corrective justice which has come into play either in the classroom or on the playground/field. |
| 3. Relate that the right to privacy is a personal right guaranteed by the United States Constitution. | Recognize the right to privacy in another country. | Research the right to privacy in another country and compare their findings to the right to privacy here in the United States. |
| 4. Identify the function and role of a leader in group work and play. | Compare and contrast the role of a leader in different classroom situations. | Use a Venn diagram to compare and contrast the role of a leader in the classroom as compared to a leader in a reading group, playground game, center activity, etc. |
| STANDARD CG2: Students understand concepts of civic life and demonstrate effective skills as contributing members of groups, communities, and society. | | |
| 1. Recognize the importance of volunteering to help other families, classrooms, schools and communities. | Identify volunteer opportunities in their households, classrooms, schools, and community. | Create volunteer want ads for chores for a family, classrooms, school and community and thank you notes for people who perform the job or service. |
| 2. Use appropriate social skills such as communicating with words like please, excuse me and sorry, to relate with other human beings in a civil manner. | Recognize kind words to use when communicating with fellow classmates and others in a social setting. | Organize a canned food drive either at Thanksgiving or Christmas for less fortunate families either there at the school or in the local community. Collect new toys or books at Christmas time and donate to a local charity or children's home. Prepare a "Manners Book" containing illustrated situations of civility. |
| STANDARD CG3: Students understand the history, principles, beliefs, and values of government in the United States. | | |
| 1. Understand that the United States Constitution | Describe the rights and responsibilities | Recreate important parts of the Constitution on |

**Imagine Schools Standards-Based Curriculum
Second Grade: Social Studies
STRAND: Economics**

| | | |
|--|--|--|
| <p>provides the basis for American government.</p> <p>2. Identify the Bill of Rights as an outline to the basic rights of American citizens.</p> <p>3. Recognize some of the personal rights guaranteed by the United States Constitution (i.e. privacy).</p> | <p>characterized in the Constitution.</p> <p>Discuss and analyze the Bill of Rights.</p> <p>Identify some of the personal rights guaranteed by the United States Constitution.</p> | <p>parchment paper.</p> <p>Have students create a Bill of Rights for the classroom population.</p> <p>Debate personal rights guaranteed by the United States Constitution and how we might feel if we didn't have these rights granted to us.</p> |
| <p>STANDARD CG4: Students know individual rights and responsibilities as citizens at the local, state, national, and global levels.</p> | | |
| <p>1. Understand that rights and responsibilities reinforce one another and promote the common good.</p> <p>1. Interpret their understanding of characteristics of good citizenship, belief in the importance of justice, truth, equality, and responsibility for the common good.</p> | <p>Compare and contrast what rights they have as an individual vs. what responsibilities they have as an individual to society.</p> <p>Recognize characteristics of a good citizen, justice in action, and responsible students at school or in the community.</p> | <p>Utilize a Venn diagram to allow students to compare and contrast their rights as an individual vs. their rights as an individual in society.</p> <p>Create posters illustrating characteristics of a good citizen, justice in action, and responsible students at school or in the community.</p> |

**Imagine Schools Standards-Based Curriculum
Second Grade: Social Studies
STRAND: Economics**

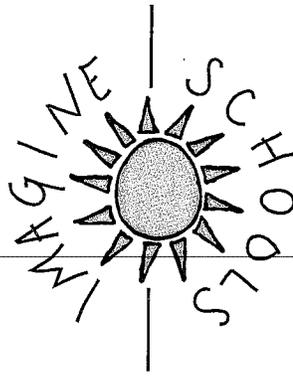
| CONTENT (What students should know) | APPLICATION (What students should be able to do) | EXAMPLE (How the problem might look on an assessment) |
|--|---|---|
| STANDARD EC1: Students understand economic concepts and tools required for personal decision-making | | |
| <ol style="list-style-type: none"> 1. Understand and give examples of ways scarcity affects the choices people make in everyday situations. 2. Know that a cost is what is given up when a decision to do something is made, and a benefit is something that satisfies wants. 3. Know that goods are objects and that services are activities that can satisfy people's wants. 4. Know the difference among human (people at work) and capital resources (machines and tools) and natural resources (water, soil, wood and ore) and the ways they are used to produce different goods and services. 5. Know ways trade helps families, both locally and globally, to meet their basic needs of clothing, food and shelter. 6. Understand the basic purpose of markets. | <p>Discuss problem solving techniques used each day in class when a resource is depleted (e.g., pencil is missing, lunch is minimal, paper is used up).</p> <p>Simulate a shopping situation by determining what one can buy (research item costs) with the amount of money available to spend. (use play money)</p> <p>Know the difference between human, natural and man-made resources by classifying the resources a restaurant would need as human, natural or man-made.</p> <p>Understand where capital comes from.</p> <p>Role-play the journey of a product from its production to its consumption using producers and consumers as actors (e.g., corn from farm to dinner table, lumber from sawmill to home).</p> | <p>Create a collage of goods (e.g., shampoo) on one poster and of services (e.g., haircut) on another poster. Don't label them. Ask the class to identify which poster has goods, and which has services. Label at the end.</p> <p>Have each student choose a product. Evaluate a student drawing of the process from production to consumption, then have them write 1-3 sentences about each step. Have the student present to the class.</p> <p>EXAMPLE:</p> <ol style="list-style-type: none"> 1. Student draws a picture of corn fields 2. Write 1-3 sentences about the picture 3. Student draws 2nd picture of cropping the corn 4. Write 1-3 sentences about the picture 5. Student draws 3rd picture of crop going to the plant 6. Write 1-3 sentences about the picture. |
| STANDARD EC2: Students understand the concept, roles and the characteristics of different economic systems and institutions. | | |
| <ol style="list-style-type: none"> 1. Identify that work provides income to purchase goods and services. | <p>Understand where money to purchase goods and services comes from.</p> | <p>Role-play the different services in a bank (e.g., saving, investing, loaning).</p> |

**Imagine Schools Standards-Based Curriculum
Second Grade: Social Studies
STRAND: Economics**

| | | |
|---|---|---|
| <p>2. Know some requirements of various jobs and characteristics of “a job well done.”</p> <p>3. Know ways in which individuals contribute to the functioning of a bank, such as saving, investing, borrowing and using services.</p> | <p>Identify careers in the community and what it takes to be successful in each of those careers. (positive character traits).</p> <p>Brainstorm and List examples of various institutions that make up economic systems such as families, workers and banks. Identify the role of each of these institutions.</p> | <p>Prepare a field trip to a bank, or ask a volunteer who works in a bank to come and discuss their job responsibilities.</p> <p>Consider implementing a classroom behavioral system that incorporates money, deposits, and a class store. Students receive money for good behavior, deposit it, and then write a check to the teacher for purchases made from the class store.</p> |
| <p>4. Identify economic systems.</p> | <p>Identify an economic concept currently in the news and discuss it with a partner.</p> | <p>Read and interpret a graph from the newspaper related to an economic concept.</p> |
| <p>STANDARD EC3: Students understand political, social, industrial and global effects on economics</p> | | |
| <p>1. Identify how choices about what goods and services to buy and consume determine how resources are to be used and valued.</p> <p>2. Understand that people both locally and globally depend on one another for the exchange of goods and services.</p> <p>3. Recognize that cooperation and effort are necessary to effectively produce in any work setting.</p> <p>4. Recognize the adverse effects of labeling and stereotyping in advertising and the communications media.</p> <p>5. Understand how political and technological developments and economic influences affect family traditions and customs.</p> | <p>Identify some basic good and services and list the resources needed to produce these goods and provide these services.</p> <p>Identify some of the main products we use in the United States, and research where they come from.</p> <p>Describe a production plant that produces a certain good for sale. After doing some research on the product and how it is made, use a flow chart to describe all of the different people it takes to produce it.</p> <p>Understand that advertising is very powerful and everything printed and shown on TV and the internet is not believable.</p> <p>Describe how technology has affected family traditions and customs.</p> | <p>List purchases made for a week. Categorize them as wants or needs. Project a list for the following week based on the first week’s choices.</p> <p>Create a trade chart after researching where products are made or grown (e.g., oil from Middle East, oranges from Florida, potatoes from Idaho).</p> <p>Practice teamwork by using an assembly line to create a product assigning a job to each person on the line (e.g., making a necklace):</p> <ul style="list-style-type: none"> a) String 3 blue beads b) String 2 red beads c) String 3 blue beads d) Tie the ends <p>Discuss family traditions and customs that people alter because of societal situations (e.g., secretly practice religion if there is government persecution).</p> |

**Imagine Schools Standards-Based Curriculum
Second Grade: Social Studies
STRAND: Economics**

| STANDARD EC4: Students understand the economic concepts related to the global market place. | | |
|--|--|---|
| 1. Know the difference between consumers and producers. | Understand how technology has inspired the choices of today's consumers. | Role-play a relationship or scenario between a producer and a consumer. Have students identify which person is the producer and which one is the consumer. |
| 2. Understand the role and interdependence of buyers (consumers) and sellers (producers) of goods and services. | Compare and contrast food products from long ago (fresh) and today (frozen, canned, or fresh), and describe how technology has inspired choices for today's consumers. | Arrange students in groups. They brainstorm what they can create out of the random items placed at their table. |
| 3. Describe food production and consumption long ago and today, including the roles of farmers, processors, distributors, and weather, land, and water resources. | Describe how a drought, flood or another natural disaster would affect the production and consumption of food. What would happen to prices? | As projects begin to take form, the teacher will stop the activity to announce a "time out." Groups send one emissary around to other teams to request materials that others are not using. |
| 4. Understand how limits on resources affect production and consumption. | Understand the basic relationship between supply and demand, and how this affects cost. | Projects commence again until time is called. Students share projects and comment on how they were able to get and use the materials that they needed by working cooperatively. |
| 5. Understand the purpose of markets as places where sellers compete to sell the same or similar products and where buyers have choices of what to buy and whom to buy from. | Know what a market is and understand how producers have to bring quality products in order to compete with other producers for the consumers business. | They demonstrate through oral presentation how to make and produce their product for consumers. Read a book or show a picture or clip of a farmer's market. Ask the students if they have ever gone with their parents to a farmer's market. Have them draw a picture of the market and write about what they see, hear, taste, feel and smell at the market. Then, have them describe what type of products they would buy at the market and why. |



Advanced Reading Challenge

Student Edition Grades 3-8



July 26, 2011

Dear Imagine Schools Parents/Guardians and Students,

We invite you to participate in the Imagine Schools National Advanced Reading Challenge (ARC). Developed in 2008, this initiative is designed to challenge students to choose high quality literature, to read as much and as often as they are able, and to share their love for reading with peers and adults on their Imagine campus.

From our personal experience, we believe that many students are capable of moving ahead with minimal direction and attention from teachers. What they need is encouragement to take risks and venture out into the world of ideas and knowledge. We also believe that the best way to get an education on your own is to read good books. Dennis' older brother, Ray, read and reported on over 100 books in his sophomore year in high school. While he barely got C's in most of his classes that year, he was on his way to being one of the most well educated persons we know. He now has a personal library in his home that houses over 10,000 books. Similarly, when she was in the 4th grade, Eileen received \$100 from her parents for reading 100 books during the school year. This challenge fanned her love of reading and further inspired her to have high academic aspirations.

The Advanced Reading Challenge is open to Imagine Schools' students in grades 3-12 who are at or above grade level in reading, and who can assume responsibility for independent work beyond their class and homework assignments. The ARC book list is comprised of high quality "classic" books at or above grade level. We ask students not to deviate from the attached reading lists, with the exception that students can select up to three books that are not the lists to read towards the challenge. Books selected by students must have coordinator approval. Students may read from lists higher than their grade level, but not below their grade level.

Grade-level book lists have been updated to provide more choices to students. As was the case in past years, by accepting this challenge students pledge to read each book and complete a short response of their choice in order to certify their accomplishment. We will give a \$100 U.S. Savings Bond to each student who reads and reports on the designated number of books (25 for grades 3-8 and 15 for grades 9-12) in a school year, and these students will be recognized nationally by Imagine Schools. Last year, well over 1,000 Imagine students participated in the ARC, and 350 were given awards for completing the challenge.

We hope that by taking on this challenge, students will stretch themselves to accomplish more than they might have in an ordinary year, enjoy some great new books, and model achievement and excellence for their friends and peers.

With gratitude,

A handwritten signature in cursive script that reads 'Eileen Bakke'.

Eileen Bakke
Co-Founder
Imagine Schools

A handwritten signature in cursive script that reads 'Dennis Bakke'.

Dennis Bakke
Co-Founder & CEO
Imagine Schools



Imagine Schools 2011-2012 Advanced Reading Challenge

Congratulations on your decision to challenge yourself through reading! We hope that by taking on this CHALLENGE, you will stretch yourself to accomplish more than you might have in an ordinary year, enjoy some great new books, and model achievement and excellence for your friends and peers.

Your Role as a Student:

1. Sign the commitment form to read the designated number of books (25 for grades 3-8) not previously read. These books must come from the Advanced Reading Challenge grade level list. However, you may choose books from a list on a higher grade level. So, you may read "up" on the lists but not down (you cannot choose books from a lower grade level list). Also, you can choose two or three books you select on your own to count towards the challenge. These books must be appropriate, challenging and approved by your Advanced Reading Challenge Coordinator or classroom teacher.
2. Prepare a reading portfolio in which a table of contents with a list of books read and all corresponding projects are stored/showcased (*see attached table of contents)
3. Participate in school initiated activities (i.e., after school book club to present projects, etc.) as designated by your school of attendance
4. Submit all materials upon completion to your school's Advanced Reading Coordinator.

Helpful Adults:

Advanced Reading Challenge Coordinator: This person will receive guidelines from the Imagine Schools office and will help you with the expectations and materials needed to complete the reading challenge. He/she may hold meetings to share information with you and your parents, answer questions that you might have along the way, and will find ways to help you complete this challenge.

Teachers: Your teachers should be able to help you get started, share information with your parent/guardian, remind you of deadlines, and help you make contact with the Advanced Reading Challenge coordinator throughout the school year.

Parent/Guardian: Your parent or guardian should talk with you about the expectations of the Advanced Reading Challenge and support you by signing the reading contract, helping you find books (at the public library if needed), and asking you about the books you are reading and responses you are completing. Your parent/guardian may participate as an audience for your book summaries, discussions, and project presentations at school or home.

Librarian/Media Specialist: Your school librarian or media specialist can help you find books in your school library or identify books on the reading lists that are in the public library collection.

Important Dates:

Start

Your school will start whenever your coordinator is ready. All students participating in the challenge should return their contract to the ARC Coordinator by the first week of October at the latest. Begin reading your first book!

End

Monday, April 30th: All student portfolios must be turned in to your Advanced Reading Challenge Coordinator by Monday, April 30th.



Imagine Schools 2011-12 Advanced Reading Challenge Creative Responses to Literature (Grades 3-8)

After reading each book from the Imagine Schools Advance Reading Challenge list, create a new entry in your Reading Portfolio Table of Contents (*see attached). Then choose a way to present your understanding of the book you just read. Use the table below and pages that follow for ideas. Include each finished product in your portfolio to share with your class and school. If your finished product is not written, be sure to get a picture or include notes from an oral presentation so that there is record of what you have done for each book. Keep all finished products organized neatly in your portfolio. Remember, the goal of this challenge is to enjoy some great new books and help your friends to enjoy them too!

| Oral | Kinesthetic | Written | Visual | Graphic |
|----------------------|------------------|------------------------------|----------------------|-------------------------|
| One-Person Show | Puzzle Story | It's All in the Mail | Posting Postcards | The "What" Chart 3-W's |
| Tell -Along Boards | Trading Cards | Quotable Quotations | Quilt | Mapping the Way |
| The Press Conference | Can a Character | Write a New Ending | Artistic Timelines | PowerPoint Presentation |
| Book Club | Culture Kits | Fast Fact Cards | Crayon Conversations | Recipe for a Good Book |
| Point of Decision | Rolling the Dice | Catch the News | Story Tree | SWBS The Plot Chart |
| Now Hear This | Tangram Tales | Signed, Sealed and Delivered | To Market, To Market | Top Ten List |

Creative Responses to Literature Descriptions

Oral

1. **One-Person Show:** Perform a monologue, pretending you are the main character (or another significant character) in your book.
2. **Tell-Along Boards:** Use puppets and art to create a Tell-Along Board to later use during storytelling—to retell the most important parts of the story or book you read.
3. **The Press Conference:** Pretend you are the main character in your book and hold a press conference to answer your classmates' prepared questions.
4. **Book Club:** Participate in a book club discussion with other students and/or teachers in your school who are reading the same book.
5. **Point of Decision:** List important decisions made by book characters and explain what happens in the story as a result of those decisions.
6. **Now Hear This:** Write a 2 to 3-minute radio advertisement persuading the public why they should buy and read this book.

Kinesthetic

1. **Puzzle Story:** Discuss the story and then create a puzzle board, including pictures and a discussion of the story. Then pass on to others who read the story.
2. **Trading Cards:** Create trading cards of favorite figures in your story. You might use a pattern from a popular sports team.
3. **Character Can or Case:** Take a gallon coffee can or small suitcase and decorate it to represent a character in your book. Insert strips of events, problems, or challenges characters faced and/or overcame throughout the story.
4. **Culture Kits:** Create a kit containing items representative of other culture described in the book you read.
5. **Rolling the Dice:** Create scenes from the book on the sides of oversized dice. One dice depicts the beginning of the book and the other focuses on the scenes at the end of the book.
6. **Tan gram Tales:** Tan grams are ancient Chinese puzzles. Storytellers use the puzzle pieces, called tans, when they tell stories. You can create a Tan gram Tale in many ways: a) Use your tans to create a puzzle that looks like or represents your character. b) use your tans to make a puzzle that looks like the event or place where the majority of action takes place. c) Use your tans to make a puzzle that looks like something from the ending of your book. *Ask your teacher or an art teacher for an example of a tan gram if you need help.

Written

1. **It's All in the Mail:** Write and address two friendly letters to characters in your book.
2. **Quotable Quotations:** Identify important quotations made by different book characters, and explain why each quotation is important in the story.
3. **Write a New Ending:** Think of a new turn of events for the plot in your story. Rewrite the ending like the "choose your own adventure" books.
4. **Fast Fact Cards:** Share information from nonfiction books by creating sets of Fast Fact Cards. Create a minimum of 10 cards.
5. **Catch the News:** Create a news report that highlights your story's main characters and events.
6. **Signed, Sealed and Delivered:** Write a letter to the author asking questions about the book and/or what it is like to be an author.

Visual

1. **Posting Postcards:** Pretend you are a character from your book and create postcards to send to their classmates.
2. **Quilt:** Create pictures of different scenes and stitch them together to make a quilt.
3. **Artistic Timelines:** Students visually sequence events and create time lines.
4. **Crayon Conversations:** Draw highlights from your book as you retell the story.
5. **Story Tree:** Create a story tree like a family tree highlighting main ideas in the branches and supporting details in the leaves.
6. **To Market, To Market:** As a literary agent, write a letter to the publishing company designed to persuade them to publish this book.

Graphic

1. **The "What" Chart (3W's):** List information about a topic you're interested in under three headings. "What I know already." "What I want to know" and "What I've learned from reading."
2. **Mapping the Way:** Create maps or plot routes in the form of a map. Create a key to clearly show the symbolism.
3. **PowerPoint Presentation:** Create a PowerPoint presentation that enables you to show important discoveries you made while reading your book. Share with class or small group.
4. **Recipe for a Good book:** Follow a recipe format to put the main idea (dish) and the supporting ideas (ingredients) on an index card and decorate with the tasty delight.
5. **The Plot Chart (SWBS):** Identify plot elements and write them on a Plot Chart.
6. **Top Ten List:** Create a Top Ten List of the things you learned from this book.



Imagine Schools 2011-12 Advanced Reading Challenge

Purpose: The goal of the Advanced Reading Challenge is to challenge students to read 25 books over the course of one school year and complete short projects to show what they have understood from reading.

Student Responsibility: To challenge myself to achieve to the best of my ability, enjoy the books I read, and encourage my peers to read good literature.

Student Commitment

I, _____, accept the **Advanced Reading Challenge**. I commit to trying to read 25 books from the Advanced Reading Challenge book list. I understand that these should be books that I have not previously read. I commit to sharing the story with my teacher, class, parent/guardian, or school group in a creative way and documenting all books I have read through preparing an ARC Portfolio.

Student Signature

Date

School

Grade

Parent/Guardian Commitment

I, _____, accept to support my child with the **Advanced Reading Challenge**. I am committed to supporting my child in his/her endeavor to read the determined number of books, complete the portfolio to highlight his/her accomplishments, and share the books read with his/her class and school community. I will sign to confirm that my child has read each book.

Signature

Date

| Advanced Reading Challenge Book List Grades 3 & 4 | |
|--|--------------------------------|
| Title | Author |
| <i>The Book of Three</i> | Alexander, Lloyd |
| <i>The Black Cauldron</i> | Alexander, Lloyd |
| <i>Sounder</i> | Armstrong, William H. |
| <i>Mr. Popper's Penguins</i> | Atwater, Richard and Florence |
| <i>Poppy</i> | Avi |
| <i>Tuck Everlasting</i> | Babbitt, Natalie |
| <i>Peacebound Trains</i> | Balgassi, Haemi |
| <i>The Indian in the Cupboard</i> | Banks, Lynn Reid |
| <i>The Penderwicks: A Summer Tale of Four Sisters, Two Rabbits, and a Very Interesting Boy</i> | Birdsall, Jeanne |
| <i>Tales of a Fourth Grade Nothing</i> | Blume, Judy |
| <i>Double Fudge</i> | Blume, Judy |
| <i>Bronzeville Boys and Girls</i> | Brooks, Gwendolyn |
| <i>Sybil Rides for Independence</i> | Brown, Drollene P. |
| <i>The Big Wave</i> | Buck, Pearl S. |
| <i>Stories Julian Tells</i> | Cameron, Anne |
| <i>The Family Under the Bridge</i> | Carlson, Natalie Savage |
| <i>Dear Mr. Henshaw</i> | Clearly, Beverly |
| <i>Henry Huggins</i> | Cleary, Beverly |
| <i>Ralph S. Mouse</i> | Cleary, Beverly |
| <i>Ramona the Pest</i> | Cleary, Beverly |
| <i>Frindle</i> | Clements, Andrew |
| <i>The Report Card</i> | Clements, Andrew |
| <i>Sadako and the Thousand Paper Cranes</i> | Coerr, Eleanor |
| <i>Thank you, Jackie Robinson</i> | Cohen, Barbara |
| <i>The Story of Ruby Bridges</i> | Coles, Robert |
| <i>Ruby Holler</i> | Creech, Sharon |
| <i>D'Aulaire's Norse Gods and Giants</i> | D'Aulaire, Ingri & Edgar Parin |
| <i>The Witches</i> | Dahl, Roald |
| <i>Charlie and the Chocolate Factory</i> | Dahl, Roald |
| <i>Matilda</i> | Dahl, Roald |
| <i>The BFG</i> | Dahl, Roald |
| <i>James and the Giant Peach</i> | Dahl, Roald |
| <i>D'Aulaire's Book of Greek Myths</i> | D'Aulaire, Ingri |
| <i>Just Like Martin</i> | Davis, Ossie |
| <i>The Wheel on the School</i> | DeJong, Meindert |
| <i>Tale of Desperaux</i> | DiCamillo, Kate |
| <i>Because of Winn-Dixie</i> | DiCamillo, Kate |
| <i>Morning Girl</i> | Dorris, Michael |
| <i>Half Magic</i> | Eager, Edward |
| <i>The Moffats</i> | Estes, Eleanor |
| <i>Rufus M.</i> | Estes, Eleanor |
| <i>The Hundred Dresses</i> | Estes, Eleanor |
| <i>The Black Stallion</i> | Farley, Walter |
| <i>Harriet the Spy</i> | Fitzhugh, Louise |
| <i>Seedfolks</i> | Fleischman, Paul |
| <i>The Whipping Boy</i> | Fleischman, Sid |
| <i>My Father's Dragon</i> | Gannett, Ruth Stiles |

| Advanced Reading Challenge Book List Grades 3 & 4 | |
|--|---------------------------|
| <i>Stone Fox</i> | Gardiner, John Reynolds |
| <i>My Side of the Mountain</i> | George, Jean Craighead |
| <i>Pictures of Hollis Woods</i> | Giff, Patricia Reilly |
| <i>Willow Run</i> | Giff, Patricia Reilly |
| <i>Stumpdown Kid</i> | Gorman & Findley |
| <i>The Reluctant Dragon</i> | Grahame, Kenneth |
| <i>Phoebe the Spy</i> | Griffin, Judith Berry |
| <i>The Road to Paris</i> | Grimes, Nikki |
| <i>Running Out of Time</i> | Haddix, Margaret Peterson |
| <i>In the Beginning: Creation Stories from Around the World</i> | Hamilton, Virginia |
| <i>Her Stories: African American Folktale, Fairy Tales, and True Tales</i> | Hamilton, Virginia |
| <i>The People Who Could Fly: American Black Folktales</i> | Hamilton, Virginia |
| <i>King of the Wind</i> | Henry, Marguerite |
| <i>Letters from Rifka</i> | Hesse, Karen |
| <i>Out of the Dust</i> | Hesse, Karen. |
| <i>Bobbsey Twins of Lakeport</i> | Hope, Laura Lee |
| <i>The Dream Keeper and Other Poems</i> | Hughes, Langston |
| <i>One Thousand Tracings: Healing the Wounds of WWII</i> | Judge, Ita |
| <i>The Secret of the Old Clock (Book #1 Nancy Drew)</i> | Keene, Carolyn |
| <i>Lassie Come Home</i> | Knight, Eric |
| <i>Ella Enchanted</i> | Levin, Gail Carson |
| <i>Pippi Longstocking</i> | Lindgren, Astrid |
| <i>The Voyages of Doctor Dolittle</i> | Lofting, Hugh |
| <i>Rules</i> | Lord, Cynthia |
| <i>Mrs. Piggle-Wiggle</i> | MacDonald, Betty |
| <i>Sarah, Plain & Tall</i> | MacLachlan, Patricia |
| <i>Winnie-the-Pooh</i> | Milne, A. A. |
| <i>Sir Gawain and the Green Knight</i> | Morpurgo, Michael |
| <i>Shiloh</i> | Naylor, Phyllis Reynolds |
| <i>We are the Ship: The Story of Negro League Baseball</i> | Nelson, Kadir |
| <i>The Borrowers</i> | Norton, Mary |
| <i>Mrs. Frisby & the Rats of NIMH</i> | O'Brien, Robert C. |
| <i>Island of the Blue Dolphins</i> | O'Dell, Scott. |
| <i>Sing Down the Moon</i> | O'Dell, Scott. |
| <i>Nightjohn</i> | Paulsen, Gary |
| <i>The Storm in the Barn</i> | Phelan, Matt |
| <i>Meet Addy</i> | Porter, Connie |
| <i>Pollyanna</i> | Porter, Eleanor H |
| <i>Clara Barton and Her Victory Over Fear</i> | Quackenbush, Robert |
| <i>The Dreamer</i> | Ryan, Pam Munoz |
| <i>When Marian Sang</i> | Ryan, Pam Munoz |
| <i>Tar Beach</i> | Ringgold, Faith |
| <i>The Best Christmas Pageant Ever</i> | Robinson, Barbara |
| <i>Sideways Stories from Wayside School</i> | Sachar, Louis |
| <i>Holes</i> | Sachar, Louis |
| <i>Bambi</i> | Salten, Felix |

Advanced Reading Challenge Book List Grades 3 & 4

| | |
|---|-------------------------|
| <i>The Cricket in Times Square</i> | Seldon, George |
| <i>The Invention of Hugo Cabret</i> | Selznick, Brian |
| <i>A Light in the Attic</i> | Silverstein, Shel |
| <i>Crash</i> | Spinelli, Jerry |
| <i>Loser</i> | Spinelli, Jerry |
| <i>Abel's Island</i> | Steig, William |
| <i>Mufaro's Beautiful Daughters</i> | Steptoe, John |
| <i>All-of-a-Kind Family Downtown</i> | Taylor, Sydney |
| <i>Felicity Saves the Day: A Summer Story</i> | Tripp, Valerie |
| <i>Boxcar Children (Book 1)</i> | Warner, Gertrude Warner |
| <i>Charlotte's Web</i> | White, E. B. |
| <i>Trumpet of the Swan</i> | White, E. B. |
| <i>Little House in the Big Woods</i> | Wilder, Laura Ingalls |
| <i>Little Town on the Prairie</i> | Wilder, Laura Ingalls |
| <i>Farmer Boy</i> | Wilder, Laura Ingalls |
| <i>On the Banks of Plum Creek</i> | Wilder, Laura Ingalls |
| <i>By the Shore of the Silver Lake</i> | Wilder, Laura Ingalls |
| <i>The Long Winter</i> | Wilder, Laura Ingalls |
| <i>These Happy Golden Years</i> | Wilder, Laura Ingalls |
| <i>The First Four Years</i> | Wilder, Laura Ingalls |

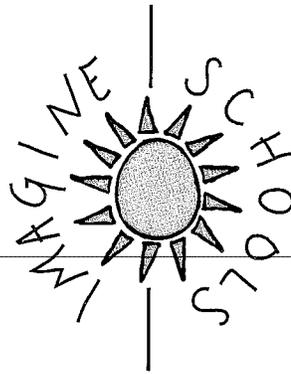
*AR Readability (ATOS formula): Measures the textual difficulty of a whole book, not just a single passage.

*Interest Level: LG=Lower Grades (K-3), MG=Middle Grades (4-8), UG=Upper Grades (9-12):

Maturity level of a book's content, ideas, and themes based on publisher's recommendations about the content.

All classic books should be read in an unabridged form unless otherwise noted.

All highlighted books were added to the ARC list during the 2011 calendar year.



Advanced Reading Challenge

Student Edition Grades 3-8



July 26, 2011

Dear Imagine Schools Parents/Guardians and Students,

We invite you to participate in the Imagine Schools National Advanced Reading Challenge (ARC). Developed in 2008, this initiative is designed to challenge students to choose high quality literature, to read as much and as often as they are able, and to share their love for reading with peers and adults on their Imagine campus.

From our personal experience, we believe that many students are capable of moving ahead with minimal direction and attention from teachers. What they need is encouragement to take risks and venture out into the world of ideas and knowledge. We also believe that the best way to get an education on your own is to read good books. Dennis' older brother, Ray, read and reported on over 100 books in his sophomore year in high school. While he barely got C's in most of his classes that year, he was on his way to being one of the most well educated persons we know. He now has a personal library in his home that houses over 10,000 books. Similarly, when she was in the 4th grade, Eileen received \$100 from her parents for reading 100 books during the school year. This challenge fanned her love of reading and further inspired her to have high academic aspirations.

The Advanced Reading Challenge is open to Imagine Schools' students in grades 3-12 who are at or above grade level in reading, and who can assume responsibility for independent work beyond their class and homework assignments. The ARC book list is comprised of high quality "classic" books at or above grade level. We ask students not to deviate from the attached reading lists, with the exception that students can select up to three books that are not the lists to read towards the challenge. Books selected by students must have coordinator approval. Students may read from lists higher than their grade level, but not below their grade level.

Grade-level book lists have been updated to provide more choices to students. As was the case in past years, by accepting this challenge students pledge to read each book and complete a short response of their choice in order to certify their accomplishment. We will give a \$100 U.S. Savings Bond to each student who reads and reports on the designated number of books (25 for grades 3-8 and 15 for grades 9-12) in a school year, and these students will be recognized nationally by Imagine Schools. Last year, well over 1,000 Imagine students participated in the ARC, and 350 were given awards for completing the challenge.

We hope that by taking on this challenge, students will stretch themselves to accomplish more than they might have in an ordinary year, enjoy some great new books, and model achievement and excellence for their friends and peers.

With gratitude,

A handwritten signature in black ink that reads 'Eileen Bakke'. The signature is written in a cursive style.

Eileen Bakke
Co-Founder
Imagine Schools

A handwritten signature in black ink that reads 'Dennis Bakke'. The signature is written in a cursive style.

Dennis Bakke
Co-Founder & CEO
Imagine Schools



Imagine Schools 2011-2012 Advanced Reading Challenge

Congratulations on your decision to challenge yourself through reading! We hope that by taking on this CHALLENGE, you will stretch yourself to accomplish more than you might have in an ordinary year, enjoy some great new books, and model achievement and excellence for your friends and peers.

Your Role as a Student:

1. Sign the commitment form to read the designated number of books (25 for grades 3-8) not previously read. These books must come from the Advanced Reading Challenge grade level list. However, you may choose books from a list on a higher grade level. So, you may read "up" on the lists but not down (you cannot choose books from a lower grade level list). Also, you can choose two or three books you select on your own to count towards the challenge. These books must be appropriate, challenging and approved by your Advanced Reading Challenge Coordinator or classroom teacher.
2. Prepare a reading portfolio in which a table of contents with a list of books read and all corresponding projects are stored/showcased (*see attached table of contents)
3. Participate in school initiated activities (i.e., after school book club to present projects, etc.) as designated by your school of attendance
4. Submit all materials upon completion to your school's Advanced Reading Coordinator.

Helpful Adults:

Advanced Reading Challenge Coordinator: This person will receive guidelines from the Imagine Schools office and will help you with the expectations and materials needed to complete the reading challenge. He/she may hold meetings to share information with you and your parents, answer questions that you might have along the way, and will find ways to help you complete this challenge.

Teachers: Your teachers should be able to help you get started, share information with your parent/guardian, remind you of deadlines, and help you make contact with the Advanced Reading Challenge coordinator throughout the school year.

Parent/Guardian: Your parent or guardian should talk with you about the expectations of the Advanced Reading Challenge and support you by signing the reading contract, helping you find books (at the public library if needed), and asking you about the books you are reading and responses you are completing. Your parent/guardian may participate as an audience for your book summaries, discussions, and project presentations at school or home.

Librarian/Media Specialist: Your school librarian or media specialist can help you find books in your school library or identify books on the reading lists that are in the public library collection.

Important Dates:

Start

Your school will start whenever your coordinator is ready. All students participating in the challenge should return their contract to the ARC Coordinator by the first week of October at the latest. Begin reading your first book!

End

Monday, April 30th: All student portfolios must be turned in to your Advanced Reading Challenge Coordinator by Monday, April 30th.



Imagine Schools 2011-12 Advanced Reading Challenge Creative Responses to Literature (Grades 3-8)

After reading each book from the Imagine Schools Advance Reading Challenge list, create a new entry in your Reading Portfolio Table of Contents (*see attached). Then choose a way to present your understanding of the book you just read. Use the table below and pages that follow for ideas. Include each finished product in your portfolio to share with your class and school. If your finished product is not written, be sure to get a picture or include notes from an oral presentation so that there is record of what you have done for each book. Keep all finished products organized neatly in your portfolio. Remember, the goal of this challenge is to enjoy some great new books and help your friends to enjoy them too!

| Oral | Kinesthetic | Written | Visual | Graphic |
|----------------------|------------------|------------------------------|----------------------|-------------------------|
| One-Person Show | Puzzle Story | It's All in the Mail | Posting Postcards | The "What" Chart 3-W's |
| Tell -Along Boards | Trading Cards | Quotable Quotations | Quilt | Mapping the Way |
| The Press Conference | Can a Character | Write a New Ending | Artistic Timelines | PowerPoint Presentation |
| Book Club | Culture Kits | Fast Fact Cards | Crayon Conversations | Recipe for a Good Book |
| Point of Decision | Rolling the Dice | Catch the News | Story Tree | SWBS The Plot Chart |
| Now Hear This | Tangram Tales | Signed, Sealed and Delivered | To Market, To Market | Top Ten List |

Creative Responses to Literature Descriptions

Oral

1. **One-Person Show:** Perform a monologue, pretending you are the main character (or another significant character) in your book.
2. **Tell-Along Boards:** Use puppets and art to create a Tell-Along Board to later use during storytelling—to retell the most important parts of the story or book you read.
3. **The Press Conference:** Pretend you are the main character in your book and hold a press conference to answer your classmates' prepared questions.
4. **Book Club:** Participate in a book club discussion with other students and/or teachers in your school who are reading the same book.
5. **Point of Decision:** List important decisions made by book characters and explain what happens in the story as a result of those decisions.
6. **Now Hear This:** Write a 2 to 3-minute radio advertisement persuading the public why they should buy and read this book.

Kinesthetic

1. **Puzzle Story:** Discuss the story and then create a puzzle board, including pictures and a discussion of the story. Then pass on to others who read the story.
2. **Trading Cards:** Create trading cards of favorite figures in your story. You might use a pattern from a popular sports team.
3. **Character Can or Case:** Take a gallon coffee can or small suitcase and decorate it to represent a character in your book. Insert strips of events, problems, or challenges characters faced and/or overcame throughout the story.
4. **Culture Kits:** Create a kit containing items representative of other culture described in the book you read.
5. **Rolling the Dice:** Create scenes from the book on the sides of oversized dice. One dice depicts the beginning of the book and the other focuses on the scenes at the end of the book.
6. **Tan gram Tales:** Tan grams are ancient Chinese puzzles. Storytellers use the puzzle pieces, called tans, when they tell stories. You can create a Tan gram Tale in many ways: a) Use your tans to create a puzzle that looks like or represents your character. b) use your tans to make a puzzle that looks like the event or place where the majority of action takes place. c) Use your tans to make a puzzle that looks like something from the ending of your book. *Ask your teacher or an art teacher for an example of a tan gram if you need help.

Written

1. **It's All in the Mail:** Write and address two friendly letters to characters in your book.
2. **Quotable Quotations:** Identify important quotations made by different book characters, and explain why each quotation is important in the story.
3. **Write a New Ending:** Think of a new turn of events for the plot in your story. Rewrite the ending like the "choose your own adventure" books.
4. **Fast Fact Cards:** Share information from nonfiction books by creating sets of Fast Fact Cards. Create a minimum of 10 cards.
5. **Catch the News:** Create a news report that highlights your story's main characters and events.
6. **Signed, Sealed and Delivered:** Write a letter to the author asking questions about the book and/or what it is like to be an author.

Visual

1. **Posting Postcards:** Pretend you are a character from your book and create postcards to send to their classmates.
2. **Quilt:** Create pictures of different scenes and stitch them together to make a quilt.
3. **Artistic Timelines:** Students visually sequence events and create time lines.
4. **Crayon Conversations:** Draw highlights from your book as you retell the story.
5. **Story Tree:** Create a story tree like a family tree highlighting main ideas in the branches and supporting details in the leaves.
6. **To Market, To Market:** As a literary agent, write a letter to the publishing company designed to persuade them to publish this book.

Graphic

1. **The "What" Chart (3W's):** List information about a topic you're interested in under three headings. "What I know already." "What I want to know" and "What I've learned from reading."
2. **Mapping the Way:** Create maps or plot routes in the form of a map. Create a key to clearly show the symbolism.
3. **PowerPoint Presentation:** Create a PowerPoint presentation that enables you to show important discoveries you made while reading your book. Share with class or small group.
4. **Recipe for a Good book:** Follow a recipe format to put the main idea (dish) and the supporting ideas (ingredients) on an index card and decorate with the tasty delight.
5. **The Plot Chart (SWBS):** Identify plot elements and write them on a Plot Chart.
6. **Top Ten List:** Create a Top Ten List of the things you learned from this book.



Imagine Schools 2011-12 Advanced Reading Challenge

Purpose: The goal of the Advanced Reading Challenge is to challenge students to read 25 books over the course of one school year and complete short projects to show what they have understood from reading.

Student Responsibility: To challenge myself to achieve to the best of my ability, enjoy the books I read, and encourage my peers to read good literature.

Student Commitment

I, _____, accept the **Advanced Reading Challenge**. I commit to trying to read 25 books from the Advanced Reading Challenge book list. I understand that these should be books that I have not previously read. I commit to sharing the story with my teacher, class, parent/guardian, or school group in a creative way and documenting all books I have read through preparing an ARC Portfolio.

Student Signature

Date

School

Grade

Parent/Guardian Commitment

I, _____, accept to support my child with the **Advanced Reading Challenge**. I am committed to supporting my child in his/her endeavor to read the determined number of books, complete the portfolio to highlight his/her accomplishments, and share the books read with his/her class and school community. I will sign to confirm that my child has read each book.

Signature

Date

Advanced Reading Challenge Book List Grades 5 & 6

| Title | Author |
|---|--|
| <i>A Lantern in Her Hand</i> | Aldrich, Bess Streeter |
| <i>The Illyrian Adventure</i> | Alexander, Lloyd |
| <i>Return to Sender</i> | Alvarez, Julia |
| <i>Fairy Tales</i> | Andersen, Hans Christian |
| <i>Chains</i> | Anderson, Laurie Halse |
| <i>Captain Grey</i> | Avi |
| <i>Crispin: The Cross of Lead</i> | Avi |
| <i>The True Confessions of Charlotte Doyle</i> | Avi |
| <i>The Wonderful Wizard of Oz</i> | Baum, L. Frank |
| <i>The Lost Years of Merlin</i> | Barron, T.A. |
| <i>Sing the Body Electric!</i> | Bradbury, Rayl |
| <i>Caddie Woodlawn</i> | Brink, Carol Ryrie |
| <i>The Secret Garden</i> | Burnett, Frances Hodgson |
| <i>A Little Princess</i> | Burnett, Francis Hodgson |
| <i>The Incredible Journey</i> | Burnford, Sheila |
| <i>Summer of the Swans</i> | Byars, Betsy |
| <i>Alice's Adventures in Wonderland (Unabridged)</i> | Carroll, Lewis |
| <i>The Tripods: The White Mountains</i> | Christopher, John |
| <i>My Brother Sam is Dead</i> | Collier, James Lincoln and Christopher |
| <i>The Dark is Rising</i> | Cooper, Susan |
| <i>Over Sea, Under Stone</i> | Cooper, Susan |
| <i>Green Witch</i> | Cooper, Susan |
| <i>The Grey King</i> | Cooper, Susan |
| <i>Silver on the Tree</i> | Cooper, Susan |
| <i>Walk Two Moons</i> | Creech, Sharon |
| <i>Bud Not Buddy</i> | Curtis, Christopher Paul |
| <i>The Watsons Go to Birmingham-1963</i> | Curtis, Christopher Paul |
| <i>The Midwife's Apprentice</i> | Cushman, Karen |
| <i>Daniel Boone</i> | Daugherty, James |
| <i>The Door in the Wall: A Story of Medieval London</i> | De Angeli, Marguerite |
| <i>I, Juan de Pareja</i> | De Trevino, Elizabeth B. |
| <i>The Miraculous Journey of Edward Tulane</i> | DiCamillo, Kate |
| <i>A Christmas Carol, Unabridged</i> | Dickens, Charles |
| <i>The Adventures of Sherlock Holmes, Unabridged</i> | Doyle, Sir Arthur Conan |
| <i>The Twenty-One Balloons</i> | Du Boise, William Pene |
| <i>Beauty and the Beast</i> | Eilenberg, Max |
| <i>The Surrender Tree: Poems of Cuba's Struggle for Freedom</i> | Engle, Margartia |
| <i>Ginger Pye</i> | Estes, Eleanor |
| <i>Yolanda's Genius</i> | Fenner, Carol |
| <i>Johnny Tremain</i> | Forbes, Esther |
| <i>One-Eyed Cat</i> | Fox, Paula |
| <i>Anne Frank: The Diary of a Young Girl</i> | Frank, Anne |
| <i>Lafayette: and the American Revolution</i> | Freedman, Russell |
| <i>Poems</i> | Frost, Robert |
| <i>The Talking Earth</i> | George, Jean Craighead |
| <i>Julie of the Wolves</i> | George, Jean Craighead |

| Advanced Reading Challenge Book List Grades 5 & 6 | |
|--|-------------------------------|
| <i>Old Yeller</i> | Gipson, Fred |
| <i>The Wind in the Willows</i> | Grahame, Kenneth |
| <i>Adam of the Road</i> | Gray, Elizabeth Janet |
| <i>The Adventures of Robin Hood (Unabridged)</i> | Green, Roger Lancelyn |
| <i>Summer of My German Soldier</i> | Greene, Bette |
| <i>Cousins</i> | Hamilton, Virginia |
| <i>Across Five Aprils</i> | Hunt, Irene |
| <i>Whale Rider</i> | Ihimaera, Witi |
| <i>Mariel of Redwall</i> | Jacques, Brian |
| <i>Mossflower</i> | Jacques, Brian |
| <i>The Phantom Tollbooth</i> | Juster, Norton |
| <i>The Ordinary Princess</i> | Kaye, M. M. |
| <i>Hans Andersen's Fairy Tales</i> | Kingsland, L.W. (translation) |
| <i>Just So Stories</i> | Kipling, Rudyard |
| <i>The Jungle Book (Books 1 and 2)</i> | Kipling, Rudyard |
| <i>From the Mixed-up Files of Mrs. Basil E. Frankweiler</i> | Konigsburg, E. L. |
| <i>The View from Saturday</i> | Konigsburg, E.L. |
| <i>A Wrinkle in Time</i> | L'Engle, Madeline |
| <i>A Wind in the Door</i> | L'Engle, Madeline |
| <i>A Swiftly Tilting Planet</i> | L'Engle, Madeline |
| <i>The Last Battle</i> | Lewis, C.S. |
| <i>The Lion, the Witch, and the Wardrobe</i> | Lewis, C.S. |
| <i>Prince Caspian</i> | Lewis, C.S. |
| <i>The Horse and His Boy</i> | Lewis, C.S. |
| <i>The Voyage of the Dawn Treader</i> | Lewis, C.S. |
| <i>The Magician's Nephew</i> | Lewis, C.S. |
| <i>The Silver Chair</i> | Lewis, C.S. |
| <i>Number the Stars</i> | Lowry, Lois |
| <i>The Root Cellar</i> | Lunn, Janet |
| <i>Heat</i> | Lupica, Mike |
| <i>Sir Gibbie</i> | MacDonald, George |
| <i>The Princess and the Goblin</i> | MacDonald, George |
| <i>Good Night Mr. Tom</i> | Magorian, Michelle |
| <i>The Hundred Penny Box</i> | Mathis, Sharon Bell |
| <i>The Hero and the Crown</i> | McKinley, Robin |
| <i>The Blue Sword</i> | McKinley, Robin |
| <i>Anne's House of Dreams</i> | Montgomery, Lucy Maud |
| <i>Anne of Green Gables</i> | Montgomery, Lucy Maud |
| <i>Anne of Ingleside</i> | Montgomery, Lucy Maud |
| <i>Anne of the Island, Unabridged</i> | Montgomery, Lucy Maud |
| <i>Rainbow Valley</i> | Montgomery, Lucy Maud |
| <i>Kakapo Rescue: Saving the World's Strangest Parrot</i> | Montgomery, Sy |
| <i>Freedom Song</i> | Moore, Yvette |
| <i>Chain of Fire</i> | Naidoo, Beverley |
| <i>The Railway Children</i> | Nesbit, E. |
| <i>Rascal</i> | North, Sterling |
| <i>My Name is not Angelica</i> | O'Dell, Scott |
| <i>Sarah Bishop</i> | O'Dell, Scott |
| <i>My Friend Flicka</i> | O'Hara, Mary |

Advanced Reading Challenge Book List Grades 5 & 6

| | |
|--|-------------------------|
| <i>A Single Shard</i> | Park, Linda Sue |
| <i>Bridge to Terabithia</i> | Paterson, Katherine |
| <i>Jacob Have I Loved</i> | Paterson, Katherine |
| <i>The Master Puppeteer</i> | Paterson, Katherine |
| <i>Lyddie</i> | Paterson, Katherine |
| <i>Brian's Winter</i> | Paulsen, Gary |
| <i>Hatchet</i> | Paulsen, Gary |
| <i>Tom's Midnight Garden</i> | Pearce, Philippa |
| <i>A Year Down Yonder</i> | Peck, Richard |
| <i>A Day No Pigs Would Die</i> | Peck, Robert Newton |
| <i>The Complete Fairy Tales</i> | Perrault, Charles |
| <i>Otto of the Silver Hand</i> | Pyle, Howard |
| <i>The Westing Game</i> | Raskin, Ellen |
| <i>Summer of the Monkeys</i> | Rawls, Wilson |
| <i>Where the Red Fern Grows</i> | Rawls, Wilson |
| <i>The Lightning Thief</i> | Riordan, Rick |
| <i>Sea of Monsters</i> | Riordan, Rick |
| <i>The Titan's Curse</i> | Riordan, Rick |
| <i>Harry Potter and the Chamber of Secrets</i> | Rowling, J. K. |
| <i>Harry Potter and the Prisoner of Azkaban</i> | Rowling, J. K. |
| <i>Harry Potter and the Sorcerer's Stone</i> | Rowling, J. K. |
| <i>Becoming Naomi Leon</i> | Ryan, Pam Munoz |
| <i>Esperanza Rising</i> | Ryan, Pam Munoz |
| <i>Missing May</i> | Rylant, Cynthia |
| <i>Jumping Tree</i> | Saldana, Rene Jr. |
| <i>Roller Skates</i> | Sawyer, Ruth |
| <i>The White Stag *</i> | Seredy, Kate |
| <i>Black Beauty (Unabridged)</i> | Sewell, Anna |
| <i>The Rescuers</i> | Sharp, Margery |
| <i>The Wall: Growing Up Behind the Iron Curtain</i> | Sis, Peter |
| <i>Keeping the Night Watch</i> | Smith, Hope Anita Smith |
| <i>I.Q.: Independence Hall</i> | Smith, Roland |
| <i>Runaway to Freedom: A Story of the Underground Railroad</i> | Smucker, Barbara |
| <i>The Egypt Game</i> | Snyder, Zipha Keatley |
| <i>Drums, Girls, and Dangerous Pie</i> | Sonnenblick, Jordan |
| <i>Buried Onions</i> | Soto, Gary |
| <i>Sign of the Beaver</i> | Speare, Elizabeth |
| <i>The Witch of Blackbird Pond</i> | Speare, Elizabeth |
| <i>Call it Courage</i> | Sperry, Armstrong |
| <i>Maniac Magee</i> | Spinelli, Jerry |
| <i>Domithead</i> | Stauffer, Sue |
| <i>When You Reach Me</i> | Stead, Rebecca |
| <i>Almost Astronauts: 13 Women Who Dared to Dream</i> | Stone, Tanya Lee |
| <i>The Diving Bell</i> | Strasser, Todd |
| <i>The Land</i> | Taylor, Mildred D. |
| <i>Roll of Thunder, Hear My Cry</i> | Taylor, Mildred D. |
| <i>Let the Circle Be Unbroken</i> | Taylor, Mildred D. |

Advanced Reading Challenge Book List Grades 5 & 6

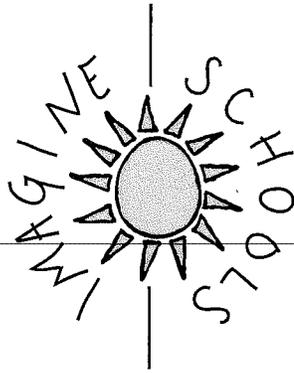
| | |
|---|-----------------------|
| <i>Team Moon: How 400,000 People Landed the Apollo 11 on the Moon</i> | Thimmesh, Catherine |
| <i>Mary Poppins</i> | Travers, P.L. |
| <i>Dacey's Song</i> | Voigt, Cynthia |
| <i>Daddy Long-Legs</i> | Webster, Jean |
| <i>Stuart Little</i> | White, E. B. |
| <i>The Sword in the Stone</i> | White, T.H. |
| <i>John Treegate's Musket</i> | Wibberley, Leonard |
| <i>Bat 6</i> | Wolff, Virginia Euwer |
| <i>Peace, Locomotion</i> | Woodson, Jacqueline |
| <i>Devil's Arithmetic</i> | Yolen, Jane |

*AR Readability (ATOS formula): Measures the textual difficulty of a whole book, not just a single passage.

*Interest Level: LG=Lower Grades (K-3), MG=Middle Grades (4-8), UG=Upper Grades (9-12): Maturity level of a book's content, ideas, and themes based on publisher's recommendations about the content.

All classic books should be read in an unabridged form unless otherwise noted.

All highlighted books were added to the ARC list during the 2011 calendar year.



Advanced Reading Challenge

Student Edition Grades 3-8



July 26, 2011

Dear Imagine Schools Parents/Guardians and Students,

We invite you to participate in the Imagine Schools National Advanced Reading Challenge (ARC). Developed in 2008, this initiative is designed to challenge students to choose high quality literature, to read as much and as often as they are able, and to share their love for reading with peers and adults on their Imagine campus.

From our personal experience, we believe that many students are capable of moving ahead with minimal direction and attention from teachers. What they need is encouragement to take risks and venture out into the world of ideas and knowledge. We also believe that the best way to get an education on your own is to read good books. Dennis' older brother, Ray, read and reported on over 100 books in his sophomore year in high school. While he barely got C's in most of his classes that year, he was on his way to being one of the most well educated persons we know. He now has a personal library in his home that houses over 10,000 books. Similarly, when she was in the 4th grade, Eileen received \$100 from her parents for reading 100 books during the school year. This challenge fanned her love of reading and further inspired her to have high academic aspirations.

The Advanced Reading Challenge is open to Imagine Schools' students in grades 3-12 who are at or above grade level in reading, and who can assume responsibility for independent work beyond their class and homework assignments. The ARC book list is comprised of high quality "classic" books at or above grade level. We ask students not to deviate from the attached reading lists, with the exception that students can select up to three books that are not the lists to read towards the challenge. Books selected by students must have coordinator approval. Students may read from lists higher than their grade level, but not below their grade level.

Grade-level book lists have been updated to provide more choices to students. As was the case in past years, by accepting this challenge students pledge to read each book and complete a short response of their choice in order to certify their accomplishment. We will give a \$100 U.S. Savings Bond to each student who reads and reports on the designated number of books (25 for grades 3-8 and 15 for grades 9-12) in a school year, and these students will be recognized nationally by Imagine Schools. Last year, well over 1,000 Imagine students participated in the ARC, and 350 were given awards for completing the challenge.

We hope that by taking on this challenge, students will stretch themselves to accomplish more than they might have in an ordinary year, enjoy some great new books, and model achievement and excellence for their friends and peers.

With gratitude,

A handwritten signature in black ink that reads "Eileen Bakke". The signature is written in a cursive, flowing style.

Eileen Bakke
Co-Founder
Imagine Schools

A handwritten signature in black ink that reads "Dennis Bakke". The signature is written in a cursive, flowing style.

Dennis Bakke
Co-Founder & CEO
Imagine Schools



Imagine Schools 2011-2012 Advanced Reading Challenge

Congratulations on your decision to challenge yourself through reading! We hope that by taking on this CHALLENGE, you will stretch yourself to accomplish more than you might have in an ordinary year, enjoy some great new books, and model achievement and excellence for your friends and peers.

Your Role as a Student:

1. Sign the commitment form to read the designated number of books (25 for grades 3-8) not previously read. These books must come from the Advanced Reading Challenge grade level list. However, you may choose books from a list on a higher grade level. So, you may read "up" on the lists but not down (you cannot choose books from a lower grade level list). Also, you can choose two or three books you select on your own to count towards the challenge. These books must be appropriate, challenging and approved by your Advanced Reading Challenge Coordinator or classroom teacher.
2. Prepare a reading portfolio in which a table of contents with a list of books read and all corresponding projects are stored/showcased (*see attached table of contents)
3. Participate in school initiated activities (i.e., after school book club to present projects, etc.) as designated by your school of attendance
4. Submit all materials upon completion to your school's Advanced Reading Coordinator.

Helpful Adults:

Advanced Reading Challenge Coordinator: This person will receive guidelines from the Imagine Schools office and will help you with the expectations and materials needed to complete the reading challenge. He/she may hold meetings to share information with you and your parents, answer questions that you might have along the way, and will find ways to help you complete this challenge.

Teachers: Your teachers should be able to help you get started, share information with your parent/guardian, remind you of deadlines, and help you make contact with the Advanced Reading Challenge coordinator throughout the school year.

Parent/Guardian: Your parent or guardian should talk with you about the expectations of the Advanced Reading Challenge and support you by signing the reading contract, helping you find books (at the public library if needed), and asking you about the books you are reading and responses you are completing. Your parent/guardian may participate as an audience for your book summaries, discussions, and project presentations at school or home.

Librarian/Media Specialist: Your school librarian or media specialist can help you find books in your school library or identify books on the reading lists that are in the public library collection.

Important Dates:

Start

Your school will start whenever your coordinator is ready. All students participating in the challenge should return their contract to the ARC Coordinator by the first week of October at the latest. Begin reading your first book!

End

Monday, April 30th: All student portfolios must be turned in to your Advanced Reading Challenge Coordinator by Monday, April 30th.



Imagine Schools 2011-12 Advanced Reading Challenge Creative Responses to Literature (Grades 3-8)

After reading each book from the Imagine Schools Advance Reading Challenge list, create a new entry in your Reading Portfolio Table of Contents (*see attached). Then choose a way to present your understanding of the book you just read. Use the table below and pages that follow for ideas. Include each finished product in your portfolio to share with your class and school. If your finished product is not written, be sure to get a picture or include notes from an oral presentation so that there is record of what you have done for each book. Keep all finished products organized neatly in your portfolio. Remember, the goal of this challenge is to enjoy some great new books and help your friends to enjoy them too!

| Oral | Kinesthetic | Written | Visual | Graphic |
|----------------------|------------------|------------------------------|----------------------|-------------------------|
| One-Person Show | Puzzle Story | It's All in the Mail | Posting Postcards | The "What" Chart 3-W's |
| Tell -Along Boards | Trading Cards | Quotable Quotations | Quilt | Mapping the Way |
| The Press Conference | Can a Character | Write a New Ending | Artistic Timelines | PowerPoint Presentation |
| Book Club | Culture Kits | Fast Fact Cards | Crayon Conversations | Recipe for a Good Book |
| Point of Decision | Rolling the Dice | Catch the News | Story Tree | SWBS The Plot Chart |
| Now Hear This | Tangram Tales | Signed, Sealed and Delivered | To Market, To Market | Top Ten List |

Creative Responses to Literature Descriptions

Oral

1. **One-Person Show:** Perform a monologue, pretending you are the main character (or another significant character) in your book.
2. **Tell-Along Boards:** Use puppets and art to create a Tell-Along Board to later use during storytelling—to retell the most important parts of the story or book you read.
3. **The Press Conference:** Pretend you are the main character in your book and hold a press conference to answer your classmates' prepared questions.
4. **Book Club:** Participate in a book club discussion with other students and/or teachers in your school who are reading the same book.
5. **Point of Decision:** List important decisions made by book characters and explain what happens in the story as a result of those decisions.
6. **Now Hear This:** Write a 2 to 3-minute radio advertisement persuading the public why they should buy and read this book.

Kinesthetic

1. **Puzzle Story:** Discuss the story and then create a puzzle board, including pictures and a discussion of the story. Then pass on to others who read the story.
2. **Trading Cards:** Create trading cards of favorite figures in your story. You might use a pattern from a popular sports team.
3. **Character Can or Case:** Take a gallon coffee can or small suitcase and decorate it to represent a character in your book. Insert strips of events, problems, or challenges characters faced and/or overcame throughout the story.
4. **Culture Kits:** Create a kit containing items representative of other culture described in the book you read.
5. **Rolling the Dice:** Create scenes from the book on the sides of oversized dice. One dice depicts the beginning of the book and the other focuses on the scenes at the end of the book.
6. **Tan gram Tales:** Tan grams are ancient Chinese puzzles. Storytellers use the puzzle pieces, called tans, when they tell stories. You can create a Tan gram Tale in many ways: a) Use your tans to create a puzzle that looks like or represents your character. b) use your tans to make a puzzle that looks like the event or place where the majority of action takes place. c) Use your tans to make a puzzle that looks like something from the ending of your book. *Ask your teacher or an art teacher for an example of a tan gram if you need help.

Written

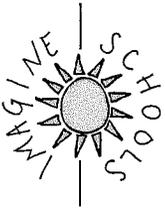
1. **It's All in the Mail:** Write and address two friendly letters to characters in your book.
2. **Quotable Quotations:** Identify important quotations made by different book characters, and explain why each quotation is important in the story.
3. **Write a New Ending:** Think of a new turn of events for the plot in your story. Rewrite the ending like the "choose your own adventure" books.
4. **Fast Fact Cards:** Share information from nonfiction books by creating sets of Fast Fact Cards. Create a minimum of 10 cards.
5. **Catch the News:** Create a news report that highlights your story's main characters and events.
6. **Signed, Sealed and Delivered:** Write a letter to the author asking questions about the book and/or what it is like to be an author.

Visual

1. **Posting Postcards:** Pretend you are a character from your book and create postcards to send to their classmates.
2. **Quilt:** Create pictures of different scenes and stitch them together to make a quilt.
3. **Artistic Timelines:** Students visually sequence events and create time lines.
4. **Crayon Conversations:** Draw highlights from your book as you retell the story.
5. **Story Tree:** Create a story tree like a family tree highlighting main ideas in the branches and supporting details in the leaves.
6. **To Market, To Market:** As a literary agent, write a letter to the publishing company designed to persuade them to publish this book.

Graphic

1. **The "What" Chart (3W's):** List information about a topic you're interested in under three headings. "What I know already." "What I want to know" and "What I've learned from reading."
2. **Mapping the Way:** Create maps or plot routes in the form of a map. Create a key to clearly show the symbolism.
3. **PowerPoint Presentation:** Create a PowerPoint presentation that enables you to show important discoveries you made while reading your book. Share with class or small group.
4. **Recipe for a Good book:** Follow a recipe format to put the main idea (dish) and the supporting ideas (ingredients) on an index card and decorate with the tasty delight.
5. **The Plot Chart (SWBS):** Identify plot elements and write them on a Plot Chart.
6. **Top Ten List:** Create a Top Ten List of the things you learned from this book.



Imagine Schools 2011-12 Advanced Reading Challenge

Purpose: The goal of the Advanced Reading Challenge is to challenge students to read 25 books over the course of one school year and complete short projects to show what they have understood from reading.

Student Responsibility: To challenge myself to achieve to the best of my ability, enjoy the books I read, and encourage my peers to read good literature.

Student Commitment

I, _____, accept the **Advanced Reading Challenge**. I commit to trying to read 25 books from the Advanced Reading Challenge book list. I understand that these should be books that I have not previously read. I commit to sharing the story with my teacher, class, parent/guardian, or school group in a creative way and documenting all books I have read through preparing an ARC Portfolio.

Student Signature

Date

School

Grade

Parent/Guardian Commitment

I, _____, accept to support my child with the **Advanced Reading Challenge**. I am committed to supporting my child in his/her endeavor to read the determined number of books, complete the portfolio to highlight his/her accomplishments, and share the books read with his/her class and school community. I will sign to confirm that my child has read each book.

Signature

Date

| Advanced Reading Challenge Book List Grades 7 & 8 | |
|--|--------------------------|
| Title | Author |
| <i>Things Fall Apart</i> | Achebe, Chinua |
| <i>Little Women</i> | Alcott, Louisa May |
| <i>Little Men</i> | Alcott, Louisa May |
| <i>Speak</i> | Anderson, Laurie Halse |
| <i>Sir Walter Raleigh and the Quest of El Dorado</i> | Aronson, Marc |
| <i>Fifty Short Science Fiction Tales</i> | Asimov, Isaac |
| <i>Sense and Sensibility</i> | Austin, Jane |
| <i>Nothing But the Truth</i> | Avi |
| <i>Tell Them We Remember: the Story of the Holocaust</i> | Bachrach, Susan |
| <i>National Velvet</i> | Bagnoid, Enid |
| <i>The Mythology of North America</i> | Bierhorst, John |
| <i>The Shakespeare Stealer</i> | Blackwood, Gary |
| <i>Abigail Adams: Witness to a Revolution</i> | Bober, Natalie S. |
| <i>The Bridge Over River Kwai</i> | Boullé, Pierre |
| <i>Something Wicked This Way Comes</i> | Bradbury, Ray |
| <i>The Martian Chronicles</i> | Bradbury, Ray |
| <i>Through My Eyes</i> | Bridges, Ruby |
| <i>The Good Earth</i> | Buck, Pearl S. |
| <i>Charlotte Forten: A Black Teacher in the Civil War</i> | Burchard, Peter |
| <i>Virginia Bound</i> | Butler, Amy |
| <i>Enders game</i> | Card, Orsen Scott |
| <i>The Warrior Heir</i> | Chima, Cinda Williams |
| <i>When the Tripods Came</i> | Christopher, John |
| <i>The House on Mango Street</i> | Cisneros, Sandra |
| <i>2001: A Space Odyssey</i> | Clarke, Arthur |
| <i>The Alchemist</i> | Coehlo, Paulo |
| <i>Skin Deep</i> | Crane, E. M. |
| <i>The Red Badge of Courage</i> | Crane, Stephen |
| <i>Staying Fat for Sarah Byrnes</i> | Crutcher, Chris |
| <i>Madame Curie: A Biography</i> | Curie, Eve |
| <i>Elijah of Buxton</i> | Curtis, Christopher Paul |
| <i>Gym Candy</i> | Deuker, Carl |
| <i>Great Expectations</i> | Dickens, Charles |
| <i>The Hound of the Baskervilles</i> | Doyle, Sir Arthur Conan |
| <i>The Count of Monte Cristo (Abridged)</i> | Dumas, Alexandre |
| <i>City of Ember</i> | DuPrau, Jeanne |
| <i>Silas Marner</i> | Eliot, George |
| <i>The Skin I'm In</i> | Flake, Sharon G. |
| <i>Who am I without Him? Short Stories about Girls and the Boys in their Lives</i> | Flake, Sharon G. |
| <i>Phineas Gage: A Gruesome but True Story About Brain Science</i> | Fleishman, John |
| <i>Anne Frank: Diary of a Young Girl</i> | Frank, Anne |
| <i>Eleanor Roosevelt: A Life of Discovery</i> | Freedman, Russell |
| <i>Freedom Walkers: The Story of the Montgomery Bus Boycott</i> | Freedman, Russell |
| <i>The Miracle Worker</i> | Gibson, William |

Advanced Reading Challenge Book List Grades 7& 8

| | |
|---|------------------------------|
| <i>The Adventures of Robin Hood</i> | Green, Roger Lancelyn |
| <i>Death Be Not Proud</i> | Gunther, John |
| <i>The Big Sky</i> | Guthrie, A.B. |
| <i>Mythology</i> | Hamilton, Edith |
| <i>A Raisin in the Sun</i> | Hansberry, Lorraine |
| <i>Charles and Emma: The Darwins' Leap of Faith</i> | Heiligmann, Deborah |
| <i>All Creatures Great and Small</i> | Herriot, James |
| <i>The Outsiders</i> | Hinton, S. E. |
| <i>Soldier Boys</i> | Hughes, Dean |
| <i>The Red Scarf Girl</i> | Ji-Li Jiang |
| <i>Reaching Out</i> | Jimenez, Francisco |
| <i>The Story of My Life</i> | Keller, Helen |
| <i>Kim</i> | Kipling, Rudyard |
| <i>The Primrose Way</i> | Koller, Jackie |
| <i>A Ring of Endless Light</i> | L'Engle, Madeleine |
| <i>Inherit the Wind</i> | Lawrence, Jerome |
| <i>To Kill a Mockingbird</i> | Lee, Harper |
| <i>Day of Tears</i> | Lester, Julius |
| <i>Darkness Over Denmark: The Danish Resistance</i> | Levine, Ellen |
| <i>Through the Looking Glass</i> | Lewis, Carroll |
| <i>The Call of the Wild</i> | London, Jack |
| <i>White Fang, Unabridged</i> | London, Jack |
| <i>A Night to Remember</i> | Lord, Walter |
| <i>The Giver</i> | Lowry, Lois |
| <i>The Princess and Curdie, Unabridged</i> | MacDonald, George |
| <i>Parrot in the Oven: Mi Vida</i> | Martinez, Victor |
| <i>The Dark Thirty: Southern Tales of the Supernatural</i> | McKissack, Patricia |
| <i>An American Plague: The True and Terrifying Story of the Yellow Fever Epidemic of 1793</i> | Murphy, Jim |
| <i>Fallen Angels</i> | Myers, Walter Dean |
| <i>Malcolm X: By Any Means Necessary</i> | Myers, Walter Dean |
| <i>Rascal</i> | North, Sterling |
| <i>Z is for Zachariah</i> | O'Brien, Robert |
| <i>The Things They Carried</i> | O'Brien, Tim |
| <i>The Scarlet Pimpernel</i> | Orczy, Baroness |
| <i>Animal Farm</i> | Orwell, George |
| <i>The Learning Tree</i> | Parks, Gordon |
| <i>Rosa Parks: My Story</i> | Parks, Rosa with Jim Haskins |
| <i>Freak the Mighty</i> | Philbrick, Rodman |
| <i>Bullyville</i> | Prose, Francine |
| <i>The Golden Compass</i> | Pullman, Philip |
| <i>Coot Club</i> | Ransome, Arthur |
| <i>Peter Duck: A Treasure Hunt in the Caribbees</i> | Ransome, Arthur |
| <i>Secret Water</i> | Ransome, Arthur |
| <i>Swallows and Amazons</i> | Ransome, Arthur |
| <i>We Didn't Mean Go to Sea</i> | Ransome, Arthur |
| <i>Winter Holiday</i> | Ransome, Arthur |
| <i>The Yearling</i> | Rawlings, Marjorie Kinman |
| <i>All Quiet on the Western Front</i> | Remarque, Erich Maria |

| Advanced Reading Challenge Book List Grades 7& 8 | |
|---|------------------------|
| <i>Cyrano de Bergerac</i> | Rostand, Edmond |
| <i>The Little Prince</i> | Saint-Exupery, Antoine |
| <i>Under the Blood-Red Sun</i> | Salisbury, Graham |
| <i>Triumph: The Untold Story of Jesse Owens and Hitler's Olympics</i> | Schapp, Jeremy |
| <i>A Midsummer Night's Dream</i> | Shakespeare, William |
| <i>Much Ado About Nothing</i> | Shakespeare, William |
| <i>The Taming of the Shrew</i> | Shakespeare, William |
| <i>Twelfth Night</i> | Shakespeare, William |
| <i>Two Gentlemen of Verona</i> | Shakespeare, William |
| <i>Julius Caesar</i> | Shakespeare, William |
| <i>Macbeth (Unabridged version 1)</i> | Shakespeare, William |
| <i>Macbeth (Unabridged version 2)</i> | Shakespeare, William |
| <i>Romeo and Juliet</i> | Shakespeare, William |
| <i>Heidi</i> | Spyri, Johanna |
| <i>The Pearl</i> | Steinbeck, John |
| <i>The Hobbit</i> | Tolkien, J R. R. |
| <i>The Prince and the Pauper, Unabridged</i> | Twain, Mark |
| <i>Tom Sawyer</i> | Twain, Mark |
| <i>Desert Exile: The Uprooting of the Japanese American Family</i> | Uchid, Yoshiko |
| <i>Journey to the Center of the Earth</i> | Verne, Jules |
| <i>Around the World in 80 Days</i> | Verne, Jules |
| <i>Slaughterhouse Five</i> | Vonnegut, Kurt |
| <i>Secrets of a Civil War Submarine: Solving the Mysteries of H.L. Hunley</i> | Walker, Sally M. |
| <i>Surviving Hitler: A Boys in the Nazi Death Camps</i> | Warren, Andrea |
| <i>The Kingdom by the Sea</i> | Westall, Robert |
| <i>Belle Prater's Boy</i> | White, Ruth |
| <i>The Mouse That Roared</i> | Wibberley, Leonard |
| <i>Rebecca of Sunnybrook Farms</i> | Wiggins, Kate Douglass |
| <i>Our Town: A Play in Three Acts</i> | Wilder, Thornton |
| <i>After Tupac and D Foster</i> | Woodson, Jacqueline |
| <i>Swiss Family Robinson (Unabridged)</i> | Wyss, Johann |
| <i>The New Testament (Bible)**</i> | |
| <i>The Old Testament (Genesis, Exodus, Deuteronomy, Joshua, Job, Psalms, Proverbs & Ecclesiastes)**</i> | |

Books that are followed by two asterisks (**) count as two books towards the Advanced Reading Challenge.

AR Readability (ATOS formula): Measures the textual difficulty of a whole book, not just a single passage.
Interest Level: LG=Lower Grades (K-3), MG=Middle Grades (4-8), UG=Upper Grades (9-12); Maturity level of a book's content, ideas, and themes based on publisher's recommendations about the content.

All classic books should be read in an unabridged form unless otherwise noted.

All books that are highlighted have been added to the ARC list during the 2011 calendar year.

**IMAGINE CHARTER
SCHOOL AT NORTH
LAUDERDALE
(A Division of Learning
Excellence Foundation of
East Broward County, Inc.)**

**Basic Financial Statements and
Supplemental Information**

**For the year ended
June 30, 2011**

**BERMAN HOPKINS
WRIGHT & LAHAM
CPAS AND ASSOCIATES, LLP**

TABLE OF CONTENTS

| | Page |
|--|------|
| INDEPENDENT AUDITORS' REPORT | 1 |
| MANAGEMENT'S DISCUSSION AND ANALYSIS | 3 |
| BASIC FINANCIAL STATEMENTS | |
| Government-Wide Financial Statements: | |
| Statement of Net Assets (Deficit) | 8 |
| Statement of Activities | 9 |
| Fund Financial Statements: | |
| Balance Sheet - Governmental Funds | 10 |
| Reconciliation of the Balance Sheet of Governmental Funds to the Statement of Net Assets (Deficit) | 11 |
| Statement of Revenues, Expenditures and Changes in Fund Balances - Governmental Funds | 12 |
| Reconciliation of the Statement of Revenues, Expenditures and Changes in Fund Balances - Governmental Funds to the Statement of Activities | 13 |
| Notes to Financial Statements | 14 |
| REQUIRED SUPPLEMENTAL INFORMATION | |
| Schedule of Revenues, Expenditures and Changes in Fund Balances - Budget and Actual - General Fund | 28 |
| Schedule of Revenues, Expenditures and Changes in Fund Balances - Budget and Actual - Capital Outlay Fund | 29 |
| Note to Required Supplemental Information | 30 |
| SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS | 31 |
| SCHEDULE OF FINDINGS AND QUESTIONED COSTS | 32 |
| REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH <i>GOVERNMENT AUDITING STANDARDS</i> | 34 |

TABLE OF CONTENTS (continued)

| | Page |
|---|------|
| INDEPENDENT AUDITORS' REPORT ON COMPLIANCE WITH REQUIREMENTS THAT COULD HAVE A DIRECT AND MATERIAL EFFECT ON EACH MAJOR PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE IN ACCORDANCE WITH OMB CIRCULAR A-133 | 36 |
| MANAGEMENT LETTER | 38 |
| MANAGEMENT'S RESPONSE | 42 |

BERMAN HOPKINS
WRIGHT & LAHAM

CPAS AND ASSOCIATES, LLP

8035 Spyglass Hill Road
Melbourne, FL 32940
Phone: 321-757-2020
Fax: 321-242-4844

www.bermanhopkins.com

255 S. Orange Ave. Suite 745
Orlando, FL 32801
Phone: 407-841-8841
Fax: 407-841-8849

INDEPENDENT AUDITORS' REPORT

To the Board of Directors
Learning Excellence Foundation of East Broward County, Inc.
North Lauderdale, Florida

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Imagine Charter School at North Lauderdale (the "School"), a component unit of the School Board of Broward County, Florida and a division of Learning Excellence Foundation of East Broward County, Inc. (the "Charterholder"), as of and for the year ended June 30, 2011, which collectively comprise the School's basic financial statements as listed in the table of contents. These financial statements are the responsibility of the School's management. Our responsibility is to express opinions on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and the significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinions.

As described in Note A-1, the accompanying financial statements referred to above present only the financial position of the School at June 30, 2011, and the respective changes in financial position for the year then ended, and is not intended to be a complete presentation of the Charterholder. The School is a component unit of the School Board of Broward County, Florida.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund and the aggregate remaining fund information of the School as of June 30, 2011, and the respective changes in financial position for the year then ended in conformity with accounting principles generally accepted in the United States of America.

As described in Note A-13 to the financial statements, the School adopted the provisions of Government Auditing Standard ("GASB") No. 54 - *Fund Balance Reporting and Governmental Fund Type Definitions*.

As discussed in Note I to the financial statements, the School received an "F" under the school grading systems established in Florida Statute section 1008.34. The financial statements do not include any adjustments that might affect the future of the School.

In accordance with *Government Auditing Standards*, we have also issued our report dated September 24, 2011, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements, and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and budgetary comparison information on page 3 through page 7 and 28 through 30 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise Imagine Charter School at North Lauderdale's financial statements as a whole. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, and is not a required part of the financial statements. The schedule of expenditures of federal awards is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

September 24, 2011
Melbourne, Florida

Berman Hopkins Wright & LaHam
CPAs and Associates, LLP

Management's Discussion and Analysis

As management of Imagine Charter School at North Lauderdale (the "School") which is a component unit of the School Board of Broward County, Florida and a division of Learning Excellence Foundation of East Broward County, Inc. (the "Charterholder"), we offer readers of the School's financial statements this narrative overview and analysis of the financial activities of the School for the fiscal year ended June 30, 2011 to (a) assist the reader in focusing on significant financial issues, (b) provide an overview and analysis of the School's financial activities, (c) identify changes in the School's financial position, (d) identify material deviations from the approved budget, and (e) highlight significant issues in individual funds.

Since the information contained in the Management's Discussion and Analysis ("MD&A") is intended to highlight significant transactions, events, and conditions, it should be considered in conjunction with the basic financial statements found starting on page 8.

Financial Highlights

- The liabilities of the School exceeded its assets at the close of the most recent fiscal year by \$734,644 (net deficit).
- At the end of the current fiscal year, notes payable had an ending balance of \$1,045,748.
- The School's total net deficit decreased by \$242,945.
- As of the close of the current fiscal year, the School's governmental funds reported combined ending fund balances of \$27,529, an increase of \$5,477 over the prior year.

Overview of the Financial Statements

This discussion and analysis is intended to serve as an introduction to the School's basic financial statements. The School's basic financial statements have three components: 1) government-wide financial statements, 2) fund financial statements, and 3) notes to the financial statements. This report also contains other supplementary information in addition to the basic financial statements themselves.

Government-wide Financial Statements. The government-wide financial statements are designed to provide readers with a broad overview of the School's finances, in a manner similar to a private-sector business.

The statement of net assets (deficit) presents information on all of the School's assets and liabilities, with the difference between the two reported as *net assets (deficit)*. Over time, increases or decreases in net assets may serve as a useful indicator of whether the financial position of the School is improving or deteriorating.

The statement of activities presents information showing how the School's net deficit changed during the most recent fiscal year. All changes in net deficit are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows. Thus, revenues and expenses are reported in this statement for some items that will only result in cash flows in future fiscal periods (e.g., uncollected funding and earned but unused vacation leave).

Both of the government-wide financial statements distinguish functions of the School that are principally supported by district, state, and federal funding (governmental activities). Basic instruction, exceptional instruction, and food services are examples of the School's governmental activities.

The government-wide financial statements include only the School itself, which is a component unit of the School Board of Broward County, Florida. The School Board of Broward County, Florida includes the operations of the School in their operational results.

The government-wide financial statements can be found on pages 8 and 9 of this report.

Fund financial statements. A fund is a collection of related accounts grouped together to maintain control over resources that have been segregated for specific activities or objectives. The School, like state and local governments, uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements. All of the operations of the School are presented in governmental funds only.

Governmental funds. Governmental funds are used to account for essentially the same functions reported as governmental activities in the government-wide financial statements. However, unlike the government-wide financial statements, governmental fund financial statements focus on *near-term* inflows and outflows of spendable resources, as well as on balances of spendable resources available at the end of the fiscal year. Such information may be useful in evaluating a government's near-term financing requirements.

Because the focus of governmental funds is narrower than that of the government-wide financial statements, it is useful to compare the information presented for governmental funds with similar information presented in the government-wide financial statements. By doing so, readers may better understand the long-term impact of the near-term financing decisions. Both the governmental fund balance sheet and the School's statement of revenues, expenditures, and changes in fund balances provide a reconciliation to facilitate this comparison between governmental funds and governmental activities.

The School maintains various individual government funds. Information is presented separately in the governmental fund balance sheet and statement of revenues, expenditures, and changes in fund balances. The general fund and capital outlay fund are considered to be major funds.

The basic governmental fund financial statements can be found on pages 10 - 13 of this report.

The School adopts an annual appropriated budget for its entire operations. Budgetary comparison schedules with required notes have been provided to demonstrate compliance with this budget and can be found on pages 28 through 30 of this report.

Notes to the financial statements. The notes provide additional information that is essential to a full understanding of the data provided in the government-wide and fund financial statements. The notes to the financial statements can be found starting on page 14 of this report.

Government-Wide Financial Analysis

As noted previously, net assets may serve over time as a useful indicator of the School's financial position. In the case of the School, liabilities exceeded assets by \$734,644 and \$977,589, respectively, for the years ended June 30, 2011 and 2010.

The largest portion of the net deficit is the unrestricted portion. This portion is primarily related to the note payable to the operating company. Another portion of the School's net assets reflects its investment in capital assets (e.g., leasehold improvements, furniture, fixtures and equipment, and information technology equipment). The School uses these capital assets to provide services to students; consequently, these assets are not available for future spending.

Comparison of the condensed statement of net assets and the statement of activities are provided below.

Imagine Charter School at North Lauderdale Statement of Net Assets (Deficit)

| | Governmental Activities | | |
|--|-------------------------|--------------|------------|
| | 2011 | 2010 | Variance |
| ASSETS | | | |
| Current and other assets | \$ 578,768 | \$ 454,540 | \$ 124,228 |
| Capital assets, net of accumulated depreciation | 24,638 | 15,343 | 9,295 |
| Total assets | 603,406 | 469,883 | 133,523 |
| LIABILITIES | | | |
| Current and other liabilities | 292,302 | 332,946 | (40,644) |
| Noncurrent liabilities | 1,045,748 | 1,114,526 | (68,778) |
| Total liabilities | 1,338,050 | 1,447,472 | (109,422) |
| NET ASSETS (DEFICIT) | | | |
| Investment in capital assets | 24,638 | 15,343 | 9,295 |
| Unrestricted deficit | (759,282) | (992,932) | 233,650 |
| Total net deficit | \$ (734,644) | \$ (977,589) | \$ 242,945 |

The current assets increased over the prior year. The increase in current assets is due primarily to increases in cash balances, which were affected by an increase in revenues, as well as amounts that are due from other agencies, which related to additional revenue for Title IIA funds. The decrease in liabilities is due primarily to a decrease in accrued payroll.

**Imagine Charter School at North Lauderdale
Statement of Activities**

| | Governmental Activities | | |
|--|--------------------------------|---------------------|-------------------|
| | 2011 | 2010 | Variance |
| Revenues: | | | |
| Program revenues: | | | |
| Charges for services | \$ 56,918 | \$ 66,287 | \$ (9,369) |
| Operating grants and contributions | 664,310 | 677,713 | (13,403) |
| General revenues: | | | |
| State passed through local school district | 2,376,148 | 2,295,848 | 80,300 |
| Other revenues | 41,367 | 14,948 | 26,419 |
| Total revenues | <u>3,138,743</u> | <u>3,054,796</u> | <u>83,947</u> |
| Expenses: | | | |
| Instruction | 1,211,352 | 1,332,227 | (120,875) |
| Health services | 87 | 117 | (30) |
| Media services | 35,141 | 33,133 | 2,008 |
| Curriculum development | 5,231 | 12,964 | (7,733) |
| Board of directors | 15,000 | 14,500 | 500 |
| School administration | 576,270 | 570,173 | 6,097 |
| Food services | 221,530 | 234,755 | (13,225) |
| Central services | 1,940 | 2,824 | (884) |
| Transportation | 56,700 | 27,468 | 29,232 |
| Operation of plant | 619,097 | 609,032 | 10,065 |
| Maintenance of plant | 39,396 | 32,384 | 7,012 |
| Community service | 35,506 | 33,660 | 1,846 |
| Interest on long-term debt | 78,548 | 83,344 | (4,796) |
| Total expenses | <u>2,895,798</u> | <u>2,986,581</u> | <u>(90,783)</u> |
| Change in net deficit | 242,945 | 68,215 | 174,730 |
| Net deficit - beginning | <u>(977,589)</u> | <u>(1,045,804)</u> | <u>68,215</u> |
| Net deficit - ending | <u>\$ (734,644)</u> | <u>\$ (977,589)</u> | <u>\$ 242,945</u> |

The increase in state passed through local school district revenues of \$80,300 is a result of the increase in the student enrollment in the current year. The decrease in instruction is a result of a decrease in the employee staff due to stricter budgeting procedures adopted by the School. The increase in transportation related to the new agreement the School entered to account for their increase in enrollment in the current year.

Governmental activities. Governmental activities decreased the School's net deficit by \$242,945 for the year ended June 30, 2011. The decrease in net deficit is due primarily to decreases in instruction and food service expenses.

Financial Analysis of the Government's Funds

As noted previously, the School uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements.

Governmental funds. The focus of the School's *governmental funds* is to provide information on near-term inflows, outflows, and balances of *spendable* resources. Such information is useful in assessing the School's financing requirements. In particular, *unassigned fund balance* may serve as a useful measure of a School's net resources available for spending at the end of the fiscal year.

The general fund is the main operating fund of the School. At the end of the current fiscal year, unassigned fund balance of the general fund was \$7,609, nonspendable reserved for deposits receivable fund balance was \$8,105, and nonspendable reserved for prepaid expenses was \$11,815.

General Fund Budgetary Highlights

The School decreased appropriations for the general fund from the original to final budget by approximately \$198,000. The decrease is primarily due to an expected decrease in student enrollment from the preliminary projections.

The School's approved appropriations exceeded actual expenditures by approximately \$48,000. This was primarily due to salary and benefits expenses being less than anticipated.

Capital Asset and Debt Administration

Capital Assets. The School's investment in capital assets for its governmental activities as of June 30, 2011, amounts to \$24,638. This investment in capital assets includes leasehold improvements, furniture, fixtures and equipment, and information technology equipment. Additional information on the School's capital assets can be found in Note C.

Debt Administration. The School's long-term liabilities at June 30, 2011 totaled \$1,045,748, a decrease of \$68,778 from 2010. Additional information on the School's long-term obligations can be found in Note D.

Request for Information

This financial report is designed to provide a general overview of Imagine Charter School at North Lauderdale's finances for all those with an interest in the School's finances. Questions concerning any of the information provided in this report or requests for additional financial information should be addressed to the Principal's office at 1395 South State Road 7, North Lauderdale, FL 33068.

Imagine Charter School at North Lauderdale
(A Division of Learning Excellence Foundation of East Broward County, Inc.)

STATEMENT OF NET ASSETS (DEFICIT)

June 30, 2011

| | Governmental Activities |
|---|----------------------------|
| ASSETS | |
| CURRENT ASSETS | |
| Cash | \$ 367,179 |
| Due from North Lauderdale Middle | 11,775 |
| Due from operating company | 107,289 |
| Due from other schools | 2,520 |
| Due from other agencies | 70,085 |
| Prepaid expenses | 11,815 |
| Deposits receivable | 8,105 |
| Total current assets | 578,768 |
| CAPITAL ASSETS | |
| Capital assets, net of accumulated depreciation | |
| Leasehold improvements | 7,008 |
| Furniture, fixtures and equipment | 3,122 |
| Information technology equipment | 14,508 |
| Total capital assets | 24,638 |
| Total assets | 603,406 |
| LIABILITIES AND NET ASSETS (DEFICIT) | |
| LIABILITIES | |
| Accounts payable | 6,037 |
| Accrued payroll and related expenses | 231,840 |
| Due to charterholder | 54,425 |
| Noncurrent liabilities | |
| Due within one year | 329,944 |
| Due in more than one year | 715,804 |
| Total liabilities | 1,338,050 |
| NET ASSETS (DEFICIT) | |
| Investment in capital assets | 24,638 |
| Unrestricted deficit | (759,282) |
| Total net deficit | \$ (734,644) |

The accompanying notes are an integral part of this financial statement.

**Imagine Charter School at North Lauderdale
(A Division of Learning Excellence Foundation of East Broward County, Inc.)**

STATEMENT OF ACTIVITIES

For the year ended June 30, 2011

| Functions/Programs | Expenses | Program Revenues | | | Net (Expense) Revenue and Changes in Net Assets |
|--------------------------------------|---------------------|-------------------------|--|--|--|
| | | Charges for Services | Operating Grants and Contributions | Capital Grants and Contributions | |
| Governmental activities: | | | | | |
| Instruction | \$ 1,211,352 | \$ - | \$ 313,489 | \$ - | \$ (897,863) |
| Health services | 87 | - | - | - | (87) |
| Media services | 35,141 | - | - | - | (35,141) |
| Curriculum development | 5,231 | - | - | - | (5,231) |
| Board of directors | 15,000 | - | - | - | (15,000) |
| School administration | 576,270 | - | - | - | (576,270) |
| Food services | 221,530 | 5,259 | 205,813 | - | (10,458) |
| Central services | 1,940 | - | - | - | (1,940) |
| Transportation | 56,700 | - | - | - | (56,700) |
| Operation of plant | 619,097 | - | 145,008 | - | (474,089) |
| Maintenance of plant | 39,396 | - | - | - | (39,396) |
| Community service | 35,506 | 51,659 | - | - | 16,153 |
| Interest on long-term debt | 78,548 | - | - | - | (78,548) |
| Total governmental activities | \$ 2,895,798 | \$ 56,918 | \$ 664,310 | \$ - | (2,174,570) |
| General revenues: | | | | | |
| | | | | | 2,376,148 |
| | | | | | 41,367 |
| | | | | | <u>2,417,515</u> |
| | | | | | 242,945 |
| | | | | | (977,589) |
| | | | | | <u>\$ (734,644)</u> |

The accompanying notes are an integral part of this financial statement.

Imagine Charter School at North Lauderdale
(A Division of Learning Excellence Foundation of East Broward County, Inc.)

BALANCE SHEET - GOVERNMENTAL FUNDS

June 30, 2011

| | General Fund | Capital Outlay Fund | Other Governmental Funds | Total Governmental Funds |
|--|-------------------|------------------------|--------------------------------|--------------------------------|
| ASSETS | | | | |
| Cash | \$ 367,179 | \$ - | \$ - | \$ 367,179 |
| Due from North Lauderdale Middle | 15,121 | - | - | 15,121 |
| Due from operating company | 107,289 | - | - | 107,289 |
| Due from other schools | 2,520 | - | - | 2,520 |
| Due from other agencies | 1,218 | - | 68,867 | 70,085 |
| Due from other funds | 68,867 | - | 3,346 | 72,213 |
| Prepaid expenses | 11,815 | - | - | 11,815 |
| Deposits receivable | 8,105 | - | - | 8,105 |
| Total assets | <u>\$ 582,114</u> | <u>\$ -</u> | <u>\$ 72,213</u> | <u>\$ 654,327</u> |
| LIABILITIES AND FUND BALANCES | | | | |
| LIABILITIES | | | | |
| Accounts payable | \$ 6,037 | \$ - | \$ - | \$ 6,037 |
| Accrued payroll and related expenses | 231,840 | - | - | 231,840 |
| Due to other funds | 3,346 | - | 68,867 | 72,213 |
| Due to North Lauderdale Middle | - | - | 3,346 | 3,346 |
| Due to charterholder | 54,425 | - | - | 54,425 |
| Long-term liabilities matured | 256,010 | - | - | 256,010 |
| Total liabilities | <u>551,658</u> | <u>-</u> | <u>72,213</u> | <u>623,871</u> |
| FUND BALANCES | | | | |
| Nonspendable | | | | |
| Prepaid expenses | 11,815 | - | - | 11,815 |
| Deposits receivable | 8,105 | - | - | 8,105 |
| Unassigned | 10,536 | - | - | 10,536 |
| Total fund balances | <u>30,456</u> | <u>-</u> | <u>-</u> | <u>30,456</u> |
| Total liabilities and fund balances | <u>\$ 582,114</u> | <u>\$ -</u> | <u>\$ 72,213</u> | <u>\$ 654,327</u> |

The accompanying notes are an integral part of this financial statement.

**Imagine Charter School at North Lauderdale
(A Division of Learning Excellence Foundation of East Broward County, Inc.)**

**RECONCILIATION OF THE BALANCE SHEET OF GOVERNMENTAL FUNDS
TO THE STATEMENT OF NET ASSETS (DEFICIT)**

June 30, 2011

| | | |
|--|----|--------|
| Fund balances - total governmental funds | \$ | 30,456 |
|--|----|--------|

The net assets reported for governmental activities in the statement of net assets (deficit) is different because:

Capital assets used in governmental activities are not financial resources and therefore are not reported in the governmental funds. Those assets consist of:

| | | | |
|--|----|---------------|--------|
| Leasehold improvements, net | \$ | 7,008 | |
| Furniture, fixtures and equipment, net | | 3,122 | |
| Information technology equipment, net | | <u>14,508</u> | |
| Total capital assets | | | 24,638 |

Long-term liabilities are not due and payable in the current period and therefore are not reported in the funds.

| | | |
|--|----|-------------------------|
| | | <u>(789,738)</u> |
| Total net deficit of governmental activities | \$ | <u><u>(734,644)</u></u> |

The accompanying notes are an integral part of this financial statement.

Imagine Charter School at North Lauderdale
(A Division of Learning Excellence Foundation of East Broward County, Inc.)

**STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCES -
GOVERNMENTAL FUNDS**

For the year ended June 30, 2011

| | General Fund | Capital Outlay Fund | Other Governmental Funds | Total Governmental Funds |
|--|------------------|------------------------|--------------------------------|--------------------------------|
| Revenues | | | | |
| Federal passed through state | \$ - | \$ - | \$ 205,813 | \$ 205,813 |
| Federal passed through local school district | 4,421 | - | 303,939 | 308,360 |
| State passed through local school district | 2,381,277 | 145,008 | - | 2,526,285 |
| Other revenues | 93,026 | - | 5,259 | 98,285 |
| Total revenues | <u>2,478,724</u> | <u>145,008</u> | <u>515,011</u> | <u>3,138,743</u> |
| Expenditures | | | | |
| Current: | | | | |
| Instruction | 907,413 | - | 303,939 | 1,211,352 |
| Health services | 87 | - | - | 87 |
| Media services | 33,585 | - | - | 33,585 |
| Curriculum development | 5,231 | - | - | 5,231 |
| Board of directors | 15,000 | - | - | 15,000 |
| School administration | 576,270 | - | - | 576,270 |
| Food services | - | - | 221,530 | 221,530 |
| Central services | 1,940 | - | - | 1,940 |
| Transportation | 56,700 | - | - | 56,700 |
| Operation of plant | 471,452 | 145,008 | - | 616,460 |
| Maintenance of plant | 39,396 | - | - | 39,396 |
| Community service | 35,506 | - | - | 35,506 |
| Fixed capital outlay | 13,488 | - | - | 13,488 |
| Debt Service: | | | | |
| Principal | 225,246 | - | - | 225,246 |
| Interest | 78,548 | - | - | 78,548 |
| Total expenditures | <u>2,459,862</u> | <u>145,008</u> | <u>525,469</u> | <u>3,130,339</u> |
| Excess (deficiency) revenues over (under) expenditures | <u>18,862</u> | <u>-</u> | <u>(10,458)</u> | <u>8,404</u> |
| Other financing sources (uses): | | | | |
| Transfers in | - | - | 10,458 | 10,458 |
| Transfers out | (10,458) | - | - | (10,458) |
| Total other financing sources (uses) | <u>(10,458)</u> | <u>-</u> | <u>10,458</u> | <u>-</u> |
| Net change in fund balances | 8,404 | - | - | 8,404 |
| Fund balances at July 1, 2010 | 22,052 | - | - | 22,052 |
| Fund balances at June 30, 2011 | <u>\$ 30,456</u> | <u>\$ -</u> | <u>\$ -</u> | <u>\$ 30,456</u> |

The accompanying notes are an integral part of this financial statement.

**Imagine Charter School at North Lauderdale
(A Division of Learning Excellence Foundation of East Broward County, Inc.)**

**RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES
AND CHANGES IN FUND BALANCES - GOVERNMENTAL FUNDS TO THE
STATEMENT OF ACTIVITIES**

For the year ended June 30, 2011

| | | |
|--|----|-------|
| Net change in fund balances - total government funds | \$ | 8,404 |
|--|----|-------|

The change in net deficit reported for governmental activities in the statement of activities is different because:

Governmental funds report capital outlay as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated useful lives and reported as depreciation expense.

| | | | |
|----------------------------|----|----------------|-------|
| Total fixed capital outlay | \$ | 13,488 | |
| Less: depreciation | | <u>(4,193)</u> | |
| | | | 9,295 |

The issuance of long-term debt provides current financial resources to governmental funds, while the repayment of the principal of long-term debt consumes current financial resources of governmental funds. Neither transaction, however, has any effect on net assets (deficit).

| | | |
|--|----|-----------------------|
| Matured principal on long-term debt | | <u>225,246</u> |
| Change in net deficit of governmental activities | \$ | <u><u>242,945</u></u> |

The accompanying notes are an integral part of this financial statement.

**Imagine Charter School at North Lauderdale
(A Division of Learning Excellence Foundation of East Broward County, Inc.)**

NOTES TO FINANCIAL STATEMENTS

June 30, 2011

NOTE A - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

1. Reporting entity

Imagine Charter School at North Lauderdale (the "School") is a division of the Learning Excellence Foundation of East Broward County, Inc. (the "Charterholder"), a not-for-profit corporation organized pursuant to Chapter 617, Florida Statutes, the Florida Not-For-Profit Corporation Act, and Section 1002.33, Florida Statutes. The governing body of the School is the Board of Directors (the "Board"), which is composed of four members. The financial information presented is that of the School only and is not intended to be a complete presentation of the Charterholder. The School's entire workforce is provided by the operating company, therefore, all benefits are provided by the operating company.

The general operating authority the School is contained in Section 1002.33, Florida Statutes. The School operates under a charter of the sponsoring school district, which is the School Board of Broward County, Florida (the "District"). During the year, the current charter was extended until June 30, 2012 by the District. The charter may be renewed by mutual agreement between the School and the District. At the end of the term of the charter, the District may choose not to renew the charter under grounds specified in the charter in which case the District is required to notify the School in writing at least 90 days prior to the charter's expiration. During the term of the charter, the District may also terminate the charter if good cause is shown. The School is considered a component unit of the School Board of Broward County, Florida.

2. Government-wide and fund financial statements

The government-wide financial statements consist of a statement of net assets (deficit) and a statement of activities. These statements report information on all of the non fiduciary activities of the School. As part of the consolidation process, all interfund activities are eliminated from these statements. Both statements report only governmental activities as the School does not engage in any business type activities.

Net assets, the difference between assets and liabilities, as presented in the statement of net assets (deficit), are subdivided into three categories: amounts invested in capital assets, restricted net assets, and unrestricted net assets. Net assets are reported as restricted when constraints are imposed on the use of the amounts either externally by creditors, grantors, contributors, laws or regulations of other governments, or enabling legislation.

The statement of activities presents a comparison between the direct and indirect expenses of a given function and its program revenues, and displays the extent to which each function contributes to the change in net deficit for the fiscal year. Direct expenses are those that are clearly identifiable to a specific function.

Indirect expenses are costs the School has allocated to various functions.

**Imagine Charter School at North Lauderdale
(A Division of Learning Excellence Foundation of East Broward County, Inc.)**

NOTES TO FINANCIAL STATEMENTS

June 30, 2011

NOTE A - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

2. Government-wide and fund financial statements (continued)

Program revenues consist of charges for services, operating grants and contributions, and capital grants and contributions.

Charges for services refer to amounts received from those who purchase, use, or directly benefit from goods, services, or privileges provided by a given function or segment. Grants and contributions consist of revenues that are restricted to meeting the operational or capital requirements of a particular function. Revenues not classified as program revenues are reported as general revenues.

Separate fund financial statements report detailed information about the School's governmental funds. The focus of the governmental fund financial statements is on major funds. Therefore, major funds are reported in separate columns on the fund financial statements. The School reports the general fund and the capital outlay fund as its major funds. A reconciliation is provided that converts the results of governmental fund accounting to the government-wide presentation.

3. Measurement focus, basis of accounting, and financial statement presentation

The government-wide financial statements are reported using the economic resources measurement focus and the accrual basis of accounting. Revenues are recognized in the period earned and expenses are recognized when a liability is incurred.

All governmental fund financial statements are reported using a current financial resources measurement focus on a modified accrual basis of accounting. Under the modified accrual basis of accounting, revenues, except for certain grant revenues, are recognized in the accounting period in which they become both measurable and available to finance expenditures of the current period. Available means collectible within the current period or soon enough thereafter to be used to pay liabilities of the current period. For this purpose, the School considers revenues to be available if they are collected within sixty days of the end of the current fiscal period. When grant terms provide that the expenditure of resources is the prime factor for determining eligibility for federal, state, and other grant resources, revenue is recognized at the time the expenditure is made.

Under the modified accrual basis of accounting, expenditures are generally recorded when the related fund liability is incurred. However, principal and interest on general long-term debt is recorded as expenditures only when payment is due.

The School's financial statements have been prepared in accordance with accounting principles generally accepted in the United States of America as prescribed by the Governmental Accounting Standards Board. Accordingly, the financial statements are organized on the basis of funds. A fund is an accounting entity having a self-balancing set of accounts for recording assets, liabilities, fund equity, revenues, expenditures, and other financing sources and uses.

**Imagine Charter School at North Lauderdale
(A Division of Learning Excellence Foundation of East Broward County, Inc.)**

NOTES TO FINANCIAL STATEMENTS

June 30, 2011

NOTE A - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

3. Measurement focus, basis of accounting, and financial statement presentation (continued)

Resources are allocated to and accounted for in individual funds based on the purpose for which they are to be spent and the means by which spending activities are controlled. The School reports the following major governmental funds:

General Fund - is the general operating fund of the School and it is used to account for all financial resources not required to be accounted for in another fund.

Capital Outlay Fund - in accordance with guidelines established by Broward County District School Board, FL, this fund accounts for all resources for the leasing or acquisition of capital facilities by the School to the extent funded by capital outlay funds.

4. Cash

Cash is made up of cash on hand at the School and a checking account held at a financial institution. The School has no cash equivalents.

5. Receivables

Receivables typically include amounts due from other schools, operating company and other agencies. The School's management determined that 100% of receivables are fully collectible. Therefore, no allowance for doubtful accounts has been provided.

6. Interfund receivables and payables

Activity between the funds that are representative of lending/borrowing arrangements outstanding at the end of the fiscal year are referred to as due to/from other funds.

At June 30, 2011, the general fund has a receivable for \$68,867 due from the other governmental funds for expenditures paid by the general fund on its behalf. In addition, one of the other governmental funds has a receivable in the amount of \$3,346 from the general fund. In addition, the other governmental fund has a transfer in from the general fund to cover the loss in the food service account in the amount of \$10,458.

**Imagine Charter School at North Lauderdale
(A Division of Learning Excellence Foundation of East Broward County, Inc.)**

NOTES TO FINANCIAL STATEMENTS

June 30, 2011

NOTE A - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

7. Prepaid expense

Payments made to vendors for services that will benefit periods beyond June 30, 2011, are recorded as prepaid expenses in both government-wide and fund financial statement.

8. Capital assets

Capital assets are reported in the governmental columns on the government-wide financial statements. Capital assets are defined by the School as assets with an initial individual cost of more than \$750 and an estimated useful life of more than two years. Such assets are recorded at historical cost. Donated capital assets are recorded at their estimated fair market values at the date of donation. The cost of normal maintenance and repairs that do not add to the value of the asset or materially extend asset lives are not capitalized.

Capital assets of the School are depreciated using the straight-line method over the following estimated useful lives:

| <u>Asset Class</u> | <u>Estimated Useful Lives</u> |
|-----------------------------------|-------------------------------|
| Leasehold improvements | 15 |
| Furniture, fixtures and equipment | 5 - 7 |
| Audio visual equipment | 7 |
| Computer software | 3 |
| Information technology equipment | 5 |

9. Long-term obligations

In the government-wide financial statements, long-term debt and other long-term obligations are reported as liabilities in the statement of net assets. In the fund financial statements, governmental funds report the face amount of debt issued as other financing sources and the repayment of debt as debt service expenditures.

**Imagine Charter School at North Lauderdale
(A Division of Learning Excellence Foundation of East Broward County, Inc.)**

NOTES TO FINANCIAL STATEMENTS

June 30, 2011

NOTE A - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

10. Revenue sources

Revenues for current operations are received primarily from the State of Florida passed through the District pursuant to the funding provisions included in the School's charter. In accordance with the funding provisions of the charter and Section 1002.33(17), Florida Statutes, the School reports the number of full-time equivalent (FTE) students and related data to the District.

Under the provisions of Section 1011.62, Florida Statutes, the District reports the number of FTE students and related data to the Florida Department of Education (FDOE) for funding through the Florida Education Finance Program. Funding for the School is adjusted during the year to reflect the revised calculations by the FDOE under the Florida Education Finance Program and the actual weighted FTE students reported by the School during the designated FTE student survey periods.

The School receives federal awards for the enhancement of various educational programs. This assistance is generally based on applications submitted to and approved by various granting agencies. These federal awards may have requirements whereby the issuance of grant funds is withheld until qualifying eligible expenditures are incurred. Revenues for these awards are recognized only to the extent that eligible expenditures have been incurred.

Additionally, other revenues may be derived from various fundraising activities and certain other programs.

11. Use of estimates

The process of preparing financial statements in conformity with accounting principles generally accepted in the United States of America requires the use of estimates and assumptions regarding certain types of assets, liabilities, revenues and expenses. Such estimates primarily relate to unsettled transactions and events as of the date of the financial statements. Accordingly, upon settlement, actual results may differ from estimated amounts.

12. Income taxes

The School is a charter school under the Learning Excellence Foundation of East Broward County, Inc., which qualifies as a tax-exempt organization, and is, therefore, exempt from income tax. Accordingly, no tax provision has been made in the accompanying financial statements.

**Imagine Charter School at North Lauderdale
(A Division of Learning Excellence Foundation of East Broward County, Inc.)**

NOTES TO FINANCIAL STATEMENTS

June 30, 2011

NOTE A - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

13. Fund balance classification

For the year ending June 30, 2011, the School implemented Government Auditing Standard ("GASB") No. 54 - *Fund Balance Reporting and Governmental Fund Type Definitions*. The governmental fund financial statements present fund balances based on classifications that comprise a hierarchy that is based primarily on the extent to which the School is bound to honor constraints on the specific purposes for which amounts in the respective governmental funds can be spent. The classifications used in the governmental fund financial statements are as follows:

Nonspendable fund balance - amounts that are not in non-spendable form (such as inventory and prepaid expense) or are required to be maintained intact.

Restricted fund balance - amounts constrained to specific purposes by their providers (such as grantors, bondholders, and higher levels of government), through constitutional provisions, or by enabling legislation.

Committed fund balance - amounts constrained to specific purposes by the School itself, using its highest level of decision-making authority (i.e., Board of Directors). To be reported as committed, amounts cannot be used for any other purpose unless the School takes the same highest level action to remove or change the constraint.

Assigned fund balance - amounts the School intends to use for a specific purpose. Intent can be expressed by the Board of Directors or by an official or body to which the Board of Directors delegates the authority.

Unassigned fund balance - amounts that are available for any purpose. Positive amounts are reported only in the general fund.

The School would typically use restricted fund balances first, followed by committed resources, and then assigned resources, as appropriate opportunities arise, but reserves the right to selectively spend unassigned resources first to defer the use of these other classified funds.

Imagine Charter School at North Lauderdale
(A Division of Learning Excellence Foundation of East Broward County, Inc.)

NOTES TO FINANCIAL STATEMENTS

June 30, 2011

NOTE B - CASH

Custodial Credit Risk - Custodial credit risk is the risk that in the event of bank failure, the School's deposits may not be returned to it. The School does not have a formal policy regarding custodial credit risk. All funds in a "non-interest bearing transaction account" are insured in full by the Federal Deposit Insurance Corporation ("FDIC") from December 31, 2010 through December 31, 2012. This temporary unlimited coverage is in addition to, and separate from the coverage of at least \$250,000 available to depositors under the FDIC's general deposit insurance rules. At June 30, 2011, all of the Schools accounts were in non-interest bearing transaction accounts and thus fully insured.

NOTE C - CAPITAL ASSETS

Changes in capital assets are as follows:

| | Balance at July 1, 2010 | Additions | Deletions | Balance at June 30, 2011 |
|---|----------------------------|------------------|-------------|--------------------------------|
| Capital assets depreciated: | | | | |
| Leasehold improvements | \$ 13,675 | \$ - | \$ - | \$ 13,675 |
| Furniture, fixtures and equipment | 34,794 | 2,451 | - | 37,245 |
| Audio visual equipment | 6,495 | - | - | 6,495 |
| Computer software | 4,946 | - | - | 4,946 |
| Information technology equipment | 5,449 | 11,037 | - | 16,486 |
| Total assets depreciated | <u>65,359</u> | <u>\$ 13,488</u> | <u>\$ -</u> | <u>78,847</u> |
| Less accumulated depreciation: | | | | |
| Leasehold improvements | 5,756 | \$ 911 | \$ - | 6,667 |
| Furniture, fixtures and equipment | 32,397 | 1,726 | - | 34,123 |
| Audio visual equipment | 6,029 | 466 | - | 6,495 |
| Computer software | 4,946 | - | - | 4,946 |
| Information technology equipment | 888 | 1,090 | - | 1,978 |
| Total accumulated depreciation | <u>50,016</u> | <u>\$ 4,193</u> | <u>\$ -</u> | <u>54,209</u> |
| Total governmental activities capital assets, net | <u>\$ 15,343</u> | | | <u>\$ 24,638</u> |

Depreciation expense for the year ended June 30, 2011 was charged to functions of the School as follows:

| | |
|--------------------|-----------------|
| Media services | \$ 1,556 |
| Operation of plant | 2,637 |
| | <u>\$ 4,193</u> |

Imagine Charter School at North Lauderdale
(A Division of Learning Excellence Foundation of East Broward County, Inc.)

NOTES TO FINANCIAL STATEMENTS

June 30, 2011

NOTE D - NOTE PAYABLE

| | Balance at July 1, 2010 | Additions | Reductions | Balance at June 30, 2011 | Due within one year |
|--------------|----------------------------|-----------|------------|-----------------------------|------------------------|
| Note payable | \$ 1,114,526 | \$ - | \$ 68,778 | \$ 1,045,748 | \$ 329,944 |

In July 2006, the School entered into a promissory note with the operating company to payoff past indebtedness in relation to management services and working capital advances as described in Note G-2. The promissory note was negotiated at a lower interest rate of 7.25% effective June 30, 2009. The principal and interest payments will end June 30, 2021 or upon full repayment of the note. Payments related to the note will be considered operating expenses of the School, subject to the provisions of the operating agreement. Current year principal payments on the note were \$68,778. There was an additional payment of \$99,543 that should have been applied to the note due to the surplus of funds for the year ended June 30, 2010, this additional prepayment will be added to the current portion of the note for the year ended June 30, 2011 which is \$73,934. Current year interest expense on the note was \$78,548.

In addition to the promissory note scheduled payments, eighty-seven and one half percent (87.5%) of all funds remaining in the operating account after payment of all other operating expenses, as defined in the operating agreement, shall also be paid on this note. Payments will be first applied to any unpaid interest that is accrued through the date that the payment is made and then to a reduction of principal. At June 30, 2011, the School had a surplus, thus, an additional \$156,467 was due on the promissory note and is recorded as long-term liabilities matured in the balance sheet.

The annual minimum payment requirements to maturity consist of the following for the years ended June 30:

| | Principal | Interest | Total |
|-----------|---------------------|-------------------|---------------------|
| 2012 | \$ 329,944 | \$ 73,392 | \$ 403,336 |
| 2013 | 79,476 | 67,850 | 147,326 |
| 2014 | 85,434 | 61,892 | 147,326 |
| 2015 | 91,838 | 55,488 | 147,326 |
| 2016 | 98,772 | 48,605 | 147,377 |
| 2017-2021 | 360,284 | 120,287 | 480,571 |
| | <u>\$ 1,045,748</u> | <u>\$ 427,514</u> | <u>\$ 1,473,262</u> |

**Imagine Charter School at North Lauderdale
(A Division of Learning Excellence Foundation of East Broward County, Inc.)**

NOTES TO FINANCIAL STATEMENTS

June 30, 2011

NOTE E - CONCENTRATIONS

Revenue sources

As stated in Note A-10, the School receives revenues for current operations primarily from the State of Florida through the District. The following is a schedule of revenue sources and amounts:

| <u>Sources</u> | <u>Amounts</u> |
|---|----------------------------|
| School District of Broward County, Florida: | |
| Base funding | \$ 1,462,695 |
| Additional FEFP | 123,456 |
| Discretionary local effort | 141,653 |
| Critical operating needs | 47,345 |
| Mill compression | 3,079 |
| Discretionary lottery | 1,440 |
| Supplemental academic instruction | 76,027 |
| Reading allocation | 3,688 |
| Final change in CSR allocation | 219 |
| ESE guaranteed allocation | 44,522 |
| Class size reduction | 483,155 |
| Transportation | 34,740 |
| Safe schools | 8,731 |
| Instructional materials | 27,020 |
| Library media | 1,660 |
| Science lab materials and supplies | 454 |
| Administrative fee | (122,924) |
| Charter school capital outlay return of admin fee | 39,188 |
| Subtotal | <u>2,376,148</u> |
| Florida teacher lead | 5,129 |
| Capital outlay | 145,008 |
| Title I grant | 163,554 |
| Title IIA grant | 57,802 |
| State education jobs fund | 79,365 |
| IDEA | 3,218 |
| Race to the top funding | 4,421 |
| Total through School District of Broward County, Florida | <u>2,834,645</u> |
| Other revenue: | |
| National school lunch program | 205,813 |
| Food service | 5,259 |
| Before / after school care fees | 29,439 |
| Special education fees | 22,220 |
| Other | 41,367 |
| Total revenues | <u><u>\$ 3,138,743</u></u> |

**Imagine Charter School at North Lauderdale
(A Division of Learning Excellence Foundation of East Broward County, Inc.)**

NOTES TO FINANCIAL STATEMENTS

June 30, 2011

NOTE F - COMMITMENTS AND CONTINGENCIES

1. Operating agreement

An amended and restated operating agreement was made and entered into on September 27, 2006 with an operating company. The agreement calls for an administrative allocation equal to 12% of revenue. Current year management fees charged to operations totaled \$302,539.

In the event there are not sufficient funds to pay operating expenses, the operating company will provide operating advances to cover such shortfalls. Per the operating agreement, any advances and repayment agreements will be approved by the Board before any transactions take place. The operating company shall be reimbursed for such advances on the first date of each month in which funds reside in the School's operating account for which not otherwise reserved by the operating budget. At the end of each fiscal year, any advances that cannot be reimbursed by current year revenue shall be considered a contribution from the operating company. For the year ended June 30, 2011, there was no working advance contributed to the School.

2. Facilities

The School committed to pay a facility allocation fee to the operating company on September 27, 2006 for the building where the school is located pursuant to the terms of the lease or any mortgage agreement which payments relate to the School's use, tenancy or ownership. Terms of the agreement require an annual fee of \$467,975 increased annually by four percent (4%). The School shares a facility with Imagine Charter School at North Lauderdale Middle (see Note G-4). The current year facility allocation totaled \$547,464, which was proportionately divided among the schools. Facility use fee charged to operations of the School totaled \$383,225. A portion of the facility use fee in the amount of \$145,008 was reimbursed through the capital outlay funds.

The terms of the agreements are until the termination or expiration of the charter agreement (see Note A-1).

The following is a schedule of future minimum lease payments for the following years ending June 30:

| | |
|------|-------------------|
| 2012 | <u>\$ 393,099</u> |
|------|-------------------|

Imagine Charter School at North Lauderdale
(A Division of Learning Excellence Foundation of East Broward County, Inc.)

NOTES TO FINANCIAL STATEMENTS

June 30, 2011

NOTE F - COMMITMENTS AND CONTINGENCIES (continued)

3. Federal grants

The School participates in federal and state grant programs, which are governed by various rules and regulations of the grantor agencies. Costs charged to the respective grant programs are subject to audit and adjustment by the grantor agencies; therefore, to the extent that the School has not complied with the rules and regulations governing grants, refunds of any money received may be required and the collectability of any related receivable at June 30, 2011 may be impaired. In the opinion of the School, there are no significant contingent liabilities relating to compliance with the rules and regulations governing the respective grants; therefore, no provision has been recorded in the accompanying financial statements for such contingencies.

NOTE G - RELATED PARTIES

1. Operating agreement

The School has entered into multiple agreements with an operating company. The operating company is responsible for organizing, developing, managing, staffing and operating the School. During the current year, the operating company charged fees to the School for operating services and the use of the facility and certain equipment as described in Note F-1 and F-2. The due from / (due to) operating company activity consists of the following:

| | Management Fees and Services | Operating Expenses | Advances / Contribution | Total Due From / (Due To) |
|--------------------------|------------------------------------|-----------------------|----------------------------|------------------------------|
| Balance at July 1, 2010 | \$ (242,282) | \$ (34,599) | \$ 384,116 | \$ 107,235 |
| Reclass of receivable | 242,282 | 34,599 | (276,881) | - |
| Invoiced | (302,539) | (643,474) | - | (946,013) |
| Payments | 302,539 | 643,528 | - | 946,067 |
| Balance at June 30, 2011 | <u>\$ -</u> | <u>\$ 54</u> | <u>\$ 107,235</u> | <u>\$ 107,289</u> |

2. Note payable

As described in Note D, the School has entered into a note payable agreement with the operating company in order to pay operating expenses and working capital advances accumulated prior to July 1, 2006.

**Imagine Charter School at North Lauderdale
(A Division of Learning Excellence Foundation of East Broward County, Inc.)**

NOTES TO FINANCIAL STATEMENTS

June 30, 2011

NOTE G - RELATED PARTIES (continued)

3. Due from other schools

The School shares employees with other schools operated by the same management company. A portion of their salaries are allocated to each School on a cost reimbursement basis. During the year, \$26,432 was paid to Imagine Schools at Broward for the shared expense. In addition, Imagine Charter School at Broward, Imagine Charter School at Weston and Imagine Schools - Chancellor Campus each reimbursed the School \$9,941 back for these shared costs.

The due from other schools activity consists of the following at June 30, 2011:

| | | |
|-------------------------------------|----|--------------|
| Imagine Schools - Chancellor Campus | \$ | 840 |
| Imagine Charter School at Weston | | 840 |
| Imagine Charter School at Broward | | 840 |
| | | <hr/> |
| | \$ | <u>2,520</u> |

4. Due from Imagine Charter School at North Lauderdale Middle

Imagine Charter School at North Lauderdale and Imagine Charter School at North Lauderdale Middle share a campus. As a result, there are also shared expenses including, but not limited to: facility use fee, administrative salaries and benefits, telephone, water and sewer, and waste expenses. The expenses are allocated to the schools on a 70/30 basis, which is determined by a percentage based on the number of students enrolled at each school. The School covers 70 percent of shared expenses, while the middle school covers the remaining 30 percent and each school separately pays their share of the expenses.

Total amounts paid by the school on behalf of Imagine Charter School at North Lauderdale Middle and later invoiced for the year ended June 30, 2011 totaled \$294,768. As a result of these shared expenses, there is a receivable on the books which is shown as an amount due from Imagine Charter School at North Lauderdale Middle totaling \$11,775.

5. Due to charterholder

In accordance with the operating agreement with the operating company (see Note G-1), the School is required to pay the expenses incurred by the Board. The School paid \$15,000 to the Board for the year ended June 30, 2011, with \$54,425 included as due to the charterholder.

**Imagine Charter School at North Lauderdale
(A Division of Learning Excellence Foundation of East Broward County, Inc.)**

NOTES TO FINANCIAL STATEMENTS

June 30, 2011

NOTE H - RISK MANAGEMENT

The School is exposed to various risks of loss related to torts; theft of, damage to, and destruction of assets; errors and omissions; and natural disasters for which the School carries commercial liability insurance. Under the property insurance plan, the School has zero liability per occurrence. There have been no significant reductions in insurance coverage during fiscal year 2011. Settled claims resulting from the risks described above have not exceeded the insurance coverage for the previous three years.

NOTE I - SCHOOL GRADE

Under section 1008.34 of the Florida Statutes, each school in the state of Florida is assessed a letter grade related to the established state education performance standards. Each grade determines the progress the School is making in relation to the required performance standards. The letter grade categories are defined as follows: (1) "A" schools are making excellent progress; (2) "B" schools are making above average progress; (3) "C" schools are making satisfactory progress; (4) "D" schools are making less than satisfactory progress; and (5) "F" schools are failing to make adequate progress.

The School received an "F" grade for the fiscal years ending 2011 and 2010. The effects of these grades cannot be determined at this time and the financial statements do not include any adjustments that might affect the future of the School.

NOTE J - SUBSEQUENT EVENTS

The School has evaluated subsequent events through September 24, 2011, the date at which the financial statements were issued.

REQUIRED SUPPLEMENTAL INFORMATION

Imagine Charter School at North Lauderdale
(A Division of Learning Excellence Foundation of East Broward County, Inc.)

**SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES
 IN FUND BALANCES - BUDGET AND ACTUAL - GENERAL FUND**

For the year ended June 30, 2011

| | <u>Budgeted Amounts</u> | | | Variance with Final Budget |
|--|-------------------------|-------------------|------------------|-------------------------------|
| | <u>Original</u> | <u>Final</u> | <u>Actual</u> | |
| Revenue | | | | |
| Base FTE funding | \$ 2,312,932 | \$ 2,376,148 | \$ 2,376,148 | \$ - |
| Other state revenue | - | 9,986 | 9,550 | (436) |
| Supplemental fee revenue | - | 92,590 | 93,026 | 436 |
| Total revenue | <u>2,312,932</u> | <u>2,478,724</u> | <u>2,478,724</u> | <u>-</u> |
| Less: Non-profit expense | | | | |
| Administrative | 31,996 | 32,500 | 32,500 | - |
| Interest on note payable | 84,000 | 78,548 | 78,548 | - |
| Total non-profit expenses | <u>115,996</u> | <u>111,048</u> | <u>111,048</u> | <u>-</u> |
| Net school operating revenue | <u>2,196,936</u> | <u>2,367,676</u> | <u>2,367,676</u> | <u>-</u> |
| Expenses | | | | |
| Salaries and benefits | 1,331,682 | 1,125,584 | 1,082,937 | 42,647 |
| School services | 158,240 | 200,483 | 200,960 | (477) |
| Direct educational expense | 77,650 | 60,822 | 60,823 | (1) |
| General and administrative | 61,428 | 76,248 | 70,528 | 5,720 |
| Marketing and enrollment | 600 | (828) | (828) | - |
| Facility operating expense | 163,300 | 154,895 | 154,895 | - |
| School reserve | 60,000 | - | - | - |
| School operating expenditures | <u>1,852,900</u> | <u>1,617,204</u> | <u>1,569,315</u> | <u>47,889</u> |
| Facility use fee | 203,907 | 238,217 | 238,217 | - |
| Indirect costs | 299,070 | 302,539 | 302,539 | - |
| Total expenses | <u>2,355,877</u> | <u>2,157,960</u> | <u>2,110,071</u> | <u>47,889</u> |
| Change in net assets (budgetary basis) | (158,941) | 209,716 | 257,605 | 47,889 |
| Adjustments to conform with GAAP: | | | | |
| Capital outlay expenditures | - | - | (13,488) | (13,488) |
| Transfers out | - | - | (10,458) | (10,458) |
| Principal payment on long-term debt | - | - | (228,182) | (228,182) |
| Net change in fund balances (GAAP basis) | <u>(158,941)</u> | <u>209,716</u> | <u>5,477</u> | <u>(204,239)</u> |
| Fund balances at July 1, 2010 | <u>22,052</u> | <u>22,052</u> | <u>22,052</u> | <u>-</u> |
| Fund balances at June 30, 2011 | <u>\$ (136,889)</u> | <u>\$ 231,768</u> | <u>\$ 27,529</u> | <u>\$ (204,239)</u> |

See accompanying note to required supplemental information.

**Imagine Charter School at North Lauderdale
(A Division of Learning Excellence Foundation of East Broward County, Inc.)**

**SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES
IN FUND BALANCES - BUDGET AND ACTUAL - CAPITAL OUTLAY FUND**

For the year ended June 30, 2011

| | <u>Budgeted Amounts</u> | | | Variance with Final Budget |
|-------------------------------|-------------------------|--------------|---------------|-------------------------------|
| | <u>Original</u> | <u>Final</u> | <u>Actual</u> | |
| Revenue | | | | |
| Charter capital funding | \$ 179,317 | \$ 145,008 | \$ 145,008 | \$ - |
| Expenditures | | | | |
| Facility use fee | 179,317 | 145,008 | 145,008 | - |
| Net change in fund balance | - | - | - | - |
| Fund balance at July 1, 2010 | - | - | - | - |
| Fund balance at June 30, 2011 | <u>\$ -</u> | <u>\$ -</u> | <u>\$ -</u> | <u>\$ -</u> |

See accompanying note to required supplemental information.

**Imagine Charter School at North Lauderdale
(A Division of Learning Excellence Foundation of East Broward County, Inc)**

NOTE TO REQUIRED SUPPLEMENTAL INFORMATION

June 30, 2011

NOTE A - BUDGETARY INFORMATION

Budgetary basis of accounting

The School's annual budgets are adopted for the entire operations at the combined governmental level and may be amended by the Board of Directors. Since the budgetary basis differs from accounting principles generally accepted in the United States of America ("GAAP"), budget and actual amounts in the accompanying required supplemental information are presented on the budgetary basis. A reconciliation to the net change in fund balances presented in conformity with GAAP is set forth in the adjustments to the required supplementary information. During the fiscal year, expenditures were controlled at the fund level.

Although budgets are adopted for the entire operation, budgetary comparisons have been presented for the general fund and each major fund for which a legally adopted budget exists.

**Imagine Schools at North Lauderdale
(a Division of Learning Excellence Foundation of East Broward, Inc.)**

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

June 30, 2011

| <u>Federal Grantor/Pass-Through Grantor/Program or Cluster Title</u> | <u>Federal CFDA Number</u> | <u>Expenditures (1)</u> |
|---|------------------------------------|-------------------------|
| U.S. DEPARTMENT OF EDUCATION/PASS THROUGH DISTRICT SCHOOL BOARD OF BROWARD COUNTY, FLORIDA | | |
| Title I Grants | 84.010 | \$ 163,554 |
| Education Jobs Fund | 84.410 | 79,365 |
| Title IIA Grants | 84.367 | 57,802 |
| Race to the Top | 84.395 | 4,421 |
| IDEA Part B | 84.027 | 3,218 |
| U.S. DEPARTMENT OF AGRICULTURE/PASS THROUGH FLORIDA DEPARTMENT OF EDUCATION | | |
| National School Lunch Program | 10.555 | <u>205,813</u> |
| | | <u>\$ 514,173</u> |

Note 1. BASIS OF PRESENTATION

The accompanying Schedule of Expenditures of Federal Awards includes the federal grant activities of the School during its fiscal year July 1, 2010 to June 30, 2011. The information in this schedule is presented in accordance with the requirements of OMB Circular A-133, "Audits of States, Local Governments, and Non-Profit Organizations." Therefore, some amounts presented in this schedule may differ from amounts presented in or used in the preparation of the basic financial statements.

**Imagine Charter School at North Lauderdale
(A Division of Learning Excellence Foundation of East Broward County, Inc)**

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

June 30, 2011

A. SUMMARY OF AUDITORS' RESULTS

Financial Statements

Type of auditors' report issued: **Unqualified**

Internal control over financial reporting:

Material weakness identified? **No**

Significant deficiency(ies) identified that are not considered to be material weakness(es)? **Yes**

Noncompliance material to financial statements noted? **No**

Federal Awards

Internal control over major programs:

Material weakness identified? **No**

Significant deficiencies identified that are not considered to be material weaknesses? **No**

Type of auditors' report issued on compliance for major programs: **Unqualified for all major programs.**

Any audit findings disclosed that are required to be reported in accordance with section 510(a) of Circular A-133? **No**

The programs tested as major programs are as follows:

U.S. Department of Education - Title I Grants - CFDA Number 84.010

U.S. Department of Agriculture - National School Lunch Program - CFDA Number 10.555

The threshold for distinguishing type A and B programs was **\$300,000**

Did the auditee qualify as a low-risk auditee? **No**

**Imagine Charter School at North Lauderdale
(A Division of Learning Excellence Foundation of East Broward County, Inc)**

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

June 30, 2011

B. FINDINGS - FINANCIAL STATEMENTS

11-1 Food service allocation

Significant Deficiency

Criteria: Imagine Charter School at North Lauderdale shares a campus with Imagine Charter School at North Lauderdale Middle. It is the policy of the School to allocate the food service revenues and expenses between the Schools on a 70/30 split where the Elementary School is allocated 70% and the Middle School is allocated 30%.

Condition: During the course of the audit, it was noted that the food service fund was not properly allocated between the Elementary and Middle Schools on the agreed upon 70/30 allocation

Effect: Without an audit adjustment, the School's revenue would have been overstated by approximately \$88,000 and the expenses would have been understated by approximately \$88,000.

Auditor's recommendation: We recommend that the School extend its current policy to appropriately allocate food service revenues and expenses between the Schools on the agreed upon 70/30 split.

C. FINDINGS AND QUESTIONED COSTS - MAJOR FEDERAL AWARDS PROGRAMS

None in the current year.

D. SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS

08-7 Allocation of Expenses Between Elementary and Middle School

Material Weakness

Criteria: Imagine Charter School at North Lauderdale shares a campus with Imagine Charter School at North Lauderdale Middle. Overhead expenses are shared by both and thus should be allocated evenly among the schools.

Condition: During the course of the audit, it was noted that revenues and expenses were only recorded in the Elementary School.

Effect: Without an audit adjustment, the School's revenues and expenses would have been overstated by \$100,000, whereas the Middle School's revenue and expenses would have been understated by an equal amount.

Auditors' recommendation: We recommend that the School extend its current policy to appropriately allocate revenues and expenses between.

As of June 20, 2011, the above issue has been resolved.



8035 Spyglass Hill Road
Melbourne, FL 32940
Phone: 321-757-2020
Fax: 321-242-4844

www.bermanhopkins.com

255 S. Orange Ave. Suite 745
Orlando, FL 32801
Phone: 407-841-8841
Fax: 407-841-8849

**REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND
ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF
FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH
GOVERNMENT AUDITING STANDARDS**

To the Board of Directors
Learning Excellence Foundation of East Broward County, Inc.
North Lauderdale, Florida

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Imagine Charter School at North Lauderdale (the "School"), a component unit of the School Board of Broward County, Florida and a division of Learning Excellence Foundation of East Broward County, Inc. (the "Charterholder") as of and for the year ended June 30, 2011, which collectively comprise Imagine Charter School at North Lauderdale's basic financial statements and have issued our report thereon dated September 24, 2011. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Internal Control Over Financial Reporting

In planning and performing our audit, we considered the School's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over financial reporting.

Our consideration of internal control over financial reporting was for the limited purpose described in the preceding paragraph and was not designed to identify all deficiencies in internal control over financial reporting that might be significant deficiencies or material weaknesses and therefore, there can be no assurance that all deficiencies, significant deficiencies, or material weaknesses have been identified. However, as described in the accompanying schedule of findings and questioned costs, we identified a certain deficiency in internal control over financial reporting that we consider to be a material weakness and other deficiencies that we consider to be significant deficiencies.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. In connection with our audit, we did not have any such findings that we consider to be material weaknesses.

A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance. We consider the deficiency described in the accompanying schedule of findings and questioned costs as finding 11-1 to be a significant deficiency.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

We noted certain matters that we reported to management of the School's in the accompanying management letter dated September 24, 2011.

The School's response to the findings identified in our audit is described in the accompanying schedule of current year findings, recommendations and other matters. We did not audit the School's responses, and accordingly, we express no opinion on it.

This report is intended solely for the information and use of the School's management, Board of Directors, others within the entity, the School Board of Broward County, Florida, the State of Florida Office of the Auditor General, and other regulatory agencies and is not intended to be and should not be used by anyone other than these specified parties.

September 24, 2011
Melbourne, Florida

Berman Hopkins Wright & LaHam
CPAs and Associates, LLP



8035 Spyglass Hill Road
Melbourne, FL 32940
Phone: 321-757-2020
Fax: 321-242-4844

www.bermanhopkins.com

255 S. Orange Ave. Suite 745
Orlando, FL 32801
Phone: 407-841-8841
Fax: 407-841-8849

**INDEPENDENT AUDITORS' REPORT ON COMPLIANCE WITH
REQUIREMENTS THAT COULD HAVE A DIRECT AND MATERIAL
EFFECT ON EACH MAJOR PROGRAM AND ON INTERNAL CONTROL
OVER COMPLIANCE IN ACCORDANCE WITH OMB CIRCULAR A-133**

To the Board of Directors
Learning Excellence Foundation of East Broward County, Inc.
North Lauderdale, Florida

Compliance

We have audited Imagine Charter School at North Lauderdale (the "School a component unit of the School Board of Broward County, Florida and a division of Learning Excellence Foundation of East Broward County, Inc. (the "Charterholder"), compliance with the types of compliance requirements described in the *OMB Circular A-133 Compliance Supplement* that could have a direct and material effect on each of the School's major federal programs for the year ended June 30, 2011. The Schools major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs. Compliance with the requirements of laws, regulations, contracts, and grants applicable to each of its major federal programs is the responsibility of the School's management. Our responsibility is to express an opinion on the Schools compliance based on our audit.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of the School's compliance with those requirements.

In our opinion, the School, complied, in all material respects, with the requirements referred to above that are applicable to each of its major federal programs for the year ended June 30, 2011.

Internal Control over Compliance

Management of the School is responsible for establishing and maintaining effective internal control over compliance with the requirements of laws, regulations, contracts, and grants applicable to federal programs. In planning and performing our audit, we considered the School's internal control over compliance with the requirements that could have a direct and material effect on a major federal program to determine the auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be deficiencies, significant deficiencies, or material weaknesses. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above.

This report is intended solely for the information and use of the School's management, Board of Directors, others within the entity, federal awarding agencies, and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

September 24, 2011
Melbourne, Florida

*Berman Hopkins Wright & LaHam
CPAs and Associates, LLP*



8035 Spyglass Hill Road
Melbourne, FL 32940
Phone: 321-757-2020
Fax: 321-242-4844

www.bermanhopkins.com

255 S. Orange Ave. Suite 745
Orlando, FL 32801
Phone: 407-841-8841
Fax: 407-841-8849

MANAGEMENT LETTER

To the Board of Directors
Learning Excellence Foundation of East Broward County, Inc.
North Lauderdale, Florida

We have audited the financial statements of Imagine Charter School at North Lauderdale (the "School"), a component unit of the School Board of Broward County, Florida and a division of Learning Excellence Foundation of East Broward County, Inc. (the "Charterholder"), as of and for the fiscal year ended June 30, 2011, and have issued our report thereon dated September 24, 2011.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. We have issued our Independent Auditors' Report on Internal Control over Financial Reporting and on Compliance and Other Matters, Independent Auditors' Report on Compliance with Requirements Applicable to each Major Federal Program and on Internal Control over Compliance, and Schedule of Findings and Questioned Costs. Disclosures in that report, which is dated September 24, 2011, should be considered in conjunction with this management letter.

Additionally, our audit was conducted in accordance with Chapter 10.850, Rules of the Auditor General, which governs the conduct of charter school and similar entity audits performed in the State of Florida. This letter includes the following information, which is not included in the aforementioned auditors' report:

- Section 10.854(1)(e)1., Rules of the Auditor General, requires that we determine whether or not corrective actions have been taken to address findings and recommendations made in the preceding annual financial audit report. Corrective actions have been taken to address findings and recommendations made in the preceding annual financial audit report as noted under the heading Prior Year Management Recommendations - Corrected, all were resolved.
- Section 10.854(1)(e)3., Rules of the Auditor General, requires that we address in the management letter any recommendations to improve financial management. In connection with our audit, we did not have any such recommendations.
- Section 10.854(1)(e)4., Rules of the Auditor General, requires that we address violations of provisions of contracts or grant agreements, or abuse, that have occurred, or likely to have occurred, that have an effect on the financial statements that is less than material but more than inconsequential. In connection with our audit, we identified the recommendation as listed under the heading Current Year Management Recommendations at 11-2.

- Section 10.854(1)(e)5., Rules of the Auditor General, provides that the auditor may, based on professional judgment, report the following matters that have an inconsequential effect on the financial statements considering both quantitative and qualitative factors: (1) violations of provisions of contracts or grant agreements, fraud, illegal acts or abuse, and (2) Deficiencies in internal control that are not significant deficiencies. In connection with our audit, we did not have any such findings.
- Section 10.854(1)(e)6., Rules of the Auditor General, requires the name or official title of the school. The official title of the School is *Imagine Charter School at North Lauderdale*, which is a division of Learning Excellence Foundation of East Broward County, Inc., which is a not-for-profit corporation organized pursuant to Chapter 617, Florida Statutes, the Florida Not-For-Profit Corporation Act, and Section 1002.33, Florida Statutes.
- Section 10.854(1)(e)2., Rules of the Auditor General, requires a statement be included as to whether or not the school has met one or more of the conditions used to determine if a school is in a financial emergency, described in Section 218.503(1), Florida Statutes, and identification of the specific condition(s) met. In connection with our audit, we determined that the School did not meet any of the conditions described in Section 218.503(1), Florida Statutes.
- Pursuant to Sections 10.854(1)(e)7.a. and 10.855(10), Rules of the Auditor General, we applied financial condition assessment procedures. It is management's responsibility to monitor Imagine Charter School at North Lauderdale's financial condition, and our financial condition assessment was based in part on representations made by management and the review of financial information provided by same.

Pursuant to Chapter 119, Florida Statutes, this management letter is a public record and its distribution is not limited. Auditing standards generally accepted in the United States of America require us to indicate that this letter is intended solely for the information and use of the School's management, Board of Directors, others within the entity, the School Board of Broward County, Florida, the State of Florida Office of the Florida Auditor General and other regulatory agencies and is not intended to be and should not be used by anyone other than these specified parties.

September 24, 2011
Melbourne, Florida

Berman Hopkins Wright & LaHam
CPAs and Associates, LLP

Prior Year Management Recommendations - Corrected

10-1 Student Attendance

Criteria: The Florida Department of Education requires that the original attendance record keeping device should not be changed or if records are maintained electronically, that all changes be logged, signed, and dated.

Condition: The School was unable to locate the October 2009 attendance records, to ensure they were properly recording student attendance throughout the year.

Cause: The School's front office administration failed to properly maintain the attendance records.

Effect: Auditors were unable to complete their testing and the School is not in compliance with the Florida Department of Education's requirements

Auditors' recommendation: It is our recommendation that the School perform various inspections of its student attendance record keeping throughout the year to ensure that its policies and procedures are being followed and proper records are being maintained.

As of June 30, 2011, the above issue has been resolved.

10-2 Out of Field Notice

Criteria: The Charter agreement between the School and the School Board of Broward County, Florida requires that teachers employed by the School be certified as required by Chapter 231, Florida Statutes, and as provided by State Board of Education rule 6A.10502 for charter school governing boards.

Condition: During our testing, it was noted that, although the principal was keeping track of teacher's teaching out of field, informational letters were not being sent to parents.

Cause: The School did not send a letter to notify parents of teachers teaching out of field.

Effect: Parents were not aware of when a teacher was teaching out of field.

Auditors' Recommendation: In order for the School to keep parents informed and meet the requirements, letters need to be sent to the parents of all children who have an assigned teacher teaching out of field.

As of June 30, 2011, the above issue has been resolved.

Current Year Management Recommendations

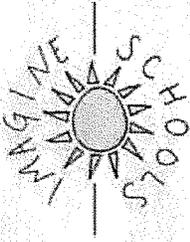
11-2 Employee fingerprinting compliance

Criteria: The School's charter agreement requires the employees of the School comply with the fingerprinting requirements of Section 1012.32, Florida Statutes.

Condition: The School is required under its charter agreement to have approved contracts, certificates, and fingerprints on file. We selected a random sample of four employee records and noted that one was missing a record of fingerprints through the District.

Effect: Not all employees of the School have current fingerprints with the District.

Auditor's recommendation: In order to ensure the School is in compliance with the charter agreement and Florida statutes, we recommend that the School institute procedures to ensure that all employees are have current and valid fingerprints through the School District.



Imagine Charter School at North Lauderdale

**Audit Recommendation Responses
Imagine Charter School @ North Lauderdale**

11-1 Food Service Allocation

Management Response: The school is in the process of establishing a policy and procedure that will properly allocate revenue and expenses between the Elementary and Middle School to represent a 70/30 split for both expenses and revenue.

11-2 Employee Fingerprinting Compliance

Management Response: The school is in the process of establishing a policy and procedure that will keep track of the expiration dates of the finger prints for all staff including all of the governing board members. This procedure will list all the expiration dates and the business manager will keep track of this. This will keep the school in compliance with the Florida Statute.

A handwritten signature in black ink, appearing to read "David Gordon".

David Gordon, Principal
September 27, 2011

A handwritten signature in black ink, appearing to read "Kathleen McGowan".

Kathleen McGowan, Business Manager
September 27, 2011

ENTER YOUR ASSUMPTIONS IN YELLOW HIGHLIGHTED CELLS

Assumptions:

| | |
|---|--------|
| Benefits as a % of Salaries | 32.00% |
| Contingency as a % of Gross Revenues | 2.50% |
| Maintenance Resv as a % of Gross Revenues | 0.50% |

| BENEFITS | % |
|----------------------------------|---|
| Total Average Estimate | 32.00% |
| Soc Security | 6.20% |
| Medicare | 1.45% |
| Other Benefits; Unemployment Ins | 2.50% <i>Or less (FUTA (6.25 OF 1st 7000)& SUI (2.50% of 1st 7000)</i> |
| Other Benefits: 401k Match | 5.00% |
| Remainder for Group Ins | 16.85% <i>Employer paid Life/disability is between \$35-40/month; employer paid health ranges from \$33-\$861/month</i> |

Indirect % 12% *currently 12% for all*
 Loss Mitigation % 0.0% *enter your school's percentage here*

Amount of Start up to Pay back \$ - \$2,500 *times 12 for existing schools. May pay more as funds allow.*

Worker's Comp % 0.75% *of salaries/wages*

Blended and Package Insurance Policies \$ 34,364 *best estimate is what you paid last year, due in July*

Amount of Debt to Repay \$ - *based on amount "Due to Imagine" at end of prior year or what is in your CAP plan, if applicable*

Enrollment Assumptions

| 100% Enrollment | 402 | |
|----------------------------------|-----|--|
| Budgeted Enrollment | 402 | 100% ← change cell C34 to change % of target in budget |
| Basic K-3 | 214 | 214 |
| Basic K-3 with ESE (251) | 11 | 11 |
| Basic K-3 with ESE (252) | - | - |
| Basic K-3 with ESE (253) | - | - |
| Basic K-3 with LEVEL 4 ESE (254) | - | - |
| Basic K-3 with LEVEL 5 ESE (255) | - | - |
| Basic 4-8 | 120 | 120 |
| Basic 4-8 with ESE (251) | 7 | 7 |
| Basic 4-8 with ESE (252) | - | - |
| Basic 4-8 with ESE (253) | - | - |
| Basic 4-8 with LEVEL 4 ESE (254) | - | - |
| Basic 4-8 with LEVEL 5 ESE (255) | - | - |
| ESOL Pre-K-3 | 45 | 45 |
| ESOL 4-8 | 5 | 5 |
| Total (checksum) | 402 | 402 |

←change the yellow **highlighted** cells in column B (B31 and B37-48) to match your 100% target number.
 Enter in column B (B37-48) your assumed distribution between grades/ESE/ESOL.
Make sure the total in cell B49 matches your 100% enrollment target
 (or your actual enrollment on revisions later in the year).
 The All Charter School Calculator will pull your budgeted numbers from column C.

Capital Outlay Constant (State) \$ 315.00 ← feeds to Charter Capital Outlay Funding. Change to zero if you are not receiving this money.

Local Referendum Constant \$ - ← feeds to FTE Generated Funds (counted for Indirect)
 Local Capital Outlay Constant \$ - ← feeds to Misc State Revenue (not counted for Indirect)

VPK State Revenue

| | | |
|-------------------------|------------|--|
| # VPK Kids | 0 | <i>change to zero if you do not do VPK</i> |
| VPK Reimbursement | \$2,524.00 | <i>per Fred from 4/21/09 email</i> |
| Total VPK State Revenue | \$0.00 | |

Transportation FTE

| | |
|---|--------------|
| Percentage of Bus Ridership | 50.0% |
| (Est) # Students Riding Bus During FTE week | 97 |
| Bus Reimbursement Rate | \$ 360.00 |
| Total Transportation FTE | \$ 34,740.00 |

Additional Assumptions (enter text, etc. below or to the right)

| | |
|-------------------------------|--|
| Wages for Substitute Teachers | \$ 22,000 |
| # Substitute Days | 360 |
| Daily Rate | 80 |
| Title 1 Entitlements | 122,891 |
| # Title 1 Students | 402.00 <i>change to zero if you are not a Title I school</i> |
| Title 1 Entitlement per child | - |

6 (Insert district number in cell A1, enter, then strike F9. Your district data then pulls from Calculation Detail Sheets)

Revenue Estimate Worksheet for Imagine @ N Ldale Elementary Charter School

Based on the Third Calculation of the FEFP 2010-11

School District: **0.00**

1. 2010-11 FEFP State and Local Funding

Base Student Allocation \$3,479.22 District Cost Differential: 1.0245

| Program (a) | Number of FTE (b) | Program Cost Factor (c) | Weighted FTE (b) x (c) (d) | 2010-11 Base Funding WFTE x BSA x DCD (e) |
|------------------------------------|----------------------|-------------------------------|----------------------------------|--|
| 101 Basic K-3 | 214.00 | 1.102 | 235.83 | \$ 840,600 |
| 111 Basic K-3 with ESE Services | 11.00 | 1.102 | 12.12 | \$ 43,208 |
| 102 Basic 4-8 | 120.00 | 1.000 | 120.00 | \$ 427,735 |
| 112 Basic 4-8 with ESE Services | 7.00 | 1.000 | 7.00 | \$ 24,951 |
| 103 Basic 9-12 | | 1.031 | 0.00 | \$ - |
| 113 Basic 9-12 with ESE Services | | 1.031 | 0.00 | \$ - |
| 254 ESE Level 4 (Grade Level PK-3) | 0.00 | 3.550 | 0.00 | \$ - |
| 254 ESE Level 4 (Grade Level 4-8) | 0.00 | 3.550 | 0.00 | \$ - |
| 254 ESE Level 4 (Grade Level 9-12) | | 3.550 | 0.00 | \$ - |
| 255 ESE Level 5 (Grade Level PK-3) | 0.00 | 5.022 | 0.00 | \$ - |
| 255 ESE Level 5 (Grade Level 4-8) | 0.00 | 5.022 | 0.00 | \$ - |
| 255 ESE Level 5 (Grade Level 9-12) | | 5.022 | 0.00 | \$ - |
| 130 ESOL (Grade Level PK-3) | 45.00 | 1.161 | 52.25 | \$ 186,225 |
| 130 ESOL (Grade Level 4-8) | 5.00 | 1.161 | 5.81 | \$ 20,692 |
| 130 ESOL (Grade Level 9-12) | | 1.147 | 0.00 | \$ - |
| 300 Career Education (Grades 9-12) | | 1.035 | 0.00 | \$ - |
| Totals | 402.00 | | 433.0000 | \$ 1,543,411 |

2. ESE Guaranteed Allocation:

Additional Funding from the ESE Guaranteed Allocation. Enter the FTE from 111,112, & 113 by grade and matrix level. Students who do not have a matrix level should be considered 251. This total should equal all FTE from programs 111, 112 & 113 above.

| FTE | Grade Level | Matrix Level | Guarantee Per Student |
|------------------------------------|-------------|--------------|---|
| 11.00 | PK-3 | 251 | \$ 1,058 \$ 11,638 |
| 0.00 | PK-3 | 252 | \$ 3,418 \$ - |
| 0.00 | PK-3 | 253 | \$ 6,974 \$ - |
| 7.00 | 4-8 | 251 | \$ 1,187 \$ 8,309 |
| 0.00 | 4-8 | 252 | \$ 3,546 \$ - |
| 0.00 | 4-8 | 253 | \$ 7,102 \$ - |
| | 9-12 | 251 | \$ 845 \$ - |
| | 9-12 | 252 | \$ 3,204 \$ - |
| | 9-12 | 253 | \$ 6,760 \$ 19,200 |
| Total FTE with ESE Services | | | Total from ESE Guarantee \$ 39,147 |

3. Supplemental Academic Instruction:

| | | | | |
|---------------------------------|----|-------------------|-------------|---------------|
| District SAI Allocation | \$ | 50,933,746 | Per Student | |
| divided by district FTE | | | \$ | 199 |
| (with eligible services) | | 256,031.54 | \$ | 79,998 |

4. Reading Allocation:

Charter Schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds.

Total Base Funding, ESE Guarantee, and SAI \$ 1,662,556

5. Class size Reduction Funds:

| | <u>Weighted FTE (From Section 1)</u> | X | <u>DCD</u> | X | <u>Allocation factors*</u> | = | |
|----------------|--|---|------------|---|----------------------------|---|---|
| PK - 3 | 300.1950 | | 1.0245 | | 1354.65 | = | <u>406,659</u> |
| 4-8 | 132.8050 | | 1.0245 | | 924.01 | = | <u>122,713</u> |
| 9-12 | 0.0000 | | 1.0245 | | 926.24 | = | <u>0</u> |
| Total * | 433.0000 | | | | | | Total Class Size Reduction Funds \$ <u>529,372</u> |

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

6A. Divide school's Weighted FTE (WFTE) total computed

in (d) above: 433.0000 by district's WFTE: 277,651.94
 to obtain school's WFTE share. 0.1560%

6B. Divide school's Unweighted FTE (UFTE) total computed

in (b) above: 402.00 by district's UFTE: 256,031.54
 to obtain school's UFTE share. 0.1570%

6C. Divide school's High School Unweighted FTE (UFTE) total computed

in (b) above: 0.00 by district's UFTE: 256,031.54
 to obtain school's UFTE share. 0.0000%

Letters Refer to Notes At Bottom:

| | | | | | | |
|--|-----|--|---|--------------|----------------------------|--------------------------------------|
| 7. Other FEFP (WFTE share) | (a) | <u>7,100,986</u> | x | 0.1570% | <u>\$ 11,149</u> | |
| Applicable to all Charter Schools: | | | | | | |
| Declining Enrollment | | 0 | | | | |
| Sparsity Supplement | | | | | | |
| Minimum Guarantee | | 0 | | | | |
| Program Related Requirements: | | | | | | |
| Safe Schools | | 5,992,012 | | | | |
| Library Media | | 1,108,974 | | | | |
| 8. Discretionary Local Effort (WFTE share) | (d) | <u>97,634,504</u> | x | 0.1560% | <u>\$ 152,310</u> | |
| 9. Discretionary Millage Compression Allocation | | | | | | |
| .748 mills (UFTE share) | (b) | <u>1,042,048</u> | x | 0.1570% | <u>\$ 1,636</u> | |
| .250 mills (UFTE share) | (b) | <u>0</u> | x | 0.1570% | <u>\$ -</u> | |
| 10. State Fiscal Stabilization Fund Entitlement (WFTE share) | (a) | <u>0</u> | x | 0.1560% | <u>\$ -</u> | |
| Charter schools should contact their school district sponsor regarding whether the entitlement is from State Fiscal Stabilization Funds or the General Fund. See footnote h below. | | | | | | |
| 11. Proration to Funds Available (WFTE share) | (a) | <u>0</u> | x | 0.1560% | <u>\$ -</u> | |
| 12. Discretionary Lottery (WFTE share) | (a) | <u>767,028</u> | x | 0.1570% | <u>\$ 1,204</u> | |
| 13. Instructional Materials Allocation (UFTE share) | (b) | <u>18,057,712</u> | x | 0.1570% | <u>\$ 28,351</u> | |
| Science Laboratory Materials (high school only) | (c) | <u>303,120</u> | x | 0.1570% | <u>\$ 476</u> | |
| Dual Enrollment Instructional Materials Allocation (See footnote i below) | | | | | | |
| 14. Student Transportation | (e) | | | | | |
| Enter All Riders | | <u>96.50</u> | x | 360 | <u>\$ 34,740</u> | |
| Enter ESE Student Riders | | | x | 1,368 | <u>\$ -</u> | |
| 15. Florida Teachers Lead Program Stipend | (f) | | | | | |
| 16. Food Service Allocation | (g) | | | | | |
| 17. Performance Pay Plan | | | | | | |
| | | | | Total | <u><u>\$ 2,421,795</u></u> | 6024.364912 per student alloc |
| | | | | | | 6024.364912 |
| | | NEW FTE total | | | <u>\$ 2,421,795</u> | |
| | | Less 5% administration fees under 250 | | | <u>\$ 75,305</u> | |
| | | Net Amount of Revenue | | | <u><u>\$ 2,346,490</u></u> | |

NOTES:

(a) District allocations multiplied by percentage from item 6A.

(b) District allocations multiplied by percentage from item 6B.

(c) District allocations multiplied by percentage from item 6C.

(d) Proceeds of millage levy multiplied by percentage from item 6A.

(e) Consistent with Chapter 1006.21, Florida Statutes and DOE Student Transportation General Instructions. Numbers entered here will be multiplied by the district level transportation funding per rider. "All Riders" should include both basic and ESE Riders. "ESE Student Riders" should include only ESE Riders.

(f) Teacher Lead Program Allocation per 1012.71, Florida Statutes

(g) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.

(h) If the district's decision is to use the State Fiscal Stabilization Funds, then the charter school will have to comply with the district's requirements for assurances and reporting.

(i) As provided in the 2008 General Appropriations Act, school districts are required to pay for instructional materials used for the instruction of public school high school students who are earning credit toward high school graduation under the dual enrollment program as provided in section 1011.62(l)(i), Florida Statutes.

Administrative fees charged by the school district shall be calculated based upon 5 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%.

FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.

Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.

**Please note that class size allocation factors have been adjusted for the Class Size Proration.*

**Imagine Schools
Campus
MASTER PERSONNEL BUDGET**

| Department | # | Position | Name | Current Base | Percentage Salary Increase | Adjusted Base | Academy Leader | Other Stipends | Annual Budget | Sub-totals | 5% | 3% | 1% |
|-----------------------|----|----------|------|--------------|----------------------------|---------------|----------------|----------------|---------------|----------------|---------|---------|--------|
| IDEA | 1 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | 2 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | 3 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | 4 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | 5 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | 6 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | | | | | | | | | | IDEA | 0 | 0 | 0 |
| | | | | | | | | | \$ - | | | | |
| Title 1 | 1 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | 2 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | 3 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | 4 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | 5 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | 6 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | | | | | | | | | | Title 1 | 0 | 0 | 0 |
| | | | | | | | | | \$ - | | | | |
| Instructional - Basic | 1 | KG 1 | | 45,600 | 0.0% | 45,600 | | | 45,600 | | 2280 | 1368 | 456 |
| | 2 | KG2 | | 32,000 | 0.0% | 32,000 | | | 32,000 | | 1600 | 960 | 320 |
| | 3 | KG3 | | 35,000 | 0.0% | 35,000 | | | 35,000 | | 1750 | 1050 | 350 |
| | 4 | KG4 | | 32,000 | 0.0% | 32,000 | | | 32,000 | | 1600 | 960 | 320 |
| | 5 | 1st | | 32,000 | 0.0% | 32,000 | | | 32,000 | | 1600 | 960 | 320 |
| | 6 | 1st | | 32,000 | 0.0% | 32,000 | | | 32,000 | | 1600 | 960 | 320 |
| | 7 | 1st | | 41,410 | 0.0% | 41,410 | | | 41,410 | | 2070.5 | 1242.3 | 414.1 |
| | 8 | 1st | | 36,100 | 0.0% | 36,100 | | | 36,100 | | 1805 | 1083 | 361 |
| | 9 | 2nd | | 32,000 | 0.0% | 32,000 | | | 32,000 | | 1600 | 960 | 320 |
| | 10 | 2nd | | 32,000 | 0.0% | 32,000 | | | 32,000 | | 1600 | 960 | 320 |
| | 11 | 2nd | | 36,625 | 0.0% | 36,625 | | | 36,625 | | 1831.25 | 1098.75 | 366.25 |
| | 12 | 2nd | | 32,000 | 0.0% | 32,000 | | | 32,000 | | 1600 | 960 | 320 |
| | 13 | 3rd | | 33,250 | 0.0% | 33,250 | | | 33,250 | | 1662.5 | 997.5 | 332.5 |
| | 14 | 3rd | | 32,000 | 0.0% | 32,000 | | | 32,000 | | 1600 | 960 | 320 |
| | 15 | 3rd | | 32,000 | 0.0% | 32,000 | | | 32,000 | | 1600 | 960 | 320 |
| | 16 | 4th | | 32,000 | 0.0% | 32,000 | | | 32,000 | | 1600 | 960 | 320 |
| | 17 | 4th | | 32,000 | 0.0% | 32,000 | | | 32,000 | | 1600 | 960 | 320 |
| | 18 | 4th | | 32,000 | 0.0% | 32,000 | | | 32,000 | | 1600 | 960 | 320 |
| | 19 | 5th | | 32,000 | 0.0% | 32,000 | | | 32,000 | | 1600 | 960 | 320 |
| | 20 | 5th | | 32,000 | 0.0% | 32,000 | | | 32,000 | | 1600 | 960 | 320 |
| | 21 | 5th | | 32,000 | 0.0% | 32,000 | | | 32,000 | | 1600 | 960 | 320 |
| | 22 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | 23 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | 24 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | 25 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | 26 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | 27 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | 28 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | 29 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | 30 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | 31 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | 32 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | 33 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | 34 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | 35 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | 36 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | 37 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | 38 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | 39 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | 40 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |

**Imagine Schools
Campus
MASTER PERSONNEL BUDGET**

| Department | # | Position | Name | Current Base | Percentage Salary Increase | Adjusted Base | Academy Leader | Other Stipends | Annual Budget | Sub-totals | 5% | 3% | 1% |
|---------------------------------|----|------------|------|--------------|----------------------------|---------------|----------------|----------------|---------------|---------------------------------|------|-------|-------|
| | 41 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | 42 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | 43 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | 44 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | 45 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | 46 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | 47 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | 48 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | 49 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | | | | | | | | | | Instructional - Basic | 0 | 0 | 0 |
| | | | | | | | | | | | 0 | 0 | 0 |
| | | | | | | | | | | \$ 707,985 | | | |
| Teacher aides | 1 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | 2 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | 3 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | 4 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | 5 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | 6 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | 7 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | 8 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | | | | | | | | | | Teachers aides | 0 | 0 | 0 |
| | | | | | | | | | | \$ - | | | |
| Instructional - SPECIALS | 1 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | 2 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | 3 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | 4 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | 5 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | 6 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | | | | | | | | | | Instructional - SPECIALS | 0 | 0 | 0 |
| | | | | | | | | | | \$ - | | | |
| Instructional - ESOL | 1 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | 2 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | 3 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | 4 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | | | | | | | | | | Instructional - ESOL | 0 | 0 | 0 |
| | | | | | | | | | | \$ - | | | |
| Instructional - ESE | 1 | Specialist | | 24,660 | 0.0% | 24,660 | | | 24,660 | | 1233 | 739.8 | 246.6 |
| | 2 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | 3 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | 4 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | | | | | | | | | | Instructional - ESE | 0 | 0 | 0 |
| | | | | | | | | | | \$ 24,660 | | | |
| Instructional Speech | 1 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | 2 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | 3 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | 4 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | | | | | | | | | | Instructional Speech | 0 | 0 | 0 |
| | | | | | | | | | | \$ - | | | |
| VPK | 1 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | 2 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | 3 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | 4 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | 5 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | 6 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | 7 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |

**Imagine Schools
Campus
MASTER PERSONNEL BUDGET**

| Department | # | Position | Name | Current Base | Percentage Salary Increase | Adjusted Base | Academy Leader | Other Stipends | Annual Budget | Sub-totals | 5% | 3% | 1% |
|--------------------------------------|---|---------------------|------|--------------|----------------------------|---------------|----------------|----------------|---------------|--------------------------------------|----------|----------|---------|
| | | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | | | | | | | | | | VPK | 0 | 0 | 0 |
| | | | | | | | | | | \$ - | | | |
| Guidance Counselor | 1 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | 2 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | 3 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | | | | | | | | | | Guidance Counselor | 0 | 0 | 0 |
| | | | | | | | | | | \$ - | 0 | 0 | 0 |
| Health | 1 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | 2 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | 3 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | | | | | | | | | | Health | 0 | 0 | 0 |
| | | | | | | | | | | \$ - | | | |
| Media Svcs/Librarian | 1 | | | 22,936 | 0.0% | 22,936 | | | 22,936 | | 1146.8 | 688.08 | 229.36 |
| | 2 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | 3 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | | | | | | | | | | Media Svcs/Librarian | 0 | 0 | 0 |
| | | | | | | | | | | \$ 22,936 | | | |
| Inst Spt/ Curricul Dvlpt | 1 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | 2 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | 3 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | 4 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | | | | | | | | | | Inst Spt/ Curricul Dvlpt | 0 | 0 | 0 |
| | | | | | | | | | | \$ - | 0 | 0 | 0 |
| Administration - Office of Principal | 1 | principal | | 56,525 | 0.0% | 56,525 | | | 56,525 | | 2826.25 | 1695.75 | 565.25 |
| | 2 | Gayle | | 8,489 | 0.0% | 8,489 | | | 8,489 | | 424.4625 | 254.6775 | 84.8925 |
| | 3 | receptionist | | 15,400 | 0.0% | 15,400 | | | 15,400 | | 770 | 462 | 154 |
| | 4 | Forthmuller | | 12,600 | 0.0% | 12,600 | | | 12,600 | | 630 | 378 | 126 |
| | 5 | business manager | | 26,600 | 0.0% | 26,600 | | | 26,600 | | 1330 | 798 | 266 |
| | 6 | Perez | | 9,000 | 0.0% | 9,000 | | | 9,000 | | 450 | 270 | 90 |
| | 7 | Discipline | | 22,400 | 0.0% | 22,400 | | | 22,400 | | 1120 | 672 | 224 |
| | 8 | assistant principal | | 29,400 | 0.0% | 29,400 | | | 29,400 | | 1470 | 882 | 294 |
| | | | | | | | | | | Administration - Office of Principal | 0 | 0 | 0 |
| | | | | | | | | | | \$ 180,414 | 0 | 0 | 0 |
| Administration - Fiscal Svc | 1 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | 2 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | 3 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | | | | | | | | | | Administration - Fiscal Svc | 0 | 0 | 0 |
| | | | | | | | | | | \$ - | 0 | 0 | 0 |
| Food Services | 1 | DPC/Cafeteria | | 20,615 | 0.0% | 20,615 | | | 20,615 | | 1030.75 | 618.45 | 206.15 |
| | 2 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | 3 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | 4 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | 5 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | | | | | | | | | | Food Services | 0 | 0 | 0 |
| | | | | | | | | | | \$ 20,615.00 | | | |
| Transportation | 1 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | 2 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | 3 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | 4 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |

**Imagine Schools
Campus
MASTER PERSONNEL BUDGET**

| Department | # | Position | Name | Current Base | Percentage Salary Increase | Adjusted Base | Academy Leader | Other Stipends | Annual Budget | Sub-totals | 5% | 3% | 1% |
|-------------------|---|----------|------|----------------|----------------------------|-------------------|----------------|----------------|----------------|-------------------|-----------------|-----------------|-----------------|
| | 5 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | 6 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | | | | | | | | | | Transportation | 0 | 0 | 0 |
| | | | | | | | | | | \$ - | | | |
| Plant Operations | 1 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | 2 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | 3 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | 4 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | | | | | | | | | | Plant Operations | 0 | 0 | 0 |
| | | | | | | | | | | \$ - | | | |
| Plant Maintenance | 1 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | 2 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | | | | | | | | | | Plant Maintenance | 0 | 0 | 0 |
| | | | | | | | | | | \$ - | | | |
| Care | 1 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | 2 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | 3 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | 4 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | 5 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | 6 | | | | 0.0% | - | | | - | | 0 | 0 | 0 |
| | | | | | | | | | | Care | 0 | 0 | 0 |
| | | | | | | | | | | \$ - | | | |
| TOTALS | | | | 956,610 | \$ - | \$ 956,610 | \$ - | \$ - | 956,610 | | 47830.51 | 28698.31 | 9566.103 |

306,115 Benefits Estimate
1,262,726 Total w/Benefits

| 1 | Imagine Schools | | | | | | | | | | | | | | ENTER DATA HERE |
|----|---------------------------------------|---|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|-----------------------------------|
| 2 | Campus | | | | | | | | | | | | | | DATA comes from another worksheet |
| 3 | Monthly Income Statement | | | | | | | | | | | | | | FORMULA; DO NOT ENTER! |
| 4 | FY 2012 | | | | | | | | | | | | | | FORMULA; DO NOT ENTER! |
| 5 | | | | | | | | | | | | | | | FORMULA; DO NOT ENTER! |
| 6 | | | | | | | | | | | | | | | |
| 7 | | | | | | | | | | | | | | | |
| 8 | | | Jul | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | FY 2012 |
| 9 | REVENUES | | | | | | | | | | | | | | |
| 10 | Fed, State & Local Revenue | | | | | | | | | | | | | | |
| 11 | 401-435-00-0701 | FEFP - FTE Generated Funds | 201,816 | 201,816 | 201,816 | 201,816 | 201,816 | 201,816 | 201,816 | 201,816 | 201,816 | 201,816 | 201,816 | 201,816 | 2,421,795 |
| 15 | 521-730-70-3121 | FEFP - Administration Fee | (6,275) | (6,275) | (6,275) | (6,275) | (6,275) | (6,275) | (6,275) | (6,275) | (6,275) | (6,275) | (6,275) | (6,275) | (75,305) |
| 19 | 401-435-00-0721 | FEFP - FL Teacher Lead Program | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 24 | 401-435-00-0712 | Charter Capital Outlay Funding (not local) | 10,553 | 10,553 | 10,553 | 10,553 | 10,553 | 10,553 | 10,553 | 10,553 | 10,553 | 10,553 | 10,553 | 10,553 | 126,630 |
| 25 | 401-435-00-0741 | Miscellaneous State Revenue (includes local government) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 27 | 402-405-05-0003 | Title I | 10,241 | 10,241 | 10,241 | 10,241 | 10,241 | 10,241 | 10,241 | 10,241 | 10,241 | 10,241 | 10,241 | 10,241 | 122,891 |
| 29 | 401-435-00-0701 | Transportation Revenue | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 30 | | <i>Sub-total Fed, State & Local Revenue</i> | 216,334 | 216,334 | 216,334 | 216,334 | 216,334 | 216,334 | 216,334 | 216,334 | 216,334 | 216,334 | 216,334 | 216,334 | 2,596,011 |
| 31 | | | | | | | | | | | | | | | |
| 32 | | Supplemental Fee Revenue | | | | | | | | | | | | | |
| 33 | 403-450-00-0871 | Local-Rental of Facilities Fees | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 34 | | Gifts, Grants, and Bequests (Contribution from Imagine) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 35 | 403-450-40-0874 | Food Service Sales | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 36 | 403-450-00-0901 | Voluntary Pre-K Rev - State | - | - | - | - | - | - | - | - | - | - | - | - | \$0.00 |
| 37 | 403-450-00-0901 | Voluntary Pre-K & Pre-K Rev - Fees | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 38 | 403-450-00-0911 | Before & After Care Fees | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 39 | 403-450-00-0881 | Before & After Care Registrations | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 40 | 403-450-00-0941 | Local-Summer Program Fees | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 41 | 403-450-00-0979 | Local-School Fund Raising Activities | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 42 | 403-450-00-0921 | Local-Other School, Courses, Classes | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 43 | 403-450-00-0981 | Other Local Revenues | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 44 | | <i>Sub-total Supplemental Fee Revenue</i> | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 45 | | | | | | | | | | | | | | | |
| 52 | | TOTAL REVENUES | 216,334 | 216,334 | 216,334 | 216,334 | 216,334 | 216,334 | 216,334 | 216,334 | 216,334 | 216,334 | 216,334 | 216,334 | 2,596,011 |

| | | | | | | | | | | | | | | | |
|----|---|--|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|-----------------------------------|
| 1 | Imagine Schools | | | | | | | | | | | | | | ENTER DATA HERE |
| 2 | Campus | | | | | | | | | | | | | | DATA comes from another worksheet |
| 3 | Monthly Income Statement | | | | | | | | | | | | | | FORMULA; DO NOT ENTER! |
| 4 | FY 2012 | | | | | | | | | | | | | | FORMULA; DO NOT ENTER! |
| 5 | | | | | | | | | | | | | | | FORMULA; DO NOT ENTER! |
| 6 | | | | | | | | | | | | | | | |
| 7 | | | | | | | | | | | | | | | |
| 8 | | | | | | | | | | | | | | | |
| 53 | | | Jul | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | FY 2012 |
| 54 | EXPENSES | | | | | | | | | | | | | | |
| 55 | Salaries & Benefits | | | | | | | | | | | | | | |
| 56 | IDEA | | | | | | | | | | | | | | |
| 57 | 501-414-14-1003 School Salaries Teacher IDEA | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 58 | 502-414-14-2203 IDEA - Social Security | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 59 | 502-414-14-2213 IDEA - Medicare | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 60 | 502-414-14-2333 IDEA - Group Insurance | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 61 | 502-414-14-2333 IDEA - Other Employee Benefits | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 62 | Title 1 | | | | | | | | | | | | | | |
| 63 | 501-405-05-1443 School Salaries Teacher Title 1 | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 64 | 502-405-05-2203 Title 1 - Social Security | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 65 | 502-405-05-2213 Title 1 - Medicare | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 66 | 502-405-05-2333 Title 1 - Group Insurance | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 67 | 502-405-05-2333 Title 1 - Other Employee Benefits | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 68 | Instructional Basic | | | | | | | | | | | | | | |
| 69 | 501-511-61-1441 School Salaries Teacher K-6 | | - | 27,230 | 54,460 | 54,460 | 54,460 | 54,460 | 81,691 | 54,460 | 54,460 | 54,460 | 54,460 | 163,381 | 707,985 |
| 70 | 501-511-61-1461 School Salaries Aide K-6 | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 71 | 501-511-61-1491 School Salaries Substitute (Temp) | | - | 846 | 1,692 | 1,692 | 1,692 | 1,692 | 2,538 | 1,692 | 1,692 | 1,692 | 1,692 | 5,077 | 22,000 |
| 72 | 502-511-61-2201 K-6 Social Security | | - | 1,741 | 3,481 | 3,481 | 3,481 | 3,481 | 5,222 | 3,481 | 3,481 | 3,481 | 3,481 | 10,444 | 45,259 |
| 73 | 502-511-61-2211 K-6 Medicare | | - | 407 | 814 | 814 | 814 | 814 | 1,221 | 814 | 814 | 814 | 814 | 2,443 | 10,585 |
| 74 | 502-511-61-2331 K-6 Group Insurance | | - | 4,588 | 9,177 | 9,177 | 9,177 | 9,177 | 13,765 | 9,177 | 9,177 | 9,177 | 9,177 | 27,530 | 119,295 |
| 75 | 502-511-61-2331 K-6 Other Employee Benefits | | - | 2,106 | 4,211 | 4,211 | 4,211 | 4,211 | 6,317 | 4,211 | 4,211 | 4,211 | 4,211 | 12,634 | 54,749 |
| 76 | Instructional Specials | | | | | | | | | | | | | | |
| 77 | 501-515-65-1441 School Salaries Teacher Specials | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 78 | 502-515-65-2201 Specials Social Security | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 79 | 502-515-65-2211 Specials Medicare | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 80 | 502-515-65-2331 Specials Group Insurance | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 81 | 502-515-65-2331 Specials Other Employee Benefits | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 82 | Instructional ESOL | | | | | | | | | | | | | | |
| 83 | 501-516-66-1441 School Salaries Teacher ESOL | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 84 | 502-516-66-2201 ESOL Social Security | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 85 | 502-516-66-2211 ESOL Medicare | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 86 | 502-516-66-2331 ESOL Group Insurance | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 87 | 502-516-66-2331 ESOL Other Employee Benefits | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 88 | Instructional ESE | | | | | | | | | | | | | | |
| 89 | 501-520-44-1441 School Salaries Teacher ESE | | - | 948 | 1,897 | 1,897 | 1,897 | 1,897 | 2,845 | 1,897 | 1,897 | 1,897 | 1,897 | 5,691 | 24,660 |
| 90 | 502-520-44-2201 ESE Social Security | | - | 59 | 118 | 118 | 118 | 118 | 176 | 118 | 118 | 118 | 118 | 353 | 1,529 |
| 91 | 502-520-44-2211 ESE Medicare | | - | 14 | 28 | 28 | 28 | 28 | 41 | 28 | 28 | 28 | 28 | 83 | 358 |
| 92 | 502-520-44-2331 ESE Group Insurance | | - | 160 | 320 | 320 | 320 | 320 | 479 | 320 | 320 | 320 | 320 | 959 | 4,155 |
| 93 | 502-520-44-2331 ESE Other Employee Benefits | | - | 71 | 142 | 142 | 142 | 142 | 213 | 142 | 142 | 142 | 142 | 427 | 1,850 |
| 94 | Instructional Speech | | | | | | | | | | | | | | |
| 95 | 501-526-50-1441 School Salaries Teacher Speech | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 96 | 502-526-50-2201 Speech Social Security | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 97 | 502-526-50-2211 Speech Medicare | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 98 | 502-526-50-2331 Speech Group Insurance | | - | - | - | - | - | - | - | - | - | - | - | - | - |

| | | | | | | | | | | | | | | | |
|-----|-----------------|------------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----------------------------------|
| 1 | | Imagine Schools | | | | | | | | | | | | | ENTER DATA HERE |
| 2 | | Campus | | | | | | | | | | | | | DATA comes from another worksheet |
| 3 | | Monthly Income Statement | | | | | | | | | | | | | FORMULA; DO NOT ENTER! |
| 4 | | FY 2012 | | | | | | | | | | | | | FORMULA; DO NOT ENTER! |
| 5 | | | | | | | | | | | | | | | FORMULA; DO NOT ENTER! |
| 6 | | | | | | | | | | | | | | | |
| 7 | | | | | | | | | | | | | | | |
| 8 | | | | | | | | | | | | | | | |
| 99 | 502-526-50-2331 | Speech Other Employee Benefits | Jul | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | FY 2012 |
| 100 | | VPK | | | | | | | | | | | | | |
| 101 | 501-551-90-1441 | School Salaries Teacher Pre K | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 102 | 502-551-90-2201 | Pre K Social Security | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 103 | 502-551-90-2211 | Pre K Medicare | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 104 | 502-551-90-2331 | Pre K Group Insurance | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 105 | 502-551-90-2331 | Pre K Other Employee Benefits | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 106 | | Guidance/Counselor | | | | | | | | | | | | | |
| 107 | 501-612-82-1161 | School Salaries Guidance Certified | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 108 | 502-612-82-2201 | Guidance Social Security | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 109 | 502-612-82-2211 | Guidance Medicare | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 110 | 502-612-82-2331 | Guidance Group Insurance | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 111 | 502-612-82-2331 | Guidance Other Employee Benefits | - | - | - | - | - | - | - | - | - | - | - | - | - |

| 1 | | Imagine Schools | ENTER DATA HERE | | | | | | | | | | | | |
|-----|-----------------|---|-----------------------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|
| 2 | | Campus | DATA comes from another worksheet | | | | | | | | | | | | |
| 3 | | Monthly Income Statement | FORMULA; DO NOT ENTER! | | | | | | | | | | | | |
| 4 | | FY 2012 | FORMULA; DO NOT ENTER! | | | | | | | | | | | | |
| 5 | | | FORMULA; DO NOT ENTER! | | | | | | | | | | | | |
| 6 | | | | | | | | | | | | | | | |
| 7 | | | | | | | | | | | | | | | |
| 8 | | | Jul | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | FY 2012 |
| 112 | | Health | | | | | | | | | | | | | |
| 113 | 501-613-83-1501 | School Salaries Health Support Staff | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 114 | 502-613-83-2201 | Health Social Security | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 115 | 502-613-83-2211 | Health Medicare | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 116 | 502-613-83-2331 | Health Group Insurance | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 117 | 502-613-83-2331 | Health Other Employee Benefits | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 118 | | Media Services/Librarian | | | | | | | | | | | | | |
| 119 | 501-620-76-1281 | School Salaries Media Svc/Librarian Certified | - | 882 | 1,764 | 1,764 | 1,764 | 1,764 | 2,646 | 1,764 | 1,764 | 1,764 | 1,764 | 5,293 | 22,936 |
| 120 | 502-620-76-2201 | Media Svc/Librarian Social Security | - | 55 | 109 | 109 | 109 | 109 | 164 | 109 | 109 | 109 | 109 | 328 | 1,422 |
| 121 | 502-620-76-2211 | Media Svc/Librarian Medicare | - | 13 | 26 | 26 | 26 | 26 | 38 | 26 | 26 | 26 | 26 | 77 | 333 |
| 122 | 502-620-76-2331 | Media Svc/Librarian Group Insurance | - | 149 | 297 | 297 | 297 | 297 | 446 | 297 | 297 | 297 | 297 | 892 | 3,865 |
| 123 | 502-620-76-2331 | Media Svc/Librarian Other Employee Benefits | - | 66 | 132 | 132 | 132 | 132 | 198 | 132 | 132 | 132 | 132 | 397 | 1,720 |
| 124 | | Instructional Support/Curriculum Development | | | | | | | | | | | | | |
| 125 | 501-630-77-1501 | School Salaries Instr/Curric Dvlpmt Certified | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 126 | 502-630-77-2201 | Instr/Curric Dvlpmt Social Security | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 127 | 502-630-77-2211 | Instr/Curric Dvlpmt Medicare | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 128 | 502-630-77-2331 | Instr/Curric Dvlpmt Group Insurance | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 129 | 502-630-77-2331 | Instr/Curric Dvlpmt Other Employee Benefits | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 130 | | Administration - Office of the Principal | | | | | | | | | | | | | |
| 131 | 501-730-70-1331 | School Salaries Principal Office Admin Mgmt | 20,817 | 13,878 | 13,878 | 13,878 | 13,878 | 13,878 | 20,817 | 13,878 | 13,878 | 13,878 | 13,878 | 13,878 | 180,414 |
| 132 | 502-730-70-2201 | Principal Office Social Security | 1,291 | 860 | 860 | 860 | 860 | 860 | 1,291 | 860 | 860 | 860 | 860 | 860 | 11,186 |
| 133 | 502-730-70-2211 | Principal Office Meidcare | 302 | 201 | 201 | 201 | 201 | 201 | 302 | 201 | 201 | 201 | 201 | 201 | 2,616 |
| 134 | 502-730-70-2331 | Principal Office Group Insurance | 3,508 | 2,338 | 2,338 | 2,338 | 2,338 | 2,338 | 3,508 | 2,338 | 2,338 | 2,338 | 2,338 | 2,338 | 30,400 |
| 135 | 502-730-70-2331 | Principal Office Other Employee Benefits | 1,561 | 1,041 | 1,041 | 1,041 | 1,041 | 1,041 | 1,561 | 1,041 | 1,041 | 1,041 | 1,041 | 1,041 | 13,531 |
| 136 | | Administration - Fiscal Services | | | | | | | | | | | | | |
| 137 | 501-750-70-1101 | School Salaries Fiscal Svc Admin Mgmt | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 138 | 502-750-70-2201 | Fiscal Svc Social Security | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 139 | 502-750-70-2211 | Fiscal Svc Medicare | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 140 | 502-750-70-2331 | Fiscal Svc Group Insurance | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 141 | 502-750-70-2331 | Fiscal Svc Other Employee Benefits | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 142 | | Food Services | | | | | | | | | | | | | |
| 143 | 501-760-40-1501 | School Salaries Food Service Support Staff | 2,379 | 1,586 | 1,586 | 1,586 | 1,586 | 1,586 | 2,379 | 1,586 | 1,586 | 1,586 | 1,586 | 1,586 | 20,615 |
| 144 | 502-760-40-2201 | Food Svc Social Security | 147 | 98 | 98 | 98 | 98 | 98 | 147 | 98 | 98 | 98 | 98 | 98 | 1,278 |
| 145 | 502-760-40-2211 | Food Svc Medicare | 34 | 23 | 23 | 23 | 23 | 23 | 34 | 23 | 23 | 23 | 23 | 23 | 299 |
| 146 | 502-760-40-2331 | Food Svc Group Insurance | 401 | 267 | 267 | 267 | 267 | 267 | 401 | 267 | 267 | 267 | 267 | 267 | 3,474 |
| 147 | 502-760-40-2331 | Food Svc Other Employee Benefits | 178 | 119 | 119 | 119 | 119 | 119 | 178 | 119 | 119 | 119 | 119 | 119 | 1,546 |
| 148 | | Transportation | | | | | | | | | | | | | |
| 149 | 501-780-75-1601 | School Salaries Transportation Support Staff | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 150 | 502-780-75-2201 | Tranportation Social Security | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 151 | 502-780-75-2211 | transportation Medicare | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 152 | 502-780-75-2331 | Transportation Group Insurance | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 153 | 502-780-75-2331 | Transportation Other Employee Benefits | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 154 | | Plant Operations | | | | | | | | | | | | | |
| 155 | 501-790-73-1171 | School Salaries Plant Ops Support Staff | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 156 | 502-790-73-2201 | Plant Ops Social Security | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 157 | 502-790-73-2211 | Plant Ops Medicare | - | - | - | - | - | - | - | - | - | - | - | - | - |

| | | | | | | | | | | | | | | | | |
|-----|---------------------------------|---|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|----------------|--|
| 1 | Imagine Schools | | | | | | | | | | | | | | | ENTER DATA HERE |
| 2 | Campus | | | | | | | | | | | | | | | <i>DATA comes from another worksheet</i> |
| 3 | Monthly Income Statement | | | | | | | | | | | | | | | FORMULA; DO NOT ENTER! |
| 4 | FY 2012 | | | | | | | | | | | | | | | FORMULA; DO NOT ENTER! |
| 5 | | | | | | | | | | | | | | | | FORMULA; DO NOT ENTER! |
| 6 | | | | | | | | | | | | | | | | |
| 7 | | | | | | | | | | | | | | | | |
| 8 | | | | | | | | | | | | | | | | |
| | | | Jul | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | FY 2012 | |
| 158 | 502-790-73-2331 | Plant Ops Group Insurance | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| 159 | 502-790-73-2331 | Plant Ops Other Employee Benefits | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| 160 | | Plant Maintenance | | | | | | | | | | | | | | |
| 161 | 501-810-73-1271 | School Salaries Plant Maint Support Staff | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| 162 | 502-810-73-2201 | Plant Maint Social Security | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| 163 | 502-810-73-2211 | Plant Maint Medicare | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| 164 | 502-810-73-2331 | Plant Maint Group Insurance | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| 165 | 502-810-73-2331 | Plant Maint Other Employee Benefits | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| 166 | | Care | | | | | | | | | | | | | | |
| 167 | 501-911-92-1501 | School Salaries Aide Before/After Care | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| 168 | 502-911-92-2201 | Before/After Care Social Security | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| 169 | 502-911-92-2211 | Before/After Care Medicare | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| 170 | 502-911-92-2331 | Before/After Care Group Insurance | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| 171 | 502-911-92-2331 | Before/After Car Other Employee Benefits | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| 172 | | <i>Sub-total Salaries & Benefits</i> | 30,618 | 59,747 | 99,081 | 99,081 | 99,081 | 99,081 | 148,622 | 99,081 | 99,081 | 99,081 | 99,081 | 256,420 | 1,288,059 | |

| 1 | Imagine Schools | | | | | | | | | | | | | | ENTER DATA HERE |
|-----|--|--|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|-----------------------------------|
| 2 | Campus | | | | | | | | | | | | | | DATA comes from another worksheet |
| 3 | Monthly Income Statement | | | | | | | | | | | | | | FORMULA; DO NOT ENTER! |
| 4 | FY 2012 | | | | | | | | | | | | | | FORMULA; DO NOT ENTER! |
| 5 | | | | | | | | | | | | | | | FORMULA; DO NOT ENTER! |
| 6 | | | | | | | | | | | | | | | |
| 7 | | | | | | | | | | | | | | | |
| 8 | | | Jul | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | FY 2012 |
| 173 | | | | | | | | | | | | | | | |
| 174 | Facility Expenses (Rent) | | | | | | | | | | | | | | |
| 175 | 507-790-73-3631 Rentals (Building Lease Payment) | | 31,935 | 31,935 | 31,935 | 31,935 | 31,935 | 31,935 | 31,935 | 31,935 | 31,935 | 31,935 | 31,935 | 31,935 | 383,225 |
| 176 | Sub-total Facility Expenses (Rent) | | 31,935 | 31,935 | 31,935 | 31,935 | 31,935 | 31,935 | 31,935 | 31,935 | 31,935 | 31,935 | 31,935 | 31,935 | 383,225 |
| 177 | | | | | | | | | | | | | | | |
| 178 | Direct Educational Expenses | | | | | | | | | | | | | | |
| 179 | 525-511-61-5101 Kto6 - Classroom Supplies | | 2,000 | 2,500 | 1,000 | 1,000 | 500 | 500 | 2,500 | 500 | 500 | 500 | 500 | 500 | 12,500 |
| 180 | 525-511-61-5201 Kto6 - Textbooks | | - | 5,000 | 2,500 | 2,500 | - | - | - | - | - | - | - | - | 10,000 |
| 181 | 525-511-61-5901 Other Direct Education Exp K-12 | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 182 | 525-630-77-5101 Student Assessment Expenses | | - | - | 2,000 | - | - | - | - | - | - | - | - | - | 2,000 |
| 183 | 525-516-70-5101 Supplies - Summer | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 184 | 525-551-91-5101 PreK4 - Classroom Supplies | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 185 | 525-551-91-5201 PreK4 - Textbooks | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 186 | 525-613-83-5101 Health--Supplies | | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 300 |
| 187 | 525-620-70-5201 Project CHILd Instructional Delivery Sys | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 188 | 525-620-70-6921 Instructional Computer Software | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 189 | 525-620-76-5101 Lib/Media--Supplies | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 190 | 525-630-00-5101 Instructional Support/Material | | 100 | 200 | 200 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 1,400 |
| 191 | 525-730-70-5101 Supplies - Principal | | 500 | 500 | 500 | 500 | 500 | 500 | 500 | 500 | 500 | 500 | 500 | 500 | 6,000 |
| 192 | 525-770-87-5001 STI - Student Information System | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 193 | 525-770-73-5701 Food Service-Materials and Supplies | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 194 | 525-911-92-5101 Bef/After-Supplies/Books | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 195 | 525-912-93-5101 Enrichment--Supplies | | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 1,200 |
| 196 | Sub-total Direct Educational Expenses | | 2,725 | 8,325 | 6,325 | 4,225 | 1,225 | 1,225 | 3,225 | 1,225 | 1,225 | 1,225 | 1,225 | 1,225 | 33,400 |
| 197 | | | | | | | | | | | | | | | |
| 198 | Equipment Use Fee | | | | | | | | | | | | | | |
| 199 | 523-730-73-3601 Imagine Equipment Use Fee | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 200 | Sub-total Imagine Equipment Use Fee | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 201 | | | | | | | | | | | | | | | |
| 202 | Facility Operating Expenses | | | | | | | | | | | | | | |
| 203 | 505-790-73-4301 Electricity | | 3,250 | 3,250 | 3,250 | 3,250 | 3,250 | 3,250 | 3,250 | 3,250 | 3,250 | 3,250 | 3,250 | 3,250 | 39,000 |
| 204 | 506-790-73-3701 Telecommunications | | 400 | 400 | 800 | 400 | 400 | 800 | 400 | 400 | 800 | 400 | 400 | 800 | 6,400 |
| 205 | 506-790-73-3811 Water & Sewer | | 3,000 | 3,000 | 3,000 | 3,000 | 3,000 | 3,000 | 3,000 | 3,000 | 3,000 | 3,000 | 3,000 | 3,000 | 36,000 |
| 206 | 506-790-73-3831 Waste | | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 | 24,000 |
| 207 | 510-376-00-7901 Maintenance Reserve | | 1,082 | 1,082 | 1,082 | 1,082 | 1,082 | 1,082 | 1,082 | 1,082 | 1,082 | 1,082 | 1,082 | 1,082 | 12,980 |
| 208 | 510-790-73-3531 Landscaping Expense | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 209 | 510-810-73-3501 Mech/Tech-Repairs & Maint | | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 | 24,000 |
| 210 | Sub-total Facility Operating Expenses | | 11,732 | 11,732 | 12,132 | 11,732 | 11,732 | 12,132 | 11,732 | 11,732 | 12,132 | 11,732 | 11,732 | 12,132 | 142,380 |
| 211 | | | | | | | | | | | | | | | |
| 212 | Faculty Development | | | | | | | | | | | | | | |
| 213 | 518-640-78-3101 Inst Staff Training - Prof & Tech Contracted | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 214 | Sub-total Faculty Development | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 215 | | | | | | | | | | | | | | | |
| 216 | 511-730-70-3151 Imagine Indirect Costs | | 24,731 | 24,731 | 24,731 | 24,731 | 24,731 | 24,731 | 24,731 | 24,731 | 24,731 | 24,731 | 24,731 | 24,731 | 296,774 |

| 1 | Imagine Schools | | | | | | | | | | | | | | | ENTER DATA HERE |
|-----|--|--|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|-----------------------------------|
| 2 | Campus | | | | | | | | | | | | | | | DATA comes from another worksheet |
| 3 | Monthly Income Statement | | | | | | | | | | | | | | | FORMULA; DO NOT ENTER! |
| 4 | FY 2012 | | | | | | | | | | | | | | | FORMULA; DO NOT ENTER! |
| 5 | | | | | | | | | | | | | | | | FORMULA; DO NOT ENTER! |
| 6 | | | | | | | | | | | | | | | | |
| 7 | | | | | | | | | | | | | | | | |
| 8 | | | Jul | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | FY 2012 | |
| 217 | | | | | | | | | | | | | | | | |
| 218 | Marketing & Enrollment Expenses | | | | | | | | | | | | | | | |
| 219 | 519-730-00-3661 Marketing/Advertising Expense | | 500 | 500 | - | - | - | - | - | - | - | - | 250 | 250 | 1,500 | |
| 220 | 519-730-70-3661 Staff Recruiting | | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| 221 | Sub-total Marketing & Enrollment Exp | | 500 | 500 | - | - | - | - | - | - | - | - | 250 | 250 | 1,500 | |
| 222 | | | | | | | | | | | | | | | | |
| 223 | General & Administrative | | | | | | | | | | | | | | | |
| 224 | 513-780-00-7201 Interest Expense - Bus Note | | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| 225 | 513-790-00-7201 Interest Expense - Start Up Note | | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| 226 | 514-790-73-7101 Imagine Interest on Notes Payable | | 6,318 | 6,282 | 6,246 | 6,209 | 6,173 | 6,136 | 6,099 | 6,061 | 6,024 | 5,986 | 5,948 | 5,910 | 73,392 | |
| 227 | 517-790-73-3211 Gen. Liab. Insurance (Blended and Package) | | 34,354 | - | - | - | - | - | - | - | - | - | - | - | 34,354 | |
| 228 | 517-790-73-3211 Workers Comp | | - | - | 9,660 | - | - | - | - | - | - | - | - | - | 9,660 | |
| 229 | 521-710-88-3171 Board - Audit Fees (Outside Accounting Services) | | 5,000 | 5,000 | 4,500 | - | - | - | - | - | - | - | - | - | 14,500 | |
| 230 | 521-710-88-3121 Board of Directors Expenses (NFP Admin Exp) | | 1,458 | 1,458 | 1,458 | 1,458 | 1,458 | 1,458 | 1,458 | 1,458 | 1,458 | 1,458 | 1,458 | 1,458 | 17,500 | |
| 231 | 518-730-70-3991 Printing and Duplication | | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| 232 | 521-730-70-3141 Principal--District Fees | | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| 233 | 510-730-70-3511 Copier Maintenance Supplies | | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 | 24,000 | |
| 234 | 521-730-70-7301 Principal--Dues & Fees | | 300 | 300 | 300 | 300 | 300 | 300 | 300 | 300 | 300 | 300 | 300 | 300 | 3,600 | |
| 235 | 527-730-73-7801 Depreciation Expense - G&A | | 123 | 123 | 123 | 123 | 123 | 123 | 123 | 123 | 123 | 123 | 123 | 123 | 1,481 | |
| 236 | 527-780-73-7801 Depreciation Expense - plant | | 317 | 317 | 317 | 317 | 317 | 317 | 317 | 317 | 317 | 317 | 317 | 317 | 3,804 | |
| 237 | 530-516-00-7901 ESOL Operating Expenses | | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| 238 | 530-730-70-3741 Postage | | 44 | 44 | 44 | 44 | 44 | 44 | 44 | 44 | 44 | 44 | 44 | 44 | 528 | |
| 239 | 530-730-70-5101 Office Supplies - Admin | | 250 | 250 | 250 | 250 | 250 | 250 | 250 | 250 | 250 | 250 | 250 | 250 | 3,000 | |
| 240 | 530-730-70-7901 Miscellaneous Expenses | | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 12,000 | |
| 241 | 530-770-87-3971 Cent Support--Drug Testing | | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| 242 | 530-770-87-3981 Cent Support--Fingerprinting | | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| 243 | 530-919-99-7909 Fundraising--Misc Exp | | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| 244 | Sub-total General & Administrative | | 51,165 | 16,775 | 25,899 | 11,702 | 11,665 | 11,629 | 11,592 | 11,554 | 11,517 | 11,479 | 11,441 | 11,403 | 197,819 | |
| 245 | | | | | | | | | | | | | | | | |
| 246 | 532-730-7-3151 Imagine Start-Up Fee | | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| 247 | 533-730-70-3151 Imagine Loss Mitigation | | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| 248 | 531-730-70-0000 Contingency | | 5,408 | 5,408 | 5,408 | 5,408 | 5,408 | 5,408 | 5,408 | 5,408 | 5,408 | 5,408 | 5,408 | 5,408 | 64,900 | |
| 249 | | | | | | | | | | | | | | | | |
| 250 | Other School Services | | | | | | | | | | | | | | | |
| 251 | 504-511-61-3311 Kto6 - Travel | | 4,500 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 5,050 | |
| 252 | 504-511-61-3321 Kto6 - Field Trips | | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| 253 | 504-730-70-3311 Principal--Travel | | - | - | - | 3,000 | - | - | - | - | - | - | - | - | 3,000 | |
| 254 | 504-780-00-3001 Transportation - exp | | - | 5,700 | 5,700 | 5,700 | 5,700 | 5,700 | 5,700 | 5,700 | 5,700 | 5,700 | 5,700 | - | 57,000 | |
| 255 | 518-405-05-3003 Title Funds-Purchased Services | | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| 256 | 518-405-05-3101 Title Funds-Prof & Tech Contr Services | | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| 257 | 518-414-14-3101 IDEA Contracted Services | | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| 258 | 518-520-44-3101 ESE Prof & Tech - Contr Services - PT & OT | | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| 259 | 518-526-50-3101 Sch Outside Svc-Speech--Prof & Tech | | - | 1,800 | 1,800 | 1,800 | 1,800 | 1,800 | 1,800 | 1,800 | 1,800 | 1,800 | 1,800 | 1,800 | 19,800 | |
| 260 | 518-640-78-3101 Inst Staff Dev-Prof & Tech Contr Svcs | | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| 261 | 518-710-00-3101 Prof & Tech Contracted Services | | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| 262 | 518-730-70-3751 Principal Courier | | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 600 | |

| | | | | | | | | | | | | | | | |
|-----|---------------------------------|---|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|-----------------------------------|
| 1 | Imagine Schools | | | | | | | | | | | | | | ENTER DATA HERE |
| 2 | Campus | | | | | | | | | | | | | | DATA comes from another worksheet |
| 3 | Monthly Income Statement | | | | | | | | | | | | | | FORMULA; DO NOT ENTER! |
| 4 | FY 2012 | | | | | | | | | | | | | | FORMULA; DO NOT ENTER! |
| 5 | | | | | | | | | | | | | | | FORMULA; DO NOT ENTER! |
| 6 | | | | | | | | | | | | | | | |
| 7 | | | | | | | | | | | | | | | |
| 8 | | | | | | | | | | | | | | | |
| | | | Jul | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | FY 2012 |
| 263 | 518-770-87-3101 | Sch Outside Svc-Cent Support--Prof&Tech | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 264 | 518-790-73-3521 | Janitorial Expense | 7,500 | 5,700 | 5,700 | 5,700 | 5,700 | 5,700 | 7,500 | 5,700 | 5,700 | 5,700 | 5,700 | 5,700 | 72,000 |
| 265 | 518-790-73-3401 | Guard/Security Services | 300 | 2,100 | 2,100 | 2,100 | 2,100 | 1,800 | 2,100 | 2,100 | 2,100 | 2,100 | 2,100 | 500 | 21,500 |
| 266 | 518-790-73-3951 | Exterminating | 215 | 215 | 215 | 215 | 215 | 215 | 215 | 215 | 215 | 215 | 215 | 215 | 2,580 |
| 267 | 522-760-40-5704 | Food Svs Exp | | 250 | 250 | 250 | 250 | 250 | 250 | 250 | 250 | 250 | 250 | 125 | 2,625 |
| 268 | | <i>Sub-total Other School Services</i> | 12,565 | 15,865 | 15,865 | 18,865 | 15,865 | 15,565 | 17,665 | 15,865 | 15,865 | 15,865 | 15,865 | 8,440 | 184,155 |
| 269 | | | | | | | | | | | | | | | |
| 270 | | TOTAL EXPENSES | 171,380 | 175,018 | 221,377 | 207,680 | 201,644 | 201,707 | 254,910 | 201,532 | 201,895 | 201,457 | 201,889 | 351,944 | 2,592,213 |
| 271 | | | | | | | | | | | | | | | |
| 272 | | OPERATING SURPLUS (DEFICIT) | 44,955 | 41,316 | (5,043) | 8,654 | 14,691 | 14,628 | (38,576) | 14,802 | 14,440 | 14,877 | 14,665 | (135,610) | 3,799 |
| 273 | | | | | | | | | | | | | | | |
| 274 | | Operating Advance (Debt) Repayment | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 275 | | | | | | | | | | | | | | | |
| 276 | | OPERATING SURPLUS (DEFICIT) AFTER DEBT REPAYMENT | 44,955 | 41,316 | (5,043) | 8,654 | 14,691 | 14,628 | (38,576) | 14,802 | 14,440 | 14,877 | 14,665 | (135,610) | 3,799 |

| Imagine Schools Campus | FY 2012 | % of Rev |
|---|------------------|-----------------|
| Federal, State & Local Revenue | | |
| FEFP | 2,346,490 | 90.4% |
| Charter Capital Outlay | 126,630 | 4.9% |
| Misc State Revenue | - | 0.0% |
| Title Entitlements | 122,891 | 4.7% |
| Transportation | - | 0.0% |
| <i>Subtotal</i> | 2,596,011 | 100.0% |
| Supplemental Fee Revenue | | |
| VPK State | \$0.00 | 0.0% |
| VPK Fees | - | 0.0% |
| Before & After Care | - | 0.0% |
| Food Service | - | 0.0% |
| Other Local Revenues | - | 0.0% |
| <i>Subtotal</i> | \$0.00 | 0.0% |
| Grants | | |
| Start Up Grants | - | 0.0% |
| Other Grants | - | 0.0% |
| <i>Subtotal</i> | - | 0.0% |
| Total Revenues | 2,596,011 | 100.0% |
| Salaries & Benefits | 1,288,059 | 49.6% |
| Facility Expenses (Rent) | 383,225 | 14.8% |
| Direct Educational Expenses | | |
| Direct Ed K-12 | 24,500 | 0.9% |
| Pre K | - | 0.0% |
| Before & After Care | - | 0.0% |
| Food Service | - | 0.0% |
| Other Supplies/Expenses | 8,900 | 0.3% |
| Equipment Use Fee (FF&E) | - | 0.0% |
| Facility Operating Expenses | 142,380 | 5.5% |
| Faculty Development | - | 0.0% |
| Marketing | 1,500 | 0.1% |
| General & Administrative | | |
| Interest Expense | 73,392 | 2.8% |
| Depreciation Expense | 5,285 | 0.2% |
| Insurance | 44,014 | 1.7% |
| Board Expenses | 32,000 | 1.2% |
| Other G&A | 43,128 | 1.7% |
| Other School Services | | |
| Travel | 8,050 | 0.3% |
| Field Trips | - | 0.0% |
| Transportation | 57,000 | 2.2% |
| PT/OT/Speech | 19,800 | 0.8% |
| Other Contracted Services | 99,305 | 3.8% |
| Total Direct Costs | 2,230,538 | 85.9% |
| Imagine Schools Costs | | |
| Indirect Costs | 296,774 | 11.4% |
| Loss Mitigation Costs | - | 0.0% |
| Total Indirect Costs | 296,774 | 11.4% |
| Operating Advance Repayment | - | 0.0% |
| Start Up Fee Repayment | - | 0.0% |
| Contingency | 64,900 | 2.5% |
| Total Expenses | 2,592,213 | 99.9% |
| Operating Surplus or (Loss) After Debt Repayment | 3,799 | 0.1% |

Imagine Charter School at N Lauderdale Elementary Five Year Budget

| Program | Per Student FTE Assumption | | | | | |
|--|----------------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| | 5,875 | 5,875 | 5,875 | 5,904 | 5,934 | 6,023 |
| | 2011-2012 Budget | 2012-2013 Budget | 2013-2014 Budget | 2014-2015 Budget | 2015-2016 Budget | 2016-2017 Budget |
| Basic K - 3 | 207 | 209 | 211 | 212 | 213 | 214 |
| Basic K - 3 ESE | 17 | 17 | 17 | 17 | 17 | 17 |
| Basic 4 - 8 | 116 | 116 | 116 | 116 | 116 | 116 |
| Basic 4 - 8 ESE | 7 | 7 | 7 | 7 | 7 | 7 |
| Basic 9 - 12 | - | - | - | - | - | - |
| Basic 9 - 12 ESE | - | - | - | - | - | - |
| ESOL | 61 | 61 | 61 | 61 | 61 | 61 |
| Exceptional Level IV | - | - | - | - | - | - |
| Exceptional Level V | - | - | - | - | - | - |
| Vocational 6-12 | - | - | - | - | - | - |
| Total | 408 | 410 | 412 | 413 | 414 | 415 |
| State & Local Revenue | | | | | | |
| FTE Generated Revenue | 2,397,000 | 2,408,280 | 2,420,030 | 2,438,035 | 2,456,159 | 2,499,024 |
| Charter Capital Outlay Funding | - | - | - | - | - | - |
| IDEA Revenue | | | | | | |
| Florida Teacher Lead Program | 5,550 | 5,550 | 5,550 | 5,550 | 5,550 | 5,550 |
| A+ Revenue | | | | | | |
| Misc State Revenue | - | - | - | - | - | - |
| Title One Revenue | 122,921 | 123,659 | 124,401 | 124,774 | 125,148 | 125,524 |
| Sub-total State & Local Revenue | 2,525,471 | 2,537,489 | 2,549,981 | 2,568,359 | 2,586,857 | 2,630,098 |
| Supplemental Fee Revenue | | | | | | |
| Pre-School Program Fees | - | - | - | - | - | - |
| Before/After Care Fees | 25,000 | 25,005 | 25,127 | 25,188 | 25,249 | 25,310 |
| Summer School Camp | | | | | | |
| Other School Courses & Class Fees | 5,000 | 5,000 | 5,000 | 5,000 | 5,000 | 5,000 |
| Other Local Revenue | 2,500 | 7,500 | 7,500 | 7,500 | 7,500 | 7,500 |
| Facility Rental Income | 1,000 | 1,000 | 1,500 | 1,500 | 1,500 | 1,500 |
| Sub-total Supplemental Fee Revenue | 33,500 | 38,505 | 39,127 | 39,188 | 39,249 | 39,310 |
| Grants & Initial Fees Revenue | | | | | | |
| Reg/App/Material/Activity Fees | | | | | | |
| Gross Revenue | 2,558,971 | 2,575,994 | 2,589,108 | 2,607,547 | 2,626,106 | 2,669,408 |
| Expenses | | | | | | |
| Salaries & Benefits | | | | | | |
| K-12 Teachers | 671,659 | 677,159 | 680,545 | 683,948 | 685,657 | 687,372 |
| K-12 Teacher Benefits | 188,065 | 189,605 | 190,553 | 191,505 | 191,984 | 192,464 |
| K-12 Teachers Aides | 21,096 | 21,096 | 22,500 | 23,000 | 23,500 | 24,000 |
| K-12 Teachers Aides Benefits | 5,274 | 5,274 | 5,175 | 5,290 | 5,405 | 5,520 |
| Specialty Teachers | - | - | - | - | - | - |
| Specialty Teacher Benefits | - | - | - | - | - | - |
| Guidance Counselor Salary | - | - | - | - | - | - |
| Guidance Counselor Benefits | - | - | - | - | - | - |
| Media Specialist/Aide Salary | 23,250 | 24,250 | 24,371 | 24,493 | 24,616 | 24,739 |
| Media Specialist/Aide Benefits | 7,440 | 7,760 | 7,799 | 7,838 | 7,877 | 7,916 |
| Other Instructional Support Salaries | 90,000 | 90,000 | 90,000 | 90,000 | 90,000 | 90,000 |
| Other Instructional Support Benefits | 25,200 | 25,200 | 25,200 | 25,200 | 25,200 | 25,200 |

Imagine Charter School at N Lauderdale Elementary Five Year Budget

| Program | <u>Per Student FTE Assumption</u> | | | | | |
|--|-----------------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| | <u>5,875</u> | <u>5,875</u> | <u>5,875</u> | <u>5,904</u> | <u>5,934</u> | <u>6,023</u> |
| | 2011-2012 Budget | 2012-2013 Budget | 2013-2014 Budget | 2014-2015 Budget | 2015-2016 Budget | 2016-2017 Budget |
| Mechanic/Technician Salaries | - | - | - | - | - | - |
| Mechanic/Technician Benefits | - | - | - | - | - | - |
| IDEA Teacher Salary | - | - | - | - | - | - |
| IDEA Teacher Benefits | - | - | - | - | - | - |
| ESE Teacher | 25,000 | 25,000 | 25,000 | 25,000 | 25,000 | 25,000 |
| ESE Teacher Benefits | 7,000 | 7,000 | 7,000 | 7,000 | 7,000 | 7,000 |
| ESOL Teacher | - | - | - | - | - | - |
| ESOL Teacher Benefits | - | - | - | - | - | - |
| Administration Salaries | 162,255 | 162,255 | 162,255 | 162,255 | 162,255 | 162,255 |
| Administration Benefits | 51,922 | 51,922 | 51,922 | 51,922 | 51,922 | 51,922 |
| Before/After Care Staffing | 21,000 | 21,000 | 21,000 | 21,000 | 21,000 | 21,000 |
| Before/After Care Benefits | 6,720 | 6,720 | 6,720 | 6,720 | 6,720 | 6,720 |
| Enrichment Staffing | | | | | | |
| Enrichment Benefits | | | | | | |
| Substitutes | 25,000 | 25,000 | 25,000 | 25,000 | 25,000 | 25,000 |
| Sub-total Salaries & Benefits | 1,330,880 | 1,339,240 | 1,345,039 | 1,350,170 | 1,353,136 | 1,356,107 |
| Other School Services | | | | | | |
| Transportation | 88,109 | 88,150 | 88,563 | 88,778 | 88,993 | 89,208 |
| Sub-total Other School Services | 88,109 | 88,150 | 88,563 | 88,778 | 88,993 | 89,208 |
| Direct Educational Expenses | | | | | | |
| F F & Equipment Replacement/Lease | 2,500 | 2,500 | 2,500 | 2,500 | 2,500 | 2,500 |
| Computer Replacement/Technology | 2,500 | 2,500 | 2,500 | 2,500 | 2,500 | 2,500 |
| Title One Operating Expenses | 1,525 | 1,600 | 1,625 | 1,700 | 1,750 | 1,800 |
| ESE Operating Expenses | 19,800 | 19,800 | 19,800 | 19,800 | 19,800 | 19,800 |
| Software | 2,500 | 2,500 | 2,500 | 2,500 | 2,500 | 2,500 |
| Textbooks K-12 | 12,000 | 25,000 | 25,000 | 25,000 | 25,000 | 25,000 |
| Classroom Supplies K-12 | 20,800 | 20,800 | 20,800 | 20,800 | 20,800 | 20,800 |
| Instructional Support/Material | 12,000 | 12,000 | 12,000 | 12,000 | 12,000 | 12,000 |
| Media/Library Materials | 1,500 | 1,500 | 1,500 | 1,500 | 1,500 | 1,500 |
| Other Direct Education Exp K-12 | 2,500 | 2,500 | 2,500 | 2,500 | 2,500 | 2,500 |
| Before/After Care Expenses | 2,500 | 2,500 | 2,500 | 2,500 | 2,500 | 2,500 |
| Enrichment expenses | 1,200 | 1,200 | 1,200 | 1,200 | 1,200 | 1,200 |
| Sub-total Direct Educational Expenses | 81,325 | 94,400 | 94,425 | 94,500 | 94,550 | 94,600 |
| General & Administrative | | | | | | |
| Telecommunications | 6,492 | 6,557 | 6,622 | 6,689 | 6,756 | 6,823 |
| Copier Maintenance & Supplies | 31,000 | 31,000 | 31,000 | 31,000 | 31,000 | 31,000 |
| Comprehensive Insurance Premium | 43,863 | 44,302 | 44,745 | 45,192 | 45,644 | 46,100 |
| Outside Accounting Services | 14,500 | 14,500 | 14,500 | 14,500 | 14,500 | 14,500 |
| Office Supplies | 5,000 | 5,000 | 5,000 | 5,000 | 5,000 | 5,000 |
| Dues and Fees | 3,100 | 3,100 | 3,100 | 3,100 | 3,100 | 3,100 |
| Printing and Duplication | 250 | 250 | 250 | 250 | 250 | 250 |
| Postage | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 |
| Principal Travel | 1,800 | 1,800 | 1,800 | 1,800 | 1,800 | 1,800 |
| Faculty Travel | 1,800 | 1,800 | 1,800 | 1,800 | 1,800 | 1,800 |
| Depreciation | 5,500 | 5,500 | 5,500 | 5,500 | 5,500 | 5,500 |
| Other G&A Expenses | 20,000 | 20,000 | 20,000 | 20,000 | 20,000 | 20,000 |

Imagine Charter School at N Lauderdale Elementary Five Year Budget

| Program | <u>Per Student FTE Assumption</u> | | | | | |
|---|-----------------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| | <u>5,875</u> | <u>5,875</u> | <u>5,875</u> | <u>5,904</u> | <u>5,934</u> | <u>6,023</u> |
| | 2011-2012 Budget | 2012-2013 Budget | 2013-2014 Budget | 2014-2015 Budget | 2015-2016 Budget | 2016-2017 Budget |
| Sub-total General & Administrative | 134,305 | 134,809 | 135,317 | 135,831 | 136,350 | 136,874 |
| Facility Operating Expenses | | | | | | |
| Landscape Maintenance | | | | | | |
| Janitorial Services & Supplies | 68,500 | 68,500 | 68,500 | 68,500 | 68,500 | 68,500 |
| Repairs and Maintenance | 30,000 | 15,000 | 15,000 | 15,000 | 15,000 | 30,000 |
| Electric Utilities | 40,000 | 40,400 | 40,804 | 41,212 | 41,624 | 42,040 |
| Water and Sewer | 34,000 | 34,340 | 34,683 | 35,030 | 35,381 | 35,734 |
| Exterminating (Pest Control) | 2,580 | 2,580 | 2,580 | 2,580 | 2,580 | 2,580 |
| Waste (Trash Removal) | 21,000 | 21,000 | 21,000 | 21,000 | 21,000 | 21,000 |
| Guard/Security Service | 21,100 | 21,100 | 21,100 | 21,100 | 21,100 | 21,100 |
| Maintenance Reserve | 10,000 | 10,000 | 10,000 | 10,000 | 10,000 | 10,000 |
| Miscellaneous Facility Costs | 5,000 | 5,000 | 5,000 | 5,000 | 5,000 | 5,000 |
| Sub-total Facility Operating Expenses | 232,180 | 217,920 | 218,667 | 219,422 | 220,185 | 235,955 |
| Faculty Development | | | | | | |
| Other Teacher Training | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 |
| Sub-total Faculty Development | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 |
| Marketing & Enrollment Expenses | | | | | | |
| Advertising/Marketing | 500 | 500 | 500 | 500 | 500 | 500 |
| Sub-total Marketing & Enrollment Exp | 500 | 500 | 500 | 500 | 500 | 500 |
| Contingency | 47,940 | 42,145 | 36,300 | 36,571 | 36,842 | 37,485 |
| Facility Expenses | | | | | | |
| Facility Use Fee/Lease Payment | 398,554 | 410,511 | 422,826 | 435,511 | 448,576 | 462,033 |
| Sub-total Facility Expenses | 398,554 | 410,511 | 422,826 | 435,511 | 448,576 | 462,033 |
| Indirect Costs | 239,700 | 240,828 | 242,003 | 243,803 | 245,616 | 249,902 |
| Total Expenses | 2,554,493 | 2,569,502 | 2,584,641 | 2,606,086 | 2,625,747 | 2,663,664 |
| Operating Surplus / (Deficit) | 4,478 | 6,491 | 4,467 | 1,461 | 359 | 5,743 |
| Per operating agreement there will be no new debt | | | | | | |
| Imagine School Contribution | - | - | - | - | - | - |
| Operating Surplus / (Deficit) | 4,478 | 6,491 | 4,467 | 1,461 | 359 | 5,743 |

6 (Insert district number in cell A1, enter, then strike F9. Your district data then pulls from Calculation Detail Sheets)

Revenue Estimate Worksheet for Imagine Schools North Lauderdale Elementary Charter School

Based on the Second Calculation of the FEFP 2011-12

School District: Broward

1. 2011-12 FEFP State and Local Funding

Base Student Allocation \$3,479.22 District Cost Differential: 1.0245

| Program (a) | Number of FTE (b) | Program Cost Factor (c) | 2011-12 Base | |
|------------------------------------|----------------------|-------------------------------|----------------------------------|------------------------------------|
| | | | Weighted FTE (b) x (c) (d) | Funding WFTE x BSA x DCD (e) |
| 101 Basic K-3 | 207.08 | 1.102 | 228.2000 | \$ 813,410 |
| 111 Basic K-3 with ESE Services | 17.00 | 1.102 | 18.7300 | \$ 66,762 |
| 102 Basic 4-8 | 115.72 | 1.000 | 115.7200 | \$ 412,479 |
| 112 Basic 4-8 with ESE Services | 7.00 | 1.000 | 7.0000 | \$ 24,951 |
| 103 Basic 9-12 | | 1.019 | 0.0000 | \$ - |
| 113 Basic 9-12 with ESE Services | | 1.019 | 0.0000 | \$ - |
| 254 ESE Level 4 (Grade Level PK-3) | | 3.550 | 0.0000 | \$ - |
| 254 ESE Level 4 (Grade Level 4-8) | | 3.550 | 0.0000 | \$ - |
| 254 ESE Level 4 (Grade Level 9-12) | | 3.550 | 0.0000 | \$ - |
| 255 ESE Level 5 (Grade Level PK-3) | | 5.022 | 0.0000 | \$ - |
| 255 ESE Level 5 (Grade Level 4-8) | | 5.022 | 0.0000 | \$ - |
| 255 ESE Level 5 (Grade Level 9-12) | | 5.022 | 0.0000 | \$ - |
| 130 ESOL (Grade Level PK-3) | 61.20 | 1.161 | 71.0500 | \$ 253,255 |
| 130 ESOL (Grade Level 4-8) | | 1.161 | 0.0000 | \$ - |
| 130 ESOL (Grade Level 9-12) | | 1.161 | 0.0000 | \$ - |
| 300 Career Education (Grades 9-12) | | 0.999 | 0.0000 | \$ - |
| Totals | 408.00 | | 440.7000 | \$ 1,570,857 |

2. ESE Guaranteed Allocation:

| | FTE | Grade Level | Matrix Level | Guarantee Per Student | |
|--------------------------------------|--------------|-------------|--------------|---------------------------------|------------------|
| Additional Funding from the ESE | 13.00 | PK-3 | 251 | \$ 1,058 | \$ 13,754 |
| Guaranteed Allocation. Enter the FTE | 3.00 | PK-3 | 252 | \$ 3,418 | \$ 10,254 |
| from 111, 112, & 113 by grade and | 1.00 | PK-3 | 253 | \$ 6,974 | \$ 6,974 |
| matrix level. Students who do not | 6.00 | 4-8 | 251 | \$ 1,187 | \$ 7,122 |
| have a matrix level should be | 1.00 | 4-8 | 252 | \$ 3,546 | \$ 3,546 |
| considered 251. This total should | | 4-8 | 253 | \$ 7,102 | \$ - |
| equal all FTE from programs 111, 112 | | 9-12 | 251 | \$ 845 | \$ - |
| & 113 above. | | 9-12 | 252 | \$ 3,204 | \$ - |
| | | 9-12 | 253 | \$ 6,760 | \$ - |
| Total FTE with ESE Services | 24.00 | | | Total from ESE Guarantee | \$ 41,650 |

3. Supplemental Academic Instruction:

| | | | |
|--------------------------|---------------|-------------|-----------|
| District SAI Allocation | \$ 50,933,746 | Per Student | |
| divided by district FTE | 256,031.54 | 198.94 | \$ 81,168 |
| (with eligible services) | | | |

4. Reading Allocation:
 Charter Schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds.

\$ 4,506

Total Base Funding, ESE Guarantee, and SAI \$ 1,698,181

5. Class size Reduction Funds:

| | Weighted FTE (From Section 1) | X | DCD | X | Allocation factors | |
|----------------|-------------------------------|---|--------|---|--------------------|---|
| PK - 3 | 317.9800 | | 1.0245 | | 1322.25 | = 430,750 |
| 4-8 | 122.7200 | | 1.0245 | | 901.91 | = 113,394 |
| 9-12 | 0.0000 | | 1.0245 | | 904.09 | = 0 |
| Total * | 440.7000 | | | | | Total Class Size Reduction Funds \$ <u>544,144</u> |

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

6A. Divide school's Weighted FTE (WFTE) total computed
 in (d) above: 440.7000 by district's WFTE: 277,651.64
 to obtain school's WFTE share. 0.1587%

| | | | | | |
|---|---------------|---------------------|-------------------|---------|----------------------------|
| 6B. Divide school's Unweighted FTE (UFTE) total computed | | | | | |
| in (b) above: | <u>408.00</u> | by district's UFTE: | <u>256,031.54</u> | | |
| to obtain school's UFTE share. | | | | 0.1594% | |
| 6C. Divide school's High School Unweighted FTE (UFTE) total computed | | | | | |
| in (b) above: | <u>0.00</u> | by district's UFTE: | <u>256,031.54</u> | | |
| to obtain school's UFTE share. | | | | 0.0000% | |
| Letters Refer to Notes At Bottom: | | | | | |
| 7. Other FEFP (WFTE share) | (a) | <u>5,992,012</u> | x | 0.1594% | <u>\$ 9,551</u> |
| Applicable to all Charter Schools: | | | | | |
| Declining Enrollment | | 0 | | | |
| Sparsity Supplement | | 0 | | | |
| Program Related Requirements: | | | | | |
| Safe Schools | | 5,992,012 | | | |
| Lab School Discretionary | | 0 | | | |
| 8. Discretionary Local Effort (WFTE share) | (d) | <u>97,387,203</u> | x | 0.1587% | <u>\$ 154,553</u> |
| 9. Discretionary Millage Compression Allocation | | | | | |
| .748 mills (UFTE share) | (b) | <u>0</u> | x | 0.1594% | <u>\$ -</u> |
| .250 mills (UFTE share) | (b) | <u>0</u> | x | 0.1594% | <u>\$ -</u> |
| 10. Proration to Funds Available (WFTE share) | (a) | <u>(155,942)</u> | x | 0.1587% | <u>(247)</u> |
| 11. Discretionary Lottery (WFTE share) | (a) | <u>767,028</u> | x | 0.1594% | <u>\$ 1,223</u> |
| 12. Instructional Materials Allocation (UFTE share) | (b) | <u>19,166,686</u> | x | 0.1594% | <u>\$ 30,552</u> |
| Science Laboratory Materials (high school only) | (c) | 303,120 | x | 0.0000% | <u>\$ -</u> |
| Dual Enrollment Instructional Materials Allocation (See footnote i below) | | | | | |
| 13. Student Transportation | (e) | | | | |
| Enter All Riders | | <u>96.50</u> | x | ##### | <u>\$ 34,740</u> |
| Enter ESE Student Riders | | | x | 1,317 | <u>\$ -</u> |
| 14. Florida Teachers Lead Program Stipend | (f) | | | | |
| 15. Food Service Allocation | (g) | | | | |
| 16. Performance Pay Plan | | | | | |
| Total | | | | | <u><u>\$ 2,472,697</u></u> |

Less 5% administration fees under 250 \$ 75,757

Total FTE Revenue \$ 2,396,940 5,874.85 per student alloc



N LAUD ELEM + MIDDLE

AMENDED AND RESTATED
CHARTER SCHOOL OPERATING AGREEMENT

THIS CHARTER SCHOOL OPERATING AGREEMENT (hereinafter referred to as the "Agreement" or the "Contract") is made and entered into as of the _____ day of _____, 2006, by and between Imagine Schools, Inc. ("IMAGINE"), A Delaware corporation having a principal address of 1005 North Glebe Road, Suite 610, Arlington, Virginia 22201, and Learning Excellence Foundation of East Broward, Inc., a Florida non-profit corporation located at 1395 South State Road 7, North Lauderdale, Florida 33068.

RECITALS

The BOARD has been granted charters by The School Board of Broward County, Florida (the "Sponsor") to organize and operate the Chancellor Charter School at North Lauderdale Elementary and Middle Schools (collectively the "Charter School"), with the Sponsor as the sponsoring body.

The BOARD and IMAGINE, formerly known as Chancellor Beacon Academies, Inc., entered into that certain Charter School Management Agreement for the administration of the Chancellor Charter Elementary School at North Lauderdale and that certain Charter School Management Agreement, dated as of _____ for the administration of the Chancellor Charter Middle School at North Lauderdale (collectively, the "Original Management Agreement").

The BOARD wishes to continue to engage IMAGINE, and IMAGINE wishes to continue to be engaged by the BOARD, to organize, manage, staff, and operate the Charter School upon the terms and conditions set forth herein.

The BOARD and IMAGINE wish to amend and restate the Original Management Agreement.

Therefore, for good and valuable consideration, the receipt of which is hereby acknowledged, it is mutually agreed as follows:

ARTICLE I

CONTRACTING RELATIONSHIP

A. Authority. The BOARD represents that it is authorized by law to contract with a private entity and for that entity to provide educational management services. The BOARD further represents that it has been granted the Charter by Sponsor to organize and operate the Charter School. The BOARD is therefore authorized by the Sponsor to supervise and control the Charter School and is invested with all powers necessary or desirable for carrying out the educational program contemplated in this Agreement.

IMAGINE represents that it is authorized by law to conduct business in the State of Florida. IMAGINE further represents that it has the professional training and expertise to provide educational management services to the BOARD for the Charter School. In making such representations, the parties acknowledge that the BOARD is relying upon IMAGINE's representations of training and expertise in entering into this Agreement.

B. Contract. The BOARD hereby contracts with IMAGINE to provide all Charter School management services pursuant to the terms and conditions set forth in this Agreement, including without limitation the administration and supervision of the personnel, procurement and management of materials, equipment, and facilities necessary for the provision of educational services to students, and the management, operation and maintenance of the Charter School, including preparation and proposal of the Charter School budget, in accordance with the Charter School mission, educational goals, curriculum, methods of pupil assessment, admission policy and criteria, school calendar and school day schedule, age and grade range of pupils to be enrolled, educational goals, and method to be used to monitor compliance with performance of targeted educational outcomes, all as adopted by the BOARD and included in the Charter between the BOARD and Sponsor, and as the BOARD may further direct from time to time.

C. Designation of Agents. The BOARD designates the employees of IMAGINE as agents of the Charter School having a legitimate educational interest such that they are entitled to access to educational records under 20 U.S.C. §1232g, the Family Rights and Privacy Act ("FERPA"). IMAGINE, its officers, agents and employees shall be responsible for compliance with all privacy regulations in regards to such educational records and shall indemnify and hold the BOARD harmless for any breach or violation thereof by IMAGINE. An insurance policy may be purchased for this indemnification and accounted for within the Charter School budget. Any damages sustained in excess of such insurance policy, which damages result directly from the negligent acts or willful misconduct of any of IMAGINE's officers, agents or employees who are based out of a location other than the Charter School site and are not employed or contracted by IMAGINE exclusively for the benefit of the Charter School site, shall be borne at the sole expense of IMAGINE.

D. Status of the Parties. IMAGINE is a for-profit corporation organized under the laws of Delaware, and authorized to conduct business in the State of Florida, and is not in any way affiliated with the BOARD. The BOARD is a non-profit corporation organized under the laws of the State of Florida and is not in any way affiliated with IMAGINE. The parties to this Agreement intend that the relationship created by this Agreement is that of an independent contractor and not employer-employee. The relationship between IMAGINE and the BOARD is based solely on the terms of this Agreement, and the terms of any other written agreements that may now or hereafter be executed between IMAGINE and the BOARD.

This Agreement does not create an employee/employer relationship between the parties. It is the intent of the parties that IMAGINE is an independent contractor under this Agreement and not the BOARD's employee for all purposes, including but not limited to, the application of the Fair Labor Standards Act, minimum wage and overtime payments, Federal Insurance Contribution

Act, the Social Security Act, the Federal Unemployment Tax Act, the provisions of the Internal Revenue Code, the State Workers Compensation Act, and the State unemployment insurance law. IMAGINE shall retain sole and absolute discretion in the judgment of the manner and means of carrying out IMAGINE's activities and responsibilities hereunder. IMAGINE agrees that it is a separate and independent enterprise from the BOARD, that it has full opportunity to find other business, that it has made its own investment in its business, and that it will utilize a high level of skill necessary to perform the work required under this Agreement. This Agreement shall not be construed as creating any joint employment relationship between IMAGINE and the BOARD and the BOARD will not be liable for any obligation incurred by IMAGINE, including but not limited to unpaid minimum wages and/or overtime premiums, except for such premiums that may relate to those Charter School employees whose wages are included within and accounted for by the Charter School budget.

E. The parties acknowledge that by entering into this Agreement they undertake a mutual obligation to one another in order to achieve a common goal in the successful operation of the Charter School evidenced by the high academic achievement of the Charter School students. By entering into this Agreement, the parties each agree to exercise their obligations under this Agreement in such a manner so as to cooperate and jointly pursue this mutual objective in a professional and timely manner. In making this acknowledgement, the parties further agree to work together in good faith, promptly and reasonably cooperate and provide assistance to the other party as is necessary to effectuate their obligation under this Agreement. Both parties further agree not to undertake any actions or conduct which are intentionally obstructive of the other party and its business interests as they may arise under this Agreement..

ARTICLE II

TERM

This Agreement shall be effective as of the date of execution and, unless terminated or cancelled earlier pursuant to the provisions of this Agreement, shall automatically renew and continue until termination or expiration of the Charter and any extensions thereof, provided that IMAGINE is in compliance with the terms of this Agreement.

ARTICLE III

OBLIGATIONS OF IMAGINE

A. Responsibility. IMAGINE shall be responsible and accountable to the BOARD for the administration, operation and performance of the Charter School in accordance with the terms of the Charter, the BOARD's policies and directives, and this Agreement. IMAGINE's responsibility, as set forth in this Agreement, is expressly limited by: (i) the Charter School's Budget, which is to be prepared and submitted by IMAGINE to the BOARD for approval, (ii) the availability of governmental funding whether state, city or federal, to pay for said services, and (iii) oversight, direction and supervision of the BOARD. Neither IMAGINE nor the

BOARD shall be required to expend Charter School funds on services in excess of the amount described in the Charter School Budget.

B. Educational Program. IMAGINE agrees to implement the educational goals and programs set forth in the Charter (the "Educational Program") and in accordance with the policies and directions of the BOARD. The parties hereto acknowledge that an essential principle of the Educational Program is its flexibility, adaptability and capacity to change in the interest of continuous improvement, effectiveness, and efficiency, and that the BOARD and IMAGINE are interested in results and not in inflexible prescriptions. In the event IMAGINE determines that it is necessary to modify the Educational Program, IMAGINE shall advise the BOARD of the proposed changes and obtain BOARD approval and if required under the Charter, approval of the Sponsor. Not less than quarterly, and otherwise as requested by the BOARD, or as may be mandated by the circumstances, IMAGINE will provide the BOARD with updated reports on progress towards implementing each of the Charter School's educational goals in the Educational Program. The BOARD shall have the reasonable right to require IMAGINE to discontinue elements of the Educational Program being used by IMAGINE at the Charter School.

C. Charter School Facility. IMAGINE shall provide the BOARD with the use of a facility (the "Charter School Facility") for the operation of the Charter School, which Charter School Facility is currently located at 1395 South State Road 7, North Lauderdale, FL 33068. If the BOARD desires to have any additional locations for the Charter School or if IMAGINE is no longer able to provide access to the current Charter School Facility on terms mutually agreeable to the BOARD and IMAGINE, IMAGINE will assist the BOARD in locating another facility suitable for the operation of the Charter School (the "New Charter School Facility"). The New Charter School Facility shall be subject to BOARD approval. IMAGINE certifies to the BOARD that prior to commencement of classes, the New Charter School Facility shall meet the requirements of all federal, state and local laws and regulations for the operation of the Charter School, or otherwise meets the satisfaction of the Sponsor, and shall be suitable for the maximum number of students approved by the Sponsor in the Charter or such lesser number of students as provided in the Charter or as may otherwise be recommended by IMAGINE and approved by the BOARD. The BOARD shall consult with IMAGINE prior to making or accepting any material modification to the Charter School Facility or any New Charter School Facility, or any amendment or modification to the terms and conditions of any lease or any purchase and sale agreement for any New Charter School Facility and shall consider IMAGINE'S recommendations related to the Charter School Facility or any New Charter School Facility in making any final determinations related thereto.

D. Purchases. IMAGINE shall assist the BOARD in identifying and procuring such suitable materials, furniture, fixtures, equipment and supplies as may be necessary for the operation of the Charter School. Purchases made by IMAGINE on behalf of the BOARD with Charter School funds, such as non-proprietary instructional and/or curriculum materials, books and supplies, and equipment will be the property of the BOARD, exclusive of items leased or purchased by IMAGINE pursuant to the terms of this Agreement. As such items are purchased

with Charter School funds and in accordance with IMAGINE's responsibilities hereunder, IMAGINE acknowledges that it will not add any fees or charges to the cost of equipment, materials or supplies purchased by IMAGINE on behalf of the BOARD, except interest charges if the purchases are financed pursuant to an equipment use agreement. IMAGINE must obtain prior BOARD approval for any purchase of commodities, goods or services in excess of \$50,000, which purchase is not provided for in the Budget approved by the BOARD. In the event that IMAGINE makes purchases on behalf of the BOARD with Charter School funds, IMAGINE shall comply with all applicable laws and conduct the purchase as if the BOARD were making such purchases directly from a third party.

In urgent cases of compelling emergency that require the immediate purchase of commodities, goods or services, which purchase is not provided for in the Budget approved by the BOARD, IMAGINE is empowered to procure such commodity, good or service as may be in the best interests of the health, safety and welfare of the Charter School and its students, even if such purchase exceeds \$50,000. IMAGINE shall consult with the BOARD Chair, or in the case of the BOARD Chair's unavailability such other BOARD member as shall be designated by the BOARD, prior to making any such purchase. The entire BOARD must be notified of such emergency purchase as soon as practicable thereafter, and such transactions are subject to ratification by the BOARD and must be brought before the BOARD for review at the next meeting of the BOARD. Such emergency purchases are to be made only when the normal function and operation of the Charter School would be hampered to such an extent by obtaining prior BOARD approval that it may affect the life, health, safety or Educational Program of the Charter School and its students.

IMAGINE shall further be responsible for compliance with all inventory and audit requirements with respect to such property in accordance with all governmental accounting and audit standards with which the Charter School is required to comply.

As IMAGINE manages numerous charter schools nationally, IMAGINE may explore opportunities to obtain cost-savings arising from such purchasing power and volume business and pass such cost-savings along to the BOARD.

IMAGINE may, with prior approval of the BOARD, finance purchases pursuant to an equipment lease and allow the Charter School to use such equipment. As appropriate, the title to the equipment would be held by the applicable lessor, and if subject to an option to purchase, ultimately would be held by the optioning party and/or the BOARD, as the case may be. IMAGINE's provision of equipment pursuant to this Agreement shall be subject to, and the BOARD agrees to abide by, the terms and conditions of any applicable equipment lease between IMAGINE and any third party lessor. The BOARD shall only accept financial responsibility and liability for such equipment leases which it has expressly authorized IMAGINE to enter into on its behalf. At the end of the term of any such equipment lease, such equipment shall be returned to IMAGINE or any third party lessor, as appropriate under the leasing arrangement. For any property so leased that is subject to an option to purchase, IMAGINE shall assist the BOARD in its decision to purchase such property and shall act on its behalf in meeting all notice

requirements of the lessee therein in its exercise of the option to purchase. IMAGINE, from the Revenues, as defined in Article V, Section A, once authorized by the BOARD, shall make payment on behalf of the BOARD to the lessor as necessary to complete the transfer of title to the BOARD. Notwithstanding anything to the contrary herein, to the extent that there are not sufficient Revenues for such payment, IMAGINE shall not be required to make such payment.

IMAGINE MAKES NO EXPRESSED OR IMPLIED WARRANTIES AS TO ANY MATTER WHATSOEVER WITH REGARD TO ANY EQUIPMENT, MATERIALS OR SUPPLIES PURCHASED ON BEHALF OF OR FOR USE AT THE CHARTER SCHOOL, INCLUDING WITHOUT LIMITATION THE CONDITION OF ANY SUCH ITEM, ITS MERCHANTABILITY OR FITNESS FOR ANY PARTICULAR PURPOSE. NO DEFECT OR UNFITNESS OF ANY EQUIPMENT, MATERIALS OR SUPPLIES SHALL RELIEVE THE BOARD OF ITS OBLIGATIONS TO PAY FOR USE OF THE ITEM OR OF ANY OTHER OBLIGATION UNDER THIS AGREEMENT. NOTWITHSTANDING THE FOREGOING, IMAGINE WILL ENFORCE ANY EXISTING MANUFACTURER WARRANTIES ON ALL EQUIPMENT, MATERIALS OR SUPPLIES PURCHASED ON BEHALF OF OR FOR USE AT THE CHARTER SCHOOL.

Notwithstanding the foregoing, IMAGINE acknowledges that the BOARD is relying upon IMAGINE's professional knowledge and expertise in the educational field in making purchases of curricular materials and supplies or when considering IMAGINE's recommendations for such purchases or leases.

E. Proprietary Rights/Confidentiality. IMAGINE shall own all copyright and other proprietary rights to all instructional materials, training materials, curriculum and lesson plans, and any other materials developed by IMAGINE, its employees, agents or subcontractors, or by any individual working for or supervised by IMAGINE which is developed during the routine performance of the individual's duties. IMAGINE shall have the sole and exclusive right to license such materials for use by other school districts or customers. The BOARD shall own all proprietary rights to curriculum or educational materials that are (i) directly developed and directly paid for by the BOARD, or (ii) developed by IMAGINE at the direction of the BOARD with funds specifically dedicated by the BOARD for the development of such curriculum or materials. Nothing in this Section shall be construed to grant the BOARD proprietary rights over curriculum or educational materials that are part of the general curriculum development of IMAGINE not directly paid for by the BOARD.

During the term of this Agreement, IMAGINE and the BOARD may each disclose proprietary information to the other, including currently existing proprietary information and proprietary information created in the future. The receiving party shall use all such efforts as may be reasonably requested by the owner of such proprietary information so as not to disclose, publish, copy, transmit, modify, alter or utilize such proprietary information during the term of this Agreement or at any time after its termination or expiration other than to the extent reasonably necessary for implementation of this Agreement. Notwithstanding anything to the contrary herein, educational materials and teaching techniques used by or at the Charter School

shall be subject to disclosure to the extent required by applicable state or federal law. Nothing herein shall be interpreted to permit the failure to disclose those documents or records which are otherwise required to be disclosed by law.

F. Subcontracts. IMAGINE reserves the right to subcontract any and all aspects of all services it agrees to provide to the Charter School, including, but not limited to building, cleaning, security, transportation, and/or food service. However, IMAGINE shall not subcontract the management, oversight or operation of the teaching and instructional program, except as specifically permitted in this Agreement or with approval of the BOARD. IMAGINE shall remain responsible to the BOARD for the management of all subcontractors in the satisfactory performance of their work.

G. Place of Performance. IMAGINE reserves the right to perform functions other than instruction, such as purchasing, professional development and administrative functions, off-site, unless prohibited by state or local law.

H. Student Recruitment. IMAGINE and the BOARD shall be jointly responsible for the recruitment of students subject to the general recruitment and admission policies in the Charter and of the BOARD. Students shall be selected in compliance with the procedures set forth in the Charter and state and federal law.

I. Due Process Hearings. IMAGINE shall be responsible for making available to students of the Charter School due process hearings regarding discipline, special education, confidentiality and access to records, in a manner and to an extent consistent with the obligations of the BOARD pursuant to the Charter and applicable state, federal and local laws, rules and regulations. The BOARD may elect to retain the right to provide due process hearings as required by the Charter and applicable state, federal and local laws, rules and regulations.

J. Rules and Procedures. IMAGINE shall recommend reasonable rules, regulations and procedures applicable to the Charter School and is authorized and directed to enforce such rules, regulations and procedures as may be adopted by the BOARD and as may be further amended from time to time. IMAGINE may propose recommendations to the BOARD for the implementation or modification of such rules, regulations and procedures as may be necessary for the successful operation of the Charter School.

K. School Year and School Day. The school year and the school day shall be as provided in the Charter submitted to and approved by Sponsor.

L. Pupil Performance Standards and Evaluation. IMAGINE shall implement pupil performance evaluations that permit evaluation of the educational progress of each Charter School student. IMAGINE shall be responsible and accountable to the BOARD for evaluating the performance of students who attend the Charter School. At a minimum, IMAGINE will utilize assessment strategies required by the Charter. The BOARD and IMAGINE will cooperate in good faith to identify other measures of and goals for the Charter School students

and Charter School performance, including but not limited to parent satisfaction. IMAGINE shall be responsible for implementing such additional performance measures and providing the BOARD with evaluation reports at least quarterly.

M. Services to Disabled Students and Special Education. IMAGINE shall be responsible for providing special education services to students who attend the Charter School in conformity with the requirements of state and federal law and the Charter. IMAGINE may subcontract as necessary and appropriate for the provision of special education services, subject to approval by the BOARD, which approval shall not be unreasonably withheld. Such services shall be provided in a manner that complies with local, state and federal laws and applicable regulations and policies. IMAGINE shall remain responsible to BOARD for the management of its subcontractors in the satisfactory performance of their work.

N. Compliance with Charter and Applicable laws. IMAGINE shall take those steps necessary to ensure that it complies with the Charter, and any laws, ordinances, rules and regulations applicable to IMAGINE or its responsibilities with regard to the Charter School as set forth in this Agreement. If IMAGINE is notified by the state, by the Sponsor, or by any other governmental authority or by any other person or entity that IMAGINE or the BOARD may be in violation of the Charter or any applicable laws, ordinances, rules and regulations, IMAGINE shall immediately notify the BOARD of the claimed violation and shall take all steps to cure in a timely fashion any and all such violations which relate to responsibilities of IMAGINE hereunder.

O. Unusual Events. IMAGINE agrees to notify the BOARD and/or Charter School administrator within twenty-four (24) hours of any anticipated or known: (i) material health or safety issues, (ii) labor employee or funding problems, or (iii) problems of any other type that could adversely affect the BOARD in complying with its responsibilities hereunder.

P. Charter School Records/Proprietary. The financial, educational and student records pertaining to the Charter School are the property of the BOARD, and such records are subject to the applicable provisions of state law. All Charter School records shall be physically or electronically available, upon request, at the Charter School. Pursuant to the Florida Public Records laws, except as may otherwise be prohibited under the Charter and other applicable laws, the Sponsor and the public shall, upon request, have access to the records of the Charter School. IMAGINE shall be responsible to the BOARD for compliance with all federal, state and local laws, rules and regulations in regards to the availability of Charter School records and record retention.

ARTICLE IV

OBLIGATIONS OF THE BOARD

A. Good Faith Obligation. The Board shall establish reasonable fiscal and academic policies governing the operation of the Charter School. The BOARD shall exercise good faith in

acting upon the recommendations of IMAGINE in all matters covered by this Agreement, including but not limited to, IMAGINE's recommendations concerning additions and changes to policies, rules, regulations and budgets. Nothing herein obligates the BOARD to adopt the recommendations of IMAGINE. IMAGINE's performance under this Agreement shall be subject to the policies, rules and directions of the BOARD as they are in fact adopted by the BOARD.

B. Assistance to IMAGINE. The BOARD shall cooperate with IMAGINE in furnishing all information and submitting all forms and reports required in connection with the Charter or this Agreement, including providing timely notice of all BOARD meetings pertaining to Charter School matters and otherwise requiring participation by IMAGINE. The BOARD shall timely furnish IMAGINE all information, documents and records necessary for IMAGINE to properly perform its responsibilities under this Agreement.

C. Compliance with Charter and Applicable Laws. The BOARD shall take those steps necessary to ensure that it complies with the Charter, and any laws, ordinances, rules and regulations applicable to the BOARD or its responsibilities with regard to the Charter School as set forth in this Agreement. If the BOARD is notified by the state, by the Sponsor, or by any other governmental authority or by any other person or entity that the BOARD or IMAGINE may be in violation of the Charter or any applicable laws, ordinances, rules and regulations, the BOARD shall immediately notify IMAGINE of the claimed violation and shall take all steps to cure in a timely fashion any and all such violations which relate to responsibilities of the BOARD hereunder.

D. Unusual Events. The BOARD agrees to immediately notify IMAGINE of any anticipated or known: (i) material health or safety issues, (ii) labor, employee or funding problems, or (iii) problems of any other type that could adversely affect IMAGINE in complying with its responsibilities hereunder.

E. Retained Authority. The BOARD shall retain the authority to make reasonable regulations relative to anything necessary for the proper establishment, maintenance, management and administration of the Charter School as required by state law. In making any regulations or policies affecting the operation, management and administration of the Charter School, the BOARD shall take into consideration the input and recommendations of IMAGINE.

ARTICLE V

FINANCIAL ARRANGEMENTS

A. Charter School Revenues. Except as specifically excluded by the terms of this Agreement, the term "Revenues" shall include all funds received by or on behalf of the Charter School, including but not limited to:

1. Funding provided by state and local governments to the Charter School for regular public school students enrolled in the Charter School.
2. Special education funding provided by federal and state governments to the Charter School that is directly allocable to students at the Charter School.
3. Gifted and talented funding provided by federal and state governments to the Charter School that is directly allocable to gifted and talented students at the Charter School.
4. At-risk funding provided by federal and state governments to the Charter School that is directly allocable to at-risk students at the Charter School.
5. Funding provided by federal and state governments to the Charter School that is directly allocable to students in the Charter School with limited English proficiency.
6. Federal and state funding sources, including without limitation Title I, National School Lunch Program, Medicaid and other government funded grants or programs, which are directly allocable to the Charter School.
7. Fees charged to students for extra services, as and to the extent permitted by law.
8. Grants from governments (except the Planning Grant from the Federal Government) for facilities, professional development, school start up or other needs of the Charter School.

Revenues shall not include Other Funds or Operating Advances, as those terms are hereafter defined. Revenues shall be managed and expended by IMAGINE consistent with the annual Budget as adopted by the BOARD, as hereafter defined, and this Agreement. IMAGINE shall provide the BOARD with quarterly budget reports evidencing expenditures made and projecting the budget for the remainder of the budget year.

B. Other Funds. Donated funds and the proceeds of fundraisers, grants from private sources obtained by the Charter School, and funds, other than Operating Advances, received in excess of those provided in Article V, Section A.1 through a.8 above shall be deemed "Other Funds" to be expended on such non-recurring Charter School expenses as the BOARD shall direct which expenditures shall in each instance be made for the direct benefit of the Charter School and consistent with the terms of this Agreement. Other Funds shall be deposited in the Charter School Depository Account established by the BOARD pursuant to Article V, Section G. below. Prior to making any determinations regarding the expenditure of Other Funds, IMAGINE shall provide the BOARD with recommendations as to the various needs of the Charter School and the manner in which IMAGINE would recommend the Other Funds are to be allocated.

ninety (90) days beyond the BOARD's written notice that it does not approve the annual budget as submitted, or beyond the last day of the school year which is the subject of the disputed budget, whichever is earlier. The annual Budget may be amended from time to time as may be recommended by IMAGINE and as may be deemed necessary by the BOARD. Each such amendment shall be submitted by IMAGINE and approved by the BOARD pursuant to the procedure set forth in this paragraph.

D. Financial Reporting. IMAGINE shall provide the BOARD with:

1. The projected annual Budget as required by the terms of this Agreement.
2. Monthly cash basis statements of all Revenues received, and of all direct expenditures for services and or expenses rendered to or incurred on behalf of the Charter School, whether incurred on-site or off-site, upon request.
3. Such other information as may be requested by the BOARD to enable its (i) monitoring of IMAGINE's performance and the efficiency of IMAGINE's operation of the Charter School, or (ii) furnishing of reports and information which the BOARD is required to provide pursuant to its Charter or applicable law.

E. Access to Records. IMAGINE shall keep accurate financial records pertaining to its operation of the Charter School, together with all Charter School financial records prepared by or in possession of IMAGINE, and shall retain all of the said records for a period of five (5) years from the close of the Fiscal Year to which such books, accounts, and records relate, or such longer period as may be required by law.

F. Annual Audit. The BOARD shall select and retain an independent auditor to conduct an annual audit of the Charter School in accordance with the Charter. The annual audit for each Fiscal Year shall be completed no later than September 28th of the immediately succeeding Fiscal Year. Subject to applicable law, all finance and other records of IMAGINE related to the Charter School will be made available to the BOARD's independent auditor.

G. Charter School Depository Account. Except as hereinafter provided, all monies received by the BOARD on behalf of the Charter School shall be immediately deposited in the depository account established by the BOARD for the benefit of the Charter School (the "Charter School Depository Account") in a financial institution mutually acceptable to the BOARD and IMAGINE. Interest income earned on the Charter School Depository Account shall accrue to the BOARD. Monies on deposit in the Charter School Depository Account shall be applied and allocated within three (3) business days of receipt thereof in the following manner and order of priority:

1. The BOARD shall pay for such expenses as it may incur from time to time as a result of entering into the Charter and this Agreement ("BOARD Expenses"). BOARD Expenses shall be provided for in the Charter School's annual Budget with an initial appropriation of \$25,000 as may be adjusted through the Budget process each Fiscal Year. As used in this Agreement, the term "Fiscal Year" shall mean the annual period beginning on July 1 and ending on the next succeeding June 30.
2. The balance of all Revenues shall be transferred to the Charter School Operating Account to facilitate payment of Operating Expenses as set forth in Article V, Section H below. The BOARD may, at its option, direct the Sponsor to deposit Revenues directly to the Charter School Operating Account, as hereafter defined. In the event the BOARD so directs the Sponsor, IMAGINE shall upon request by the BOARD pay all authorized BOARD Expenses on behalf of the Board from the Charter School Operating Account.
3. Other Funds shall be retained by the BOARD in the Charter School Depository Account and expended consistent with the terms of this Agreement.

H. Payment of Charter School Operating Expenses. The BOARD shall cause the Revenues to be deposited within three (3) business days of receipt thereof into a Charter School Operating Account established by IMAGINE for the purpose of paying the Operating Expenses of the Charter School (the "Charter School Operating Account") consistent with the annual Budget and this Agreement. As used in this Agreement, the term "Operating Expenses" shall mean the current expenses of operating the Charter School, without limiting the generality of the foregoing: the Charter School Facility Payment; equipment lease payments; payroll processing expenses; personnel salaries and benefits expenses; cost of assessment materials; cost of furniture, fixtures, equipment, technology, textbooks and other materials and supplies; insurance premiums and deductible payments; costs for public utility services; transportation expenses; food service expenses; custodial expenses; expenses for maintenance and repair of grounds and buildings; marketing expenses; auditing expenses; legal fees; Promissory Notes payments; Indirect Cost Allocation; and other items reflected in the annual Budget including but not limited to the expenses incurred by IMAGINE from time to time hereafter in connection with moving the Charter School to a new school facility. No monies will be expended by IMAGINE in excess of \$30,000 beyond the approved Budget for which IMAGINE expects reimbursement without the prior approval of such expenditures by the BOARD. Any monies expended by IMAGINE without prior authorization shall be subject to ratification by the BOARD in a Budget adjustment. Monies in the Charter School Operating Account shall be disbursed in the following manner and order of priority:

1. Charter School Facility Payment. IMAGINE shall pay the Charter School Facility Payment as it becomes due and payable. As used herein, "Charter School Facility Payment" shall mean all payments, including without limitation the Facilities Allocation, required to be made pursuant to the terms of any lease or mortgage agreement, which payments relate to the Charter School's use, tenancy or ownership of the Charter School Facility or any New Charter School Facility.
2. Equipment Lease Payments. IMAGINE shall pay the equipment lease payment, if any, as it becomes due and payable. As used herein, "Equipment Lease Payments" shall mean all payments required to be made pursuant to the terms of any equipment lease agreement relating to the Charter School's use of equipment leased for the operation of the Charter School.
3. Other Operating Expenses. IMAGINE shall pay other Operating Expenses of the Charter School as they become due and payable.
4. Administrative Allocation. IMAGINE shall pay the Administrative Allocation, as hereafter defined, as it becomes due and payable.
5. Promissory Note Repayment. At the end of each Fiscal Year, the BOARD agrees to repay the Promissory Note in an amount equal to eighty-seven and one-half percent (87.5%) of any surplus funds remaining in the Charter School Operating Account after payment of all Operating Expenses for such Fiscal Year and reimbursement of any Operating Advances made during such Fiscal Year plus Interest thereon.
6. Reserve Fund. The remaining twenty percent (12.5%) of any surplus funds remaining in the Charter School Operating Account after payment of all Operating Expenses for such Fiscal Year shall be placed in a Reserve Account to be expended as directed and authorized by the BOARD.

I. Indirect Cost Allocation. IMAGINE shall be entitled to payment, in accordance with the annual Budget and the terms of this Agreement, for costs incurred by IMAGINE for the benefit of the Charter School, including without limitation costs related to staff and teacher recruitment, support and management, professional development and supervision, benefits management, school development, lease administration, facility and equipment procurement and administration, financial and legal services, reasonable recovery of capital, risk management, information technology infrastructure and management, and instructional and education program assessment ("IMAGINE Indirect Costs"). IMAGINE Indirect Costs shall be allocated among all schools operated by IMAGINE. The allocation of IMAGINE Indirect Costs for the Charter School shall be equal to twelve percent (12%) of Revenues for the applicable Fiscal Year (the "Indirect Cost Allocation"). The Indirect Cost Allocation shall be paid monthly, in an amount equal to one-twelfth (1/12th) of the annual budgeted amount.

*also
middle*

J. Prior Indebtedness. The BOARD and IMAGINE have entered into those certain Promissory Notes dated as of simultaneous date herewith in the principal amounts of One Million Three Hundred One Thousand Forty Seven and No/100 Dollars (\$1,301,047.00) with respect to Chancellor Elementary School at North Lauderdale and One Hundred Four Thousand Nine Hundred Seventy Six and No/100 Dollars (\$104,976.00) with respect to Chancellor Middle School at North Lauderdale (collectively the "Promissory Notes"), which represent unpaid Administrative Allocation and Incentive Allocation under the Original Management Agreement and all funds advanced by IMAGINE to the BOARD for the purpose of paying Charter School Operating Expenses from the Commencement Date of the Original Management Agreement until June 30, 2005, including interest accrued thereon pursuant to the terms of the Original Management Agreement. As of the effective date of this Agreement, the sole outstanding financial obligation of the BOARD related to the Original Management Agreement shall be to make payments on the Promissory Notes, which payments shall be an Operating Expense of the Charter School. Any funds advanced by IMAGINE to the BOARD on or after July 1, 2005 for the purpose of paying Charter School Operating Expenses shall be forgiven and shall be deemed a contribution by IMAGINE to the Charter Schools or otherwise repaid as provided in accordance with Article V, Section K herein below..

K. Insufficient Funds. To the extent that there are not sufficient funds in the Charter School Operating Account to pay Operating Expenses, subject to the limitations set forth in Article V, Section L. below, IMAGINE shall deposit funds into the Charter School Operating Account for the payment of such budgeted and unpaid Operating Expenses as may then be due and owing ("Operating Advances"). Prior to making any such deposit, however, IMAGINE shall first obtain the approval of the Board for any such Operating Advances and the repayment terms therefore. On the first date of any month during such Fiscal Year that funds reside in the Charter School Operating Account, which funds are not otherwise reserved under the approved Budget, IMAGINE shall be reimbursed by the BOARD for any outstanding Operating Advances authorized by the BOARD plus interest thereon from the date the funds are advanced at a rate per annum on the unpaid balance of 400 basis points over the Prime Rate compounded monthly ("Interest"). As used herein, the "Prime Rate" shall mean the rate of interest reported by the Wall Street Journal, Money Rates Section as the "Prime Rate" on the last day of the month immediately preceding the month in which the applicable Operating Advances are made. Interest shall be calculated monthly on the basis of the outstanding balance as of the last day of the immediately preceding month. Operating Advances shall only be subject to repayment from Revenues and Other Funds available during the Fiscal Year in which such Operating Advances are made and shall not be deemed a long-term indebtedness of the Charter School. Pursuant to Article V, Section L of this Agreement, IMAGINE shall have the right to include unreimbursed Operating Advances in the calculation of the Administrative Allocation which, to the extent Revenues are available, may be collected in a subsequent Fiscal Year. In no event shall any outstanding Operating Advances result in new indebtedness as reflected in the Charter School Budget.

L. Administrative Allocation. To the extent permitted by applicable laws, rules and regulations regarding the allocation of Revenues and subject to the availability of funds,

IMAGINE shall be entitled to payment of an additional amount (the "Administrative Allocation"), which amount shall be calculated as follows:

1. The cumulative total of all Operating Advances, which Operating Advances were not reimbursed in the Fiscal Year during which they were advanced, plus a calculation of interest thereon at a rate per annum on the unpaid balance of 400 basis points over the Prime Rate compounded monthly ("Interest") from the date such amounts were paid until the last day of the Fiscal Year for which the Administrative Allocation is being calculated, less the cumulative total of all Administrative Allocation paid in any prior Fiscal Year plus a calculation of Interest thereon from the date such amounts were paid until the last day of the Fiscal Year for which the Administrative Allocation is being calculated. As used herein the term "Prime Rate" shall mean the rate of interest reported by the Wall Street Journal, Money Rates Section as the "Prime Rate" on the last day of the month immediately preceding the month in which the applicable Operating Advances are made and adjusted on the first day of each Fiscal Year to the Prime Rate reported on May 31 of the immediately preceding Fiscal Year. Interest shall be calculated monthly on the basis of the outstanding balance as of the last day of the immediately preceding month.
2. The Administrative Allocation shall be paid to IMAGINE monthly, in an amount equal to one-twelfth ($1/12^{\text{th}}$) of the annual budgeted Administrative Allocation. To the extent that there are not sufficient funds in the Charter School Operating Account to pay to IMAGINE all of the Administrative Allocation it would have otherwise been entitled to under this Agreement, such Administrative Allocation will be deferred to the subsequent month and paid together with Interest earned thereon as and when the funds become available. If at the end of the Fiscal Year there are not sufficient funds in the Charter School Operating Account to pay to IMAGINE all deferred Administrative Allocation and accrued Interest thereon attributable to such Fiscal Year, IMAGINE shall forgive the unpaid balance of the Administrative Allocation, including accrued Interest thereon; provided, however, that IMAGINE shall retain the right to include any previously unreimbursed Operating Advances plus Interest thereon in the calculation of the Administrative Allocation which may be collected in a future Fiscal Year if such funds are available. However, such Operating Advances which may be collected in a future Fiscal year shall not be carried as debt in the budget of Charter School. In no event shall IMAGINE be entitled to repayment in any future Fiscal Year of unpaid Administrative Allocation attributable to any prior Fiscal Year.

M. **Balanced Budget Requirement.** Both the BOARD and IMAGINE acknowledge the importance of a balanced budget and the need for the reduction of Prior Indebtedness for the fiscal wellbeing of the Charter School. Accordingly, the parties have agreed that IMAGINE shall present the BOARD with a balanced budget for the 2005-2006 Fiscal Year and each year thereafter.

N. Availability of Funds. IMAGINE shall only be required to perform its responsibilities in accordance with this Agreement to the extent that there are sufficient Revenues to provide the agreed level of services as provided for in the annual Budget. In the event Revenues are insufficient to provide the agreed level of services and subject to the termination rights provided in Article VII of this Agreement, IMAGINE shall propose an amended annual Budget pursuant to the procedures set forth in Article V, Section C. Nothing in this Section shall be construed to absolve IMAGINE of its responsibility to fund Operating Advances pursuant to Article V, Section J. of this Agreement.

O. Other Public Schools. The BOARD acknowledges that IMAGINE may enter into similar operating agreements with other public charter entities. IMAGINE shall maintain separate accounts for expenses incurred by and on behalf of the Charter School and other schools operated by IMAGINE, and shall only charge the Charter School for expenses incurred by or on behalf of the Charter School. There shall be no commingling of funds of the Charter School with the funds of any other School which may be managed by IMAGINE. All monies allocated for the benefit of the Charter School may only be expended for the benefit of the Charter School and may not be expended for or on behalf of any other School managed by IMAGINE. Notwithstanding anything to the contrary, IMAGINE Indirect Costs shall be allocated among all IMAGINE operated schools, including the Charter School, as set forth in this Agreement.

P. Facilities Allocation. IMAGINE shall be entitled to payment, in accordance with the Budget and the terms of this Agreement, of a facilities allocation for the provision of school buildings, facilities, and amenities for the Charter School (the "Facilities Allocation"). The Facilities Allocation for the Fiscal Year commencing July 1, 2006 shall be Four Hundred Sixty Seven Thousand Nine Hundred Seventy Five and No/100 Dollars (\$467,975.00). For each Fiscal Year thereafter, the Facilities Allocation shall increase by four percent (4%) per annum. To the extent that any such real property owned by IMAGINE, or the Affiliate, is exempt from ad valorem taxation pursuant to Section 196.1983, Florida Statutes, the calculation of the Facilities Allocation pursuant to this paragraph shall reflect the amount of the exemption. The Facilities Allocation shall be paid to IMAGINE monthly, in an amount equal to one-twelfth (1/12th) of the annual budgeted Facilities Allocation.

*70% Elem
30% Middle
incl both*

Q. Financial Accounting Policies. IMAGINE shall implement and enforce formal, written policies regarding the management and handling of funds related to the Charter School. Such written policies shall be provided to the BOARD for their review and input for compliance with all regulations pertaining to the management and expenditure of public funds, applicable governmental accounting standards and such other regulations imposed by the Sponsor or such other governmental regulatory agency.

11THLY
ELEM = 327,582.50 27,298.54
MIDDLE = 140,392.50 11,699.38

ARTICLE VI

PERSONNEL & TRAINING

A. Personnel Responsibility. IMAGINE shall select and hire a qualified principal and other personnel to perform services at the Charter School. Personnel shall be employees of IMAGINE, unless otherwise agreed upon by the BOARD and IMAGINE. Notwithstanding anything to the contrary herein, the BOARD shall have the right to approve each principal hired by IMAGINE, which approval shall not be unreasonably withheld or delayed. Any rejection of any principal must be for good cause, must be in writing and shall enumerate specific reasons for the rejection. Failure of the BOARD to approve or reject the designee within ten (10) business days of notice shall be deemed an acceptance of the designee by the BOARD. The BOARD and IMAGINE shall be responsible for all compensation for their respective employees. The BOARD shall have the right, exercisable on a reasonable basis, in accordance with all applicable laws, and only upon a majority vote of said BOARD, to require that IMAGINE remove or, at IMAGINE's option, transfer any employee working at the Charter School, which removal or transfer shall be effective at the end of ten (10) business days, unless otherwise agreed to by IMAGINE and the BOARD. IMAGINE shall have the responsibility and authority to determine staffing levels, and to select, evaluate, assign, discipline, transfer and terminate personnel consistent with applicable state and federal law, the Charter and this Agreement.

B. Principals and Teachers. IMAGINE shall provide a principal for the Charter School, subject to the review and approval of the BOARD as set forth in Article VI, Section A, above. IMAGINE shall determine the number of teachers and the applicable grade levels and subjects required for the operation of the Charter School as set forth in this Agreement. IMAGINE shall provide the Charter School with such teachers, qualified in the appropriate grade levels and subject areas, as are required to operate the Charter School. The curriculum taught by such teachers shall be consistent with the Educational Program approved by the BOARD. Such teachers may, at the discretion of IMAGINE, work at the Charter School on a full or part time basis. If assigned to the Charter School on a part time basis, such teachers may also work at other schools managed or operated by IMAGINE. Each teacher assigned to the Charter School shall hold a valid teaching certificate issued by the state board of education or be working toward such certification, as permitted by state law.

C. Other Staff. IMAGINE shall determine the number and the functions of other non-instructional staff required for the operation of the Charter School as set forth in this Agreement. IMAGINE shall provide the Charter School with qualified staff to effectively operate the Charter School in accordance with this Agreement. Non-instructional staff may, at the discretion of IMAGINE, work at the Charter School on a full or part time basis. If assigned to the Charter School on a part time basis, teachers and other staff members may also work at other schools managed or operated by IMAGINE.

adversely affects IMAGINE's ability to operate the Charter School; or (xi) in the event the parties are unable to locate a suitable Charter School Facility adequate for the Educational Program and in full compliance with all applicable building and safety codes; or (xii) in the event that use of the Charter School Facility becomes impractical by reason of fire, flood or other act of God.

2. By the BOARD. The BOARD may terminate this Agreement prior to the end of the term specified in Article II in the event that IMAGINE shall fail to take reasonable steps to remedy a Material Event within thirty (30) days after written notice from the BOARD. As used in this Section, a "Material Event" includes, but is not limited to: (i) failure of IMAGINE to provide services in accordance with the terms of this Agreement; or (ii) failure of IMAGINE to follow the policies, procedures, rules, regulations or curriculum duly adopted by the BOARD that are not in violation of federal or state laws, the Charter, or this Agreement; or (iii) in the event the number of enrolled students suddenly falls below seventy-five percent (75%) of student capacity for the Charter School for reasons beyond the control of the BOARD and the number of enrolled students remains below that level for thirty (30) days and results in the inability of the Charter School to remain open; or (iv) in the event that during any Fiscal Year, there is a reduction of more than ten percent (10%) in the available combined federal and state funding for the Charter School on a per pupil basis in comparison to the funding that was available in the prior Fiscal Year; or (v) fraudulent misrepresentation or other willful misconduct by IMAGINE that has a material adverse effect on the Charter School; or (vi) the insolvency or bankruptcy of the Charter School; (vii) the loss or suspension of the Charter; or (viii) the enactment, repeal, promulgation or withdrawal of the state charter law such that this Agreement or the operation of the Charter School in conformity with this Agreement or the Charter violates the law; or (ix) in the event the parties are unable to locate a suitable Charter School Facility adequate for the Educational Program and in full compliance with all applicable building and safety codes; or (xi) in the event that use of the Charter School Facility becomes impractical by reason of fire, flood or other act of God.

B. Termination/Expiration.

1. Effective Date of Termination. In the event this Agreement is terminated by either party prior to the end of the term specified in Article II, absent extraordinary circumstances, including without limitation the fraudulent misrepresentation or willful misconduct of either party, the termination will not become effective until the end of the academic year during which the notice of termination is delivered.

2. Personal Property. Upon termination or expiration of this Agreement, IMAGINE shall have the right to: (i) remove equipment and other assets owned or leased by IMAGINE; or (ii) require that the BOARD reimburse IMAGINE for any equipment purchased by IMAGINE with IMAGINE funds and used for purposes of the Charter School pursuant to Article III, Section D; or (iii) require that the BOARD remit to IMAGINE such amounts as may remain outstanding under any equipment lease entered into pursuant to Article III, Section D, including without limitation any amounts due to exercise any option to purchase under any such lease and complete transfer of title to the Charter School. Equipment and other assets owned by the Charter School shall remain the property of the Charter School. IMAGINE shall return to the BOARD all monies and property held by IMAGINE for the benefit of or owned by the Charter School, except IMAGINE shall have the right to receive payment from such funds in accordance with Article VII, B.4.
3. Intellectual Property. Upon termination or expiration of this Agreement for any reason, each party shall, within fifteen (15) days of the effective date of such termination, return, or at the request of the other party destroy, all curriculums, educational materials and other intellectual property belonging to such other party.
4. Operating Advances. Upon termination or expiration of this Agreement for any reason, all amounts paid by IMAGINE during the last academic year in which services are provided under this Agreement to fund Operating Advances shall be immediately repaid by the BOARD, unless otherwise agreed to in writing by IMAGINE. All such amounts due upon termination shall be payable solely from assets of the Charter School, including without limitation Revenues, Other Funds and such other assets as may be acquired by or on behalf of the Charter School with Charter School Revenues or Other Funds; provided, however, that if the BOARD receives any grant monies or other designated funds which are governed by a use agreement or other legal designation that prohibits the use of such funds to make payment to IMAGINE pursuant to this subsection (the "Restricted Funds"), the BOARD shall not be required to include the Restricted Funds in such payment to IMAGINE.

C. Transition. In recognition of the paramount importance of maintaining the integrity of, and continuing the operations of the Charter School, in the event of termination of this Agreement for any reason by either party prior to the end of the Agreement's term, the parties shall cooperate to provide for transition to another administrative or structural arrangement; provided, however, that IMAGINE shall not be required to provide any assistance to another management company or service provider. Transition shall include but not be limited to (i) transferring and/or assigning to the BOARD all contracts, agreements, licenses, permissions and other rights and privileges related to the operation of the Charter School, as may be permitted by the terms of such agreements, including, at IMAGINE'S option, the assignment of contracts for personnel; (ii) transfer of any and all information and providing the necessary assistance to

IMAGINE will comply with all registration and licensing requirements relating to conducting business under this Agreement. The BOARD agrees to assist IMAGINE in applying for such licenses and permits and in obtaining such approvals and consents.

C. Mutual Warranties. The BOARD and IMAGINE mutually warrant to the other that there are no pending actions, claims, suits or proceedings, to its knowledge, threatened or reasonably anticipated against or affecting it which if adversely determined, would have a material adverse effect on its ability to perform under this Agreement.

ARTICLE XI

MISCELLANEOUS

A. Entire Agreement. This Agreement represents the entire understanding and agreement between parties with respect to the subject matter hereof, and supersedes all other negotiations, understandings, and representations (if any) made by and between such parties.

B. Force Majeure. Notwithstanding any other sections of this Agreement, neither party shall be liable for any delay in performance or inability to perform due to acts of god or due to war, riot, embargo, fire, explosion, sabotage, flood, accident, labor strike, or other acts beyond its reasonable control; provided either party may terminate this Agreement in accordance with the termination provisions contained in this Agreement if sufficient grounds exist as provided in the Article governing termination.

C. Resolution of Disputes. The parties agree that each will make every good faith effort to resolve any and all disputes under this Agreement amicably before taking any action under Article XI Section D below.

D. State Governing Law/Waiver of Jury Trial. The rights of all parties hereto shall be subject to the jurisdiction of and be construed according to the laws of the State of Florida. IMAGINE and the BOARD hereby waive the right to a jury trial in any action, proceeding or counterclaim brought by either IMAGINE or the BOARD against the other.

E. Official Notices. All notices and other communications required by the terms of this Agreement shall be in writing and sent to the parties hereto at the facsimile number of address set forth below. Notice may be given by (i) facsimile with written evidence of confirmed receipt by the receiving party of the entire notice, (ii) certified or registered mail, postage prepaid, return receipt requested, or (iii) personal delivery. Notice shall be deemed to have been given on the date of transmittal or personal delivery if given by facsimile or personal delivery, or upon the date of postmark if sent by certified or registered mail. Notices to the BOARD shall be sent to the current address of the then current BOARD President, with a copy to the then current BOARD attorney. The address of the parties hereto for the purposes aforesaid, inclusive of the address of the current BOARD President and BOARD attorney, are as follows:

Learning Excellence Foundation of East Broward, Inc.:

Attn: Faye Douglas, Chair
12877 Southwest 49th Court
Miramar, Florida 33027
Telephone: (786) 412-1279
Facsimile: _____

With a copy to:

Julie F. Klahr, Esq.
Goren, Cherof, Doody & Ezrol, P.A.
3099 East Commercial Boulevard, Suite 200
Fort Lauderdale, Florida 33308
Telephone: (954) 771-4500
Facsimile: (954) 771-4923

Imagine Schools, Inc.

Attn: Dennis Bakke, CEO
1005 North Glebe Road, Suite 610
Arlington, VA 22201
Telephone: (703) 527-2600
Facsimile: (703) 527-0038

F. Assignment. No party shall assign its rights or obligations hereunder without the prior written consent of the other party, which consent shall not be unreasonably withheld or delayed. IMAGINE, however, may assign this Agreement to an entity wholly owned or controlled by IMAGINE with prior notice to the BOARD.

G. Amendment. This Agreement shall not be altered, amended, modified or supplemented except by memorandum approved by the BOARD and signed by both the BOARD President and an authorized officer of IMAGINE.

H. Waiver. No waiver of any provision of this Agreement shall be deemed or shall constitute a waiver of any other provision. Nor shall such waiver constitute a continuing waiver unless otherwise expressly stated.

I. Cost and Expenses. If any party commences an action against another party as a result of a breach or alleged breach of this Agreement, the prevailing party shall be entitled to have and recover from the losing party reasonable attorneys' fees and costs of suit.

J. Delegation of Authority. Nothing in this Agreement shall be construed as delegating to IMAGINE powers of attorney of the BOARD that are not subject to delegation by the BOARD under state law and the Charter.

K. Compliance with Law. The parties to this Agreement agree to comply with all applicable laws and regulations.

L. Compliance with Charter. The parties to this Agreement agree to comply with the terms and conditions set forth in the Charter awarded to the BOARD.

M. Further Assurances. The parties hereby agree from time to time to execute and deliver such further and other assurances, assignments and documents and do all matters and thing which may be convenient or necessary to more effectively and completely carry out the intentions of this Agreement.

N. Interpretations. This Agreement shall not be construed more strictly against one party than against the other merely because it may have been prepared by counsel for one of the parties, it being recognized that both parties have been represented by counsel in connection with the negotiation of the terms hereof and have contributed substantially and materially to its preparations.

O. Time of the Essence. Time of performance by either party of each and every provision or covenant herein contained is of the essence of this Agreement.

P. Binding Effect. All of the terms and provisions of this Agreement, whether so expressed or not, shall be binding upon, inure to the benefit of, and be enforceable by the parties and their respective legal representatives, successors, and permitted assigns.

Q. Headings. The headings contained in this Agreement are for convenience of reference only, and shall not limit or otherwise affect in any way the meaning or interpretation of this Agreement.

R. Severability. If any part of this Agreement or any other agreement entered into pursuant hereto is contrary to, prohibited by or deemed invalid under applicable law or regulation, such provision shall be inapplicable and deemed omitted to the extent so contrary, prohibited or invalid, but the remainder hereof shall not be invalidated thereby and shall be given full force and effect so far as possible.

S. Survival. All covenants, agreements, representations, and warranties made herein or otherwise made in writing by any party pursuant hereto shall survive the execution and delivery of this Agreement and the consummation of the transactions contemplated hereby.

T. Third Parties. Noting in this Agreement, whether express or implied, is intended to confer any rights or remedies on any person other than the parties hereto and their respective

legal representatives, successors, and permitted assigns, nor is anything in this Agreement intended to relieve or discharge the obligation or liability of any third person to any party of this Agreement, nor shall any provision give any third person any right to subrogation or action over or against any party to this Agreement.

U. Counterparts. This Agreement may be executed in any number of counterparts, each of which shall be deemed an original, and all of which together shall constitute one and the same instrument.

IN WITNESS WHEREOF, the undersigned have executed this Agreement as of the date and year first above written.

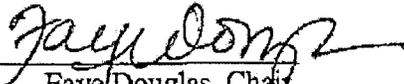
IMAGINE SCHOOLS, INC.

By: _____

Title: _____

Date: _____

LEARNING EXCELLENCE FOUNDATION OF EAST BROWARD, INC.

By: 
Faye Douglas, Chair

Date: _____

Unsecured Promissory Note

\$104,976.00

Arlington, VA

Date: February __, 2006

For value received The Learning Excellence Foundation of East Broward, Inc., d/b/a Chancellor Charter Middle School at North Lauderdale, ("Borrower") promises to pay, according to the schedule to be set forth on Exhibit A hereto, to the order of Imagine Schools, Inc. ("Lender"), the sum of One Hundred Four Thousand Nine Hundred Seventy Six and 00/100 Dollars (\$104,976.00) or such lesser amount as may be advanced here against and hereafter be outstanding hereunder. Borrower shall also pay Lender interest at the rate per annum of 400 basis points over the Prime Rate compounded monthly. As used herein, the "Prime Rate" shall mean the rate of interest reported by the Wall Street Journal, Money Rates Section as the "Prime Rate" on the last day of the month immediately preceding the Date first set forth above and adjusted on July 1 of each year to the Prime Rate reported on the immediately preceding May 31. Interest shall be calculated monthly on the basis of the outstanding balance as of the last day of the immediately preceding month. Interest on the principal balance hereof outstanding from time to time shall be due and payable monthly, in arrears, with the first installment of principal and interest being payable on July 1, 2006, for interest accrued to that date, and subsequent installments being payable on the first day of each succeeding month thereafter, with the exception of payments made in accordance with the succeeding sentence. On the first date of any month when funds reside in Borrowers accounts which are not otherwise reserved under the Borrower's approved budget, such funds shall be automatically paid to Lender as payment on this Note. In no event shall the amortization schedule extend beyond June 1, 2021, the date by which all interest and principal must be paid to Lender by Borrower. Should Borrower obtain funds from "Alternative Financing" (as defined below), an amount equal to the principal amount of Alternative Financing but not to exceed the entire amount then due under this Promissory Note shall be immediately due and payable to Lender, unless otherwise agreed to in writing by Lender.

Failure on the part of Lender to exercise any right under this Promissory Note shall not be deemed a waiver of any other right under this Promissory Note.

"Alternative Financing" shall include the receipt of funds by Borrower from any bank, financial institution, bonds, tax-exempt bonds, or any other financial arrangement arranged in whole or in part by a financial institution, provided that no federal or state law or regulation prohibits the use of such funds to pay this Note.

The occurrence of any of the following shall constitute an "Event of Default" under this Note: (a) the failure of Borrower to make any payment when due under this or any other obligation to Lender (time is of the essence of this Note); (b) the institution of proceedings against Borrower under any state insolvency law or under any federal bankruptcy law, if such proceedings are not dismissed within thirty (30) days; (c) Borrower's becoming insolvent or generally failing to pay any of its debts as they become due; (d) the instigation of legal proceedings against Borrower for the violation of a criminal statute or for failure to pay state or federal taxes; (e) the entry of any judgment against Borrower that remains unsatisfied for thirty (30) days; (f) Borrower's liquidation or cessation of business; (g) the occurrence of any other material change in the control or ownership of Borrower; (h) the occurrence of a default under the terms of any loan agreement, security agreement, deed of trust, or similar document to which Borrower is a party or to which any property securing this Note is subject; (i) the revocation, suspension, probation or non-renewal of Borrower's Charter; or (j) the termination or suspension, for any reason, of the operating agreement between Lender and Borrower.

Upon the occurrence of an "Event of Default", as defined above, Lender may, at its option and without notice, declare all principal and interest provided for under this Note, and any other obligations of Borrower to Lender, to be presently due and payable, and Lender may enforce any remedies available to Lender under any documents securing or evidencing debts of Borrower to Lender. Lender may waive any default before or after it occurs and may restore this Note in full effect without impairing the right to declare it due for a subsequent default, this right being a continuing one. Upon default, the remaining unpaid principal balance of the indebtedness evidenced hereby and all expenses due Lender shall, at the option of Lender, bear interest at the rate stated above or at the highest rate permissible under applicable law.

Borrower hereto agree to pay reasonable attorney's fees and all court and other costs that Lender may incur in the course of efforts to collect the debt evidenced hereby.

The validity and construction of this Note shall be determined according to Florida law. If any provision of this Note should for any reason be invalid or unenforceable, the remaining provisions hereof shall remain in full effect.

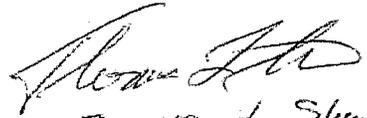
The provisions of this Note may be amended or waived only by instrument in writing signed by the Lender and Borrower and attached to this Note.

The Learning Excellence Foundation of East Broward, Inc.

By: Fayudongz

Print: _____

Date: NOV 17, 2006


Thomas L. Shaw
Fla Reg. Vice President
Imagine Schools
11-17-06

Unsecured Promissory Note

\$1,301,047.00

Arlington, VA

Date: February __, 2006

For value received The Learning Excellence Foundation of East Broward, Inc., d/b/a Chancellor Charter School at North Lauderdale, ("Borrower") promises to pay, according to the schedule to be set forth on Exhibit A hereto, to the order of Imagine Schools, Inc. ("Lender"), the sum of One Million Three Hundred One Thousand Forty Seven and 00/100 Dollars (\$1,301,047.00) or such lesser amount as may be advanced here against and hereafter be outstanding hereunder. Borrower shall also pay Lender interest at the rate per annum of 400 basis points over the Prime Rate compounded monthly. As used herein, the "Prime Rate" shall mean the rate of interest reported by the Wall Street Journal, Money Rates Section as the "Prime Rate" on the last day of the month immediately preceding the Date first set forth above and adjusted on July 1 of each year to the Prime Rate reported on the immediately preceding May 31. Interest shall be calculated monthly on the basis of the outstanding balance as of the last day of the immediately preceding month. Interest on the principal balance hereof outstanding from time to time shall be due and payable monthly, in arrears, with the first installment of principal and interest being payable on July 1, 2006, for interest accrued to that date, and subsequent installments being payable on the first day of each succeeding month thereafter, with the exception of payments made in accordance with the succeeding sentence. On the first date of any month when funds reside in Borrowers accounts which are not otherwise reserved under the Borrower's approved budget, such funds shall be automatically paid to Lender as payment on this Note. In no event shall the amortization schedule extend beyond June 1, 2021, the date by which all interest and principal must be paid to Lender by Borrower. Should Borrower obtain funds from "Alternative Financing" (as defined below), an amount equal to the principal amount of Alternative Financing but not to exceed the entire amount then due under this Promissory Note shall be immediately due and payable to Lender, unless otherwise agreed to in writing by Lender.

Failure on the part of Lender to exercise any right under this Promissory Note shall not be deemed a waiver of any other right under this Promissory Note.

"Alternative Financing" shall include the receipt of funds by Borrower from any bank, financial institution, bonds, tax-exempt bonds, or any other financial arrangement arranged in whole or in part by a financial institution, provided that no federal or state law or regulation prohibits the use of such funds to pay this Note.

The occurrence of any of the following shall constitute an "Event of Default" under this Note: (a) the failure of Borrower to make any payment when due under this or any other obligation to Lender (time is of the essence of this Note); (b) the institution of proceedings against Borrower under any state insolvency law or under any federal bankruptcy law, if such proceedings are not dismissed within thirty (30) days; (c) Borrower's becoming insolvent or generally failing to pay any of its debts as they become due; (d) the instigation of legal proceedings against Borrower for the violation of a criminal statute or for failure to pay state or federal taxes; (e) the entry of any judgment against Borrower that remains unsatisfied for thirty (30) days; (f) Borrower's liquidation or cessation of business; (g) the occurrence of any other material change in the control or ownership of Borrower; (h) the occurrence of a default under the terms of any loan agreement, security agreement, deed of trust, or similar document to which Borrower is a party or to which any property securing this Note is subject; (i) the revocation, suspension, probation or non-renewal of Borrower's Charter; or (j) the termination or suspension, for any reason, of the operating agreement between Lender and Borrower.

Upon the occurrence of an "Event of Default", as defined above, Lender may, at its option and without notice, declare all principal and interest provided for under this Note, and any other obligations of Borrower to Lender, to be presently due and payable, and Lender may enforce any remedies available to Lender under any documents securing or evidencing debts of Borrower to Lender. Lender may waive any default before or after it occurs and may restore this Note in full effect without impairing the right to declare it due for a subsequent default, this right being a continuing one. Upon default, the remaining unpaid principal balance of the indebtedness evidenced hereby and all expenses due Lender shall, at the option of Lender, bear interest at the rate stated above or at the highest rate permissible under applicable law.

Borrower hereto agree to pay reasonable attorney's fees and all court and other costs that Lender may incur in the course of efforts to collect the debt evidenced hereby.

The validity and construction of this Note shall be determined according to Florida law. If any provision of this Note should for any reason be invalid or unenforceable, the remaining provisions hereof shall remain in full effect.

The provisions of this Note may be amended or waived only by instrument in writing signed by the Lender and Borrower and attached to this Note.

The Learning Excellence Foundation of East Broward, Inc.

By: Jay Wongz

Print: _____

Date: NOV 17, 2006

Thomas J. H.
Fla. Reg. Vice President
Imagine Schools
11-17-06

Loan Calculator North Lauderdale Elementary NEW CALC 2010-2011

| Enter Values | |
|-----------------------------|----------------|
| Loan Amount | \$1,114,526.27 |
| Annual Interest Rate | 7.25 % |
| Loan Period in Years | 11 |
| Number of Payments Per Year | 12 |
| Start Date of Loan | 6/30/2010 |
| Optional Extra Payments | |

| Loan Summary | |
|------------------------------|---------------|
| Scheduled Payment | \$ 12,277.19 |
| Scheduled Number of Payments | 132 |
| Actual Number of Payments | 134 |
| Total Early Payments | \$ - |
| Total Interest | \$ 506,062.19 |

Lender Name:

| Pmt No. | Payment Date | Beginning Balance | Scheduled Payment | Extra Payment | Total Payment | Principal | Interest | Ending Balance |
|---------|--------------|-------------------|-------------------|---------------|---------------|-------------|-------------|-----------------|
| 1 | 7/30/2010 | \$ 1,114,526.27 | \$ 12,277.19 | \$ - | \$ 12,277.19 | \$ 5,543.59 | \$ 6,733.60 | \$ 1,108,982.68 |
| 2 | 8/30/2010 | 1,108,982.68 | 12,277.19 | - | 12,277.19 | 5,577.08 | 6,700.10 | 1,103,405.60 |
| 3 | 9/30/2010 | 1,103,405.60 | 12,277.19 | - | 12,277.19 | 5,610.78 | 6,666.41 | 1,097,794.82 |
| 4 | 10/30/2010 | 1,097,794.82 | 12,277.19 | - | 12,277.19 | 5,644.67 | 6,632.51 | 1,092,150.15 |
| 5 | 11/30/2010 | 1,092,150.15 | 12,277.19 | - | 12,277.19 | 5,678.78 | 6,598.41 | 1,086,471.37 |
| 6 | 12/30/2010 | 1,086,471.37 | 12,277.19 | - | 12,277.19 | 5,713.09 | 6,564.10 | 1,080,758.28 |
| 7 | 1/30/2011 | 1,080,758.28 | 12,277.19 | - | 12,277.19 | 5,747.60 | 6,529.58 | 1,075,010.68 |
| 8 | 2/28/2011 | 1,075,010.68 | 12,277.19 | - | 12,277.19 | 5,782.33 | 6,494.86 | 1,069,228.35 |
| 9 | 3/30/2011 | 1,069,228.35 | 12,277.19 | - | 12,277.19 | 5,817.26 | 6,459.92 | 1,063,411.08 |
| 10 | 4/30/2011 | 1,063,411.08 | 12,277.19 | - | 12,277.19 | 5,852.41 | 6,424.78 | 1,057,558.67 |
| 11 | 5/30/2011 | 1,057,558.67 | 12,277.19 | - | 12,277.19 | 5,887.77 | 6,389.42 | 1,051,670.91 |
| 12 | 6/30/2011 | 1,051,670.91 | 12,277.19 | - | 12,277.19 | 5,923.34 | 6,353.85 | 1,045,747.57 |
| 13 | 7/30/2011 | 1,045,747.57 | 12,277.19 | - | 12,277.19 | 5,959.13 | 6,318.06 | 1,039,788.44 |
| 14 | 8/30/2011 | 1,039,788.44 | 12,277.19 | - | 12,277.19 | 5,995.13 | 6,282.06 | 1,033,793.31 |
| 15 | 9/30/2011 | 1,033,793.31 | 12,277.19 | - | 12,277.19 | 6,031.35 | 6,245.83 | 1,027,761.96 |
| 16 | 10/30/2011 | 1,027,761.96 | 12,277.19 | - | 12,277.19 | 6,067.79 | 6,209.40 | 1,021,694.17 |
| 17 | 11/30/2011 | 1,021,694.17 | 12,277.19 | - | 12,277.19 | 6,104.45 | 6,172.74 | 1,015,589.72 |
| 18 | 12/30/2011 | 1,015,589.72 | 12,277.19 | - | 12,277.19 | 6,141.33 | 6,135.85 | 1,009,448.39 |
| 19 | 1/30/2012 | 1,009,448.39 | 12,277.19 | - | 12,277.19 | 6,178.43 | 6,098.75 | 1,003,269.95 |
| 20 | 3/1/2012 | 1,003,269.95 | 12,277.19 | - | 12,277.19 | 6,215.76 | 6,061.42 | 997,054.19 |
| 21 | 3/30/2012 | 997,054.19 | 12,277.19 | - | 12,277.19 | 6,253.32 | 6,023.87 | 990,800.87 |
| 22 | 4/30/2012 | 990,800.87 | 12,277.19 | - | 12,277.19 | 6,291.10 | 5,986.09 | 984,509.78 |
| 23 | 5/30/2012 | 984,509.78 | 12,277.19 | - | 12,277.19 | 6,329.11 | 5,948.08 | 978,180.67 |
| 24 | 6/30/2012 | 978,180.67 | 12,277.19 | - | 12,277.19 | 6,367.34 | 5,909.84 | 971,813.33 |
| 25 | 7/30/2012 | 971,813.33 | 12,277.19 | - | 12,277.19 | 6,405.81 | 5,871.37 | 965,407.51 |
| 26 | 8/30/2012 | 965,407.51 | 12,277.19 | - | 12,277.19 | 6,444.51 | 5,832.67 | 958,963.00 |
| 27 | 9/30/2012 | 958,963.00 | 12,277.19 | - | 12,277.19 | 6,483.45 | 5,793.73 | 952,479.55 |
| 28 | 10/30/2012 | 952,479.55 | 12,277.19 | - | 12,277.19 | 6,522.62 | 5,754.56 | 945,956.93 |
| 29 | 11/30/2012 | 945,956.93 | 12,277.19 | - | 12,277.19 | 6,562.03 | 5,715.16 | 939,394.90 |
| 30 | 12/30/2012 | 939,394.90 | 12,277.19 | - | 12,277.19 | 6,601.67 | 5,675.51 | 932,793.22 |
| 31 | 1/30/2013 | 932,793.22 | 12,277.19 | - | 12,277.19 | 6,641.56 | 5,635.63 | 926,151.66 |
| 32 | 3/2/2013 | 926,151.66 | 12,277.19 | - | 12,277.19 | 6,681.69 | 5,595.50 | 919,469.98 |
| 33 | 3/30/2013 | 919,469.98 | 12,277.19 | - | 12,277.19 | 6,722.05 | 5,555.13 | 912,747.92 |
| 34 | 4/30/2013 | 912,747.92 | 12,277.19 | - | 12,277.19 | 6,762.67 | 5,514.52 | 905,985.26 |
| 35 | 5/30/2013 | 905,985.26 | 12,277.19 | - | 12,277.19 | 6,803.52 | 5,473.66 | 899,181.73 |
| 36 | 6/30/2013 | 899,181.73 | 12,277.19 | - | 12,277.19 | 6,844.63 | 5,432.56 | 892,337.10 |
| 37 | 7/30/2013 | 892,337.10 | 12,277.19 | - | 12,277.19 | 6,885.98 | 5,391.20 | 885,451.12 |
| 38 | 8/30/2013 | 885,451.12 | 12,277.19 | - | 12,277.19 | 6,927.58 | 5,349.60 | 878,523.54 |
| 39 | 9/30/2013 | 878,523.54 | 12,277.19 | - | 12,277.19 | 6,969.44 | 5,307.75 | 871,554.10 |
| 40 | 10/30/2013 | 871,554.10 | 12,277.19 | - | 12,277.19 | 7,011.55 | 5,265.64 | 864,542.55 |
| 41 | 11/30/2013 | 864,542.55 | 12,277.19 | - | 12,277.19 | 7,053.91 | 5,223.28 | 857,488.65 |
| 42 | 12/30/2013 | 857,488.65 | 12,277.19 | - | 12,277.19 | 7,096.52 | 5,180.66 | 850,392.12 |
| 43 | 1/30/2014 | 850,392.12 | 12,277.19 | - | 12,277.19 | 7,139.40 | 5,137.79 | 843,252.72 |
| 44 | 3/2/2014 | 843,252.72 | 12,277.19 | - | 12,277.19 | 7,182.53 | 5,094.65 | 836,070.19 |
| 45 | 3/30/2014 | 836,070.19 | 12,277.19 | - | 12,277.19 | 7,225.93 | 5,051.26 | 828,844.26 |
| 46 | 4/30/2014 | 828,844.26 | 12,277.19 | - | 12,277.19 | 7,269.58 | 5,007.60 | 821,574.68 |
| 47 | 5/30/2014 | 821,574.68 | 12,277.19 | - | 12,277.19 | 7,313.50 | 4,963.68 | 814,261.17 |
| 48 | 6/30/2014 | 814,261.17 | 12,277.19 | - | 12,277.19 | 7,357.69 | 4,919.49 | 806,903.48 |
| 49 | 7/30/2014 | 806,903.48 | 12,277.19 | - | 12,277.19 | 7,402.14 | 4,875.04 | 799,501.34 |
| 50 | 8/30/2014 | 799,501.34 | 12,277.19 | - | 12,277.19 | 7,446.86 | 4,830.32 | 792,054.47 |
| 51 | 9/30/2014 | 792,054.47 | 12,277.19 | - | 12,277.19 | 7,491.86 | 4,785.33 | 784,562.62 |
| 52 | 10/30/2014 | 784,562.62 | 12,277.19 | - | 12,277.19 | 7,537.12 | 4,740.07 | 777,025.50 |
| 53 | 11/30/2014 | 777,025.50 | 12,277.19 | - | 12,277.19 | 7,582.66 | 4,694.53 | 769,442.84 |
| 54 | 12/30/2014 | 769,442.84 | 12,277.19 | - | 12,277.19 | 7,628.47 | 4,648.72 | 761,814.37 |
| 55 | 1/30/2015 | 761,814.37 | 12,277.19 | - | 12,277.19 | 7,674.56 | 4,602.63 | 754,139.82 |

| Pmt No. | Payment Date | Beginning Balance | Scheduled Payment | Extra Payment | Total Payment | Principal | Interest | Ending Balance |
|---------|--------------|-------------------|-------------------|---------------|---------------|-----------|----------|----------------|
| 56 | 3/2/2015 | 754,139.82 | 12,277.19 | - | 12,277.19 | 7,720.92 | 4,556.26 | 746,418.89 |
| 57 | 3/30/2015 | 746,418.89 | 12,277.19 | - | 12,277.19 | 7,767.57 | 4,509.61 | 738,651.32 |
| 58 | 4/30/2015 | 738,651.32 | 12,277.19 | - | 12,277.19 | 7,814.50 | 4,462.69 | 730,836.82 |
| 59 | 5/30/2015 | 730,836.82 | 12,277.19 | - | 12,277.19 | 7,861.71 | 4,415.47 | 722,975.11 |
| 60 | 6/30/2015 | 722,975.11 | 12,277.19 | - | 12,277.19 | 7,909.21 | 4,367.97 | 715,065.90 |
| 61 | 7/30/2015 | 715,065.90 | 12,277.19 | - | 12,277.19 | 7,957.00 | 4,320.19 | 707,108.90 |
| 62 | 8/30/2015 | 707,108.90 | 12,277.19 | - | 12,277.19 | 8,005.07 | 4,272.12 | 699,103.83 |
| 63 | 9/30/2015 | 699,103.83 | 12,277.19 | - | 12,277.19 | 8,053.43 | 4,223.75 | 691,050.40 |
| 64 | 10/30/2015 | 691,050.40 | 12,277.19 | - | 12,277.19 | 8,102.09 | 4,175.10 | 682,948.31 |
| 65 | 11/30/2015 | 682,948.31 | 12,277.19 | - | 12,277.19 | 8,151.04 | 4,126.15 | 674,797.27 |
| 66 | 12/30/2015 | 674,797.27 | 12,277.19 | - | 12,277.19 | 8,200.29 | 4,076.90 | 666,596.99 |
| 67 | 1/30/2016 | 666,596.99 | 12,277.19 | - | 12,277.19 | 8,249.83 | 4,027.36 | 658,347.16 |
| 68 | 3/1/2016 | 658,347.16 | 12,277.19 | - | 12,277.19 | 8,299.67 | 3,977.51 | 650,047.49 |
| 69 | 3/30/2016 | 650,047.49 | 12,277.19 | - | 12,277.19 | 8,349.82 | 3,927.37 | 641,697.67 |
| 70 | 4/30/2016 | 641,697.67 | 12,277.19 | - | 12,277.19 | 8,400.26 | 3,876.92 | 633,297.41 |
| 71 | 5/30/2016 | 633,297.41 | 12,277.19 | - | 12,277.19 | 8,451.01 | 3,826.17 | 624,846.40 |
| 72 | 6/30/2016 | 624,846.40 | 12,277.19 | - | 12,277.19 | 8,502.07 | 3,775.11 | 616,344.32 |
| 73 | 7/30/2016 | 616,344.32 | 12,277.19 | - | 12,277.19 | 8,553.44 | 3,723.75 | 607,790.89 |
| 74 | 8/30/2016 | 607,790.89 | 12,277.19 | - | 12,277.19 | 8,605.12 | 3,672.07 | 599,185.77 |
| 75 | 9/30/2016 | 599,185.77 | 12,277.19 | - | 12,277.19 | 8,657.10 | 3,620.08 | 590,528.67 |
| 76 | 10/30/2016 | 590,528.67 | 12,277.19 | - | 12,277.19 | 8,709.41 | 3,567.78 | 581,819.26 |
| 77 | 11/30/2016 | 581,819.26 | 12,277.19 | - | 12,277.19 | 8,762.03 | 3,515.16 | 573,057.23 |
| 78 | 12/30/2016 | 573,057.23 | 12,277.19 | - | 12,277.19 | 8,814.96 | 3,462.22 | 564,242.27 |
| 79 | 1/30/2017 | 564,242.27 | 12,277.19 | - | 12,277.19 | 8,868.22 | 3,408.96 | 555,374.04 |
| 80 | 3/2/2017 | 555,374.04 | 12,277.19 | - | 12,277.19 | 8,921.80 | 3,355.38 | 546,452.24 |
| 81 | 3/30/2017 | 546,452.24 | 12,277.19 | - | 12,277.19 | 8,975.70 | 3,301.48 | 537,476.54 |
| 82 | 4/30/2017 | 537,476.54 | 12,277.19 | - | 12,277.19 | 9,029.93 | 3,247.25 | 528,446.61 |
| 83 | 5/30/2017 | 528,446.61 | 12,277.19 | - | 12,277.19 | 9,084.49 | 3,192.70 | 519,362.12 |
| 84 | 6/30/2017 | 519,362.12 | 12,277.19 | - | 12,277.19 | 9,139.37 | 3,137.81 | 510,222.75 |
| 85 | 7/30/2017 | 510,222.75 | 12,277.19 | - | 12,277.19 | 9,194.59 | 3,082.60 | 501,028.16 |
| 86 | 8/30/2017 | 501,028.16 | 12,277.19 | - | 12,277.19 | 9,250.14 | 3,027.05 | 491,778.02 |
| 87 | 9/30/2017 | 491,778.02 | 12,277.19 | - | 12,277.19 | 9,306.03 | 2,971.16 | 482,471.99 |
| 88 | 10/30/2017 | 482,471.99 | 12,277.19 | - | 12,277.19 | 9,362.25 | 2,914.93 | 473,109.74 |
| 89 | 11/30/2017 | 473,109.74 | 12,277.19 | - | 12,277.19 | 9,418.81 | 2,858.37 | 463,690.93 |
| 90 | 12/30/2017 | 463,690.93 | 12,277.19 | - | 12,277.19 | 9,475.72 | 2,801.47 | 454,215.21 |
| 91 | 1/30/2018 | 454,215.21 | 12,277.19 | - | 12,277.19 | 9,532.97 | 2,744.22 | 444,682.24 |
| 92 | 3/2/2018 | 444,682.24 | 12,277.19 | - | 12,277.19 | 9,590.56 | 2,686.62 | 435,091.68 |
| 93 | 3/30/2018 | 435,091.68 | 12,277.19 | - | 12,277.19 | 9,648.51 | 2,628.68 | 425,443.17 |
| 94 | 4/30/2018 | 425,443.17 | 12,277.19 | - | 12,277.19 | 9,706.80 | 2,570.39 | 415,736.37 |
| 95 | 5/30/2018 | 415,736.37 | 12,277.19 | - | 12,277.19 | 9,765.44 | 2,511.74 | 405,970.93 |
| 96 | 6/30/2018 | 405,970.93 | 12,277.19 | - | 12,277.19 | 9,824.44 | 2,452.74 | 396,146.48 |
| 97 | 7/30/2018 | 396,146.48 | 12,277.19 | - | 12,277.19 | 9,883.80 | 2,393.39 | 386,262.68 |
| 98 | 8/30/2018 | 386,262.68 | 12,277.19 | - | 12,277.19 | 9,943.51 | 2,333.67 | 376,319.17 |
| 99 | 9/30/2018 | 376,319.17 | 12,277.19 | - | 12,277.19 | 10,003.59 | 2,273.59 | 366,315.58 |
| 100 | 10/30/2018 | 366,315.58 | 12,277.19 | - | 12,277.19 | 10,064.03 | 2,213.16 | 356,251.55 |
| 101 | 11/30/2018 | 356,251.55 | 12,277.19 | - | 12,277.19 | 10,124.83 | 2,152.35 | 346,126.72 |
| 102 | 12/30/2018 | 346,126.72 | 12,277.19 | - | 12,277.19 | 10,186.00 | 2,091.18 | 335,940.71 |
| 103 | 1/30/2019 | 335,940.71 | 12,277.19 | - | 12,277.19 | 10,247.54 | 2,029.64 | 325,693.17 |
| 104 | 3/2/2019 | 325,693.17 | 12,277.19 | - | 12,277.19 | 10,309.46 | 1,967.73 | 315,383.71 |
| 105 | 3/30/2019 | 315,383.71 | 12,277.19 | - | 12,277.19 | 10,371.74 | 1,905.44 | 305,011.97 |
| 106 | 4/30/2019 | 305,011.97 | 12,277.19 | - | 12,277.19 | 10,434.40 | 1,842.78 | 294,577.57 |
| 107 | 5/30/2019 | 294,577.57 | 12,277.19 | - | 12,277.19 | 10,497.45 | 1,779.74 | 284,080.12 |
| 108 | 6/30/2019 | 284,080.12 | 12,277.19 | - | 12,277.19 | 10,560.87 | 1,716.32 | 273,519.25 |
| 109 | 7/30/2019 | 273,519.25 | 12,277.19 | - | 12,277.19 | 10,624.67 | 1,652.51 | 262,894.58 |
| 110 | 8/30/2019 | 262,894.58 | 12,277.19 | - | 12,277.19 | 10,688.86 | 1,588.32 | 252,205.72 |
| 111 | 9/30/2019 | 252,205.72 | 12,277.19 | - | 12,277.19 | 10,753.44 | 1,523.74 | 241,452.27 |
| 112 | 10/30/2019 | 241,452.27 | 12,277.19 | - | 12,277.19 | 10,818.41 | 1,458.77 | 230,633.86 |
| 113 | 11/30/2019 | 230,633.86 | 12,277.19 | - | 12,277.19 | 10,883.77 | 1,393.41 | 219,750.09 |
| 114 | 12/30/2019 | 219,750.09 | 12,277.19 | - | 12,277.19 | 10,949.53 | 1,327.66 | 208,800.56 |
| 115 | 1/30/2020 | 208,800.56 | 12,277.19 | - | 12,277.19 | 11,015.68 | 1,261.50 | 197,784.88 |
| 116 | 3/1/2020 | 197,784.88 | 12,277.19 | - | 12,277.19 | 11,082.23 | 1,194.95 | 186,702.65 |
| 117 | 3/30/2020 | 186,702.65 | 12,277.19 | - | 12,277.19 | 11,149.19 | 1,128.00 | 175,553.46 |
| 118 | 4/30/2020 | 175,553.46 | 12,277.19 | - | 12,277.19 | 11,216.55 | 1,060.64 | 164,336.91 |
| 119 | 5/30/2020 | 164,336.91 | 12,277.19 | - | 12,277.19 | 11,284.32 | 992.87 | 153,052.59 |
| 120 | 6/30/2020 | 153,052.59 | 12,277.19 | - | 12,277.19 | 11,352.49 | 924.69 | 141,700.10 |
| 121 | 7/30/2020 | 141,700.10 | 12,277.19 | - | 12,277.19 | 11,421.08 | 856.10 | 130,279.02 |
| 122 | 8/30/2020 | 130,279.02 | 12,277.19 | - | 12,277.19 | 11,490.08 | 787.10 | 118,788.93 |
| 123 | 9/30/2020 | 118,788.93 | 12,277.19 | - | 12,277.19 | 11,559.50 | 717.68 | 107,229.43 |
| 124 | 10/30/2020 | 107,229.43 | 12,277.19 | - | 12,277.19 | 11,629.34 | 647.84 | 95,600.09 |
| 125 | 11/30/2020 | 95,600.09 | 12,277.19 | - | 12,277.19 | 11,699.60 | 577.58 | 83,900.49 |

| Pmt No. | Payment Date | Beginning Balance | Scheduled Payment | Extra Payment | Total Payment | Principal | Interest | Ending Balance |
|----------------|---------------------|--------------------------|--------------------------|----------------------|----------------------|------------------|-----------------|-----------------------|
| 126 | 12/30/2020 | 83,900.49 | 12,277.19 | - | 12,277.19 | 11,770.29 | 506.90 | 72,130.20 |
| 127 | 1/30/2021 | 72,130.20 | 12,277.19 | - | 12,277.19 | 11,841.40 | 435.79 | 60,288.80 |
| 128 | 3/2/2021 | 60,288.80 | 12,277.19 | - | 12,277.19 | 11,912.94 | 364.24 | 48,375.86 |
| 129 | 3/30/2021 | 48,375.86 | 12,277.19 | - | 12,277.19 | 11,984.91 | 292.27 | 36,390.95 |
| 130 | 4/30/2021 | 36,390.95 | 12,277.19 | - | 12,277.19 | 12,057.32 | 219.86 | 24,333.63 |
| 131 | 5/30/2021 | 24,333.63 | 12,277.19 | - | 12,277.19 | 12,130.17 | 147.02 | 12,203.46 |
| 132 | 6/30/2021 | 12,203.46 | 12,277.19 | - | 12,203.46 | 12,129.73 | 73.73 | 0.00 |

Imagine Charter School at North Lauderdale Elementary (5171)
Statement of Revenues, Expenditures, and Changes in Fund Balance as of:
September 30,2010

| | Annual Budget | Month Ended | September 30, 2010 |
|---|----------------------------|---------------------------|---------------------------|
| | July 2010-June 2011 | September 30, 2010 | September 30, 2010 |
| | | | Total Year to Date |
| REVENUES | | | |
| Florida Educational Finance Program | 2,492,249 | 214,168 | 605,764 |
| Federal Pass-Through Grants | 159,992 | 19,966 | 47,624 |
| Other | - | 37,529 | 41,415 |
| Total Revenues | 2,652,241 | 271,663 | 694,803 |
| EXPENDITURES | | | |
| Instruction | 1,061,413 | 107,450 | 111,740 |
| Pupil Personnel Services | 350 | - | - |
| Instructional Media Services | 30,842 | 3,222 | 4,127 |
| Instruction and Curriculum Development Services | 103,299 | 1,154 | 3,134 |
| Instructional Staff Training Services | - | - | (1,000) |
| Board | 31,996 | 8,958 | 18,375 |
| General Administration | - | - | - |
| School Administration | 563,790 | 40,216 | 116,312 |
| Facilities Acquisition and Construction | - | - | - |
| Fiscal Services | - | - | - |
| Food Services | 32,886 | 24,800 | 40,043 |
| Central Services | 1,200 | 38 | 38 |
| Pupil Transportation Services | 51,840 | 5,670 | 11,340 |
| Operation of Plant | 661,174 | 55,140 | 159,599 |
| Maintenance of Plant | 22,800 | 2,137 | 14,127 |
| Community Services | 5,600 | 3,665 | 4,725 |
| Interest on Long-term Debt | 84,000 | 6,666 | 20,100 |
| Total Current Expenditures | 2,651,190 | 259,116 | 502,660 |
| Excess (Defecit) of Revenues Over Expenditures | 1,051 | 12,547 | 192,143 |
| Other Financial Sources | | | |
| Net Change in Fund Balance | 1,051 | 12,547 | 192,143 |
| Fund Balance at Beginning of Year | (977,589) | (977,589) | (977,589) |
| Fund Balance | \$ (976,538) | \$ (965,042) | \$ (785,446) |

Current Month-September 2010

| | |
|------------------------|------------|
| Projected FTE Revenues | \$ 192,744 |
| Actual FTE Revenues | \$ 214,168 |

Imagine Charter School at North Lauderdale Elementary (5171)**Statement of Net Assets****Accounting Period Ending: 9/30/2010****Assets:****Current Assets:**

| | |
|----------------------------------|------------|
| Cash | 348,382.80 |
| Accts Receivable | 9,060.09 |
| Due from Other Funds/Schools | 46,281.04 |
| Grants Receivable-Due from Funds | .00 |
| Prepaid Expenses | .00 |
| Prepaid Insurance | 1,967.45 |
| | <hr/> |
| | 405,691.38 |

| | |
|--------------------------------|-------------|
| Capital Assets, Depreciable | 65,359.43 |
| Less: Accumulated Depreciation | (51,324.96) |
| | <hr/> |
| | 14,034.47 |

| | |
|----------|----------|
| Deposits | 8,881.85 |
| | <hr/> |

| | |
|---------------------|-------------------|
| Total Assets | 428,607.70 |
| | <hr/> <hr/> |

Liabilities and Net Assets**Current Liabilities:**

| | |
|----------------------------|--------------|
| Salaries and Wages Payable | 57,514.73 |
| Payroll Deductions | 38,912.25 |
| Accrued Expenses | .00 |
| Accounts Payable | 77,905.91 |
| Due to Other Agencies | (58,071.93) |
| Other Current Liabilities | 99,542.00 |
| Notes Payable | 1,114,525.78 |
| Loan Payable - Imagine | (16,730.95) |
| Deferred Revenue | .00 |
| Deposits Payable | .00 |
| Total Liabilities | <hr/> |
| | 1,313,597.79 |

Net Assets:

| | |
|------------------------------------|----------------|
| Equity | |
| Retained Earnings Current | (1,295,742.30) |
| Investment in general fixed assets | 15,343.00 |
| Total Equity | <hr/> |
| | (1,280,399.30) |

| | |
|-------------------|------------|
| Retained Earnings | 203,266.80 |
| | <hr/> |

| | |
|----------------------------------|------------|
| Retained Earnings - Current year | 192,142.41 |
| | <hr/> |

| | |
|--------------|--------------|
| Total Equity | (884,990.09) |
|--------------|--------------|

| | |
|-------------------------------|-------------------|
| Liabilities and Equity | 428,607.70 |
| | <hr/> <hr/> |

Imagine Charter School at North Lauderdale Elementary (5171)
Statement of Revenues, Expenditures, and Changes in Fund Balance as of:
December 31, 2010

| | Annual Budget | Month Ended | December 31, 2010 |
|---|----------------------------|--------------------------|---------------------------|
| | July 2010-June 2011 | December 31, 2010 | Total Year to Date |
| REVENUES | | | |
| Florida Educational Finance Program | 2,492,249 | 207,597 | 1,231,767 |
| Federal Pass-Through Grants | 159,992 | 48,923 | 126,206 |
| Other | - | 28,002 | 112,228 |
| Total Revenues | 2,652,241 | 284,522 | 1,470,201 |
| EXPENDITURES | | | |
| Instruction 5000 | 1,061,413 | 104,092 | 415,609 |
| Pupil Personnel Services 6100 | 350 | 2,235 | - |
| Instructional Media Services 6200 | 30,842 | 3,047 | 13,735 |
| Instruction and Curriculum Development Services 6300 | 103,299 | - | 3,134 |
| Instructional Staff Training Services 6400 | - | - | (1,000) |
| Board 7100 | 31,996 | 1,458 | 23,750 |
| General Administration 7200 | - | - | - |
| School Administration 7300 | 563,790 | 49,177 | 251,576 |
| Facilities Acquisition and Construction 7400 | - | - | - |
| Fiscal Services 7500 | - | - | - |
| Food Services 7600 | 32,886 | 22,778 | 124,047 |
| Central Services 7700 | 1,200 | - | 38 |
| Pupil Transportation Services 7800 | 51,840 | 5,670 | 28,350 |
| Operation of Plant 7900 | 661,174 | 49,547 | 314,491 |
| Maintenance of Plant 8100 | 22,800 | 1,936 | 25,331 |
| Community Services 9100 | 5,600 | 1,744 | 13,983 |
| Interest on Long-term Debt 9200 | 84,000 | 6,564 | 39,895 |
| Total Current Expenditures | 2,651,190 | 248,248 | 1,252,939 |
| Excess (Defecit) of Revenues Over Expenditures | 1,051 | 36,274 | 217,262 |
| Other Financial Sources | | | |
| Net Change in Fund Balance | 1,051 | 36,274 | 217,262 |
| Fund Balance at Beginning of Year | (977,589) | (977,589) | (977,589) |
| Fund Balance | \$ (976,538) | \$ (941,315) | \$ (760,327) |

Current Month-December 2010

| | | |
|------------------------|----|---------|
| Projected FTE Revenues | \$ | 204,112 |
| Actual FTE Revenues | \$ | 197,616 |

Imagine Charter School at North Lauderdale Elementary (5171)**Statement of Net Assets****Accounting Period Ending:****12/31/2010****Assets:**

Current Assets:

| | |
|--------------------------------|-------------------|
| Cash | 598,300.65 |
| Accts Receivable | (12,806.22) |
| Due from Other Funds/Schools | 12,765.00 |
| Grants Receivab-Due from Funds | .00 |
| Prepaid Expenses | .00 |
| Prepaid Insurance | (9,537.04) |
| | <u>588,722.39</u> |

| | |
|--------------------------------|------------------|
| Capital Assets, Depreciable | 65,359.43 |
| Less: Accumulated Depreciation | (52,633.56) |
| | <u>12,725.87</u> |

| | |
|----------|-----------------|
| Deposits | <u>8,881.85</u> |
|----------|-----------------|

| | |
|---------------------|---------------------------------|
| Total Assets | <u><u>610,330.11</u></u> |
|---------------------|---------------------------------|

Liabilities and Net Assets

Current Liabilities:

| | |
|----------------------------|---------------------|
| Salaries and Wages Payable | 39,289.69 |
| Payroll Deductions | 33,638.88 |
| Accrued Expenses | .00 |
| Accounts Payable | 67,446.64 |
| Due to Other Agencies | (58,071.93) |
| Other Current Liabilities | 99,542.00 |
| Notes Payable | 1,114,525.78 |
| Loan Payable - Imagine | (33,767.49) |
| Deferred Revenue | 207,596.77 |
| Deposits Payable | .00 |
| Total Liabilities | <u>1,470,200.34</u> |

Net Assets:

| | |
|------------------------------------|-----------------------|
| Equity | |
| Retained Earnings Current | (1,295,742.30) |
| Investment in general fixed assets | 15,343.00 |
| Total Equity | <u>(1,280,399.30)</u> |

| | |
|-------------------|-------------------|
| Retained Earnings | <u>203,266.80</u> |
|-------------------|-------------------|

| | |
|----------------------------------|-------------------|
| Retained Earnings - Current year | <u>217,262.27</u> |
|----------------------------------|-------------------|

| | |
|--------------|--------------|
| Total Equity | (859,870.23) |
|--------------|--------------|

| | |
|-------------------------------|---------------------------------|
| Liabilities and Equity | <u><u>610,330.11</u></u> |
|-------------------------------|---------------------------------|

Imagine Charter School at North Lauderdale Elementary (5171)
Statement of Revenues, Expenditures, and Changes in Fund Balance as of:
March 31, 2011

| | Annual Budget | Month Ended | March 31, 2011 |
|---|----------------------------|-----------------------|---------------------------|
| | July 2010-June 2011 | March 31, 2011 | March 31, 2011 |
| | | | Total Year to Date |
| REVENUES | | | |
| Florida Educational Finance Program | 2,492,249 | 221,573 | 1,991,267 |
| Federal Pass-Through Grants | 159,992 | 615 | 100,909 |
| Other | - | 41,365 | 252,527 |
| Total Revenues | 2,652,241 | 263,553 | 2,344,703 |
| EXPENDITURES | | | |
| Instruction | 5000 1,061,413 | 107,844 | 727,921 |
| Pupil Personnel Services | 6100 350 | - | - |
| Instructional Media Services | 6200 30,842 | 3,009 | 22,070 |
| Instruction and Curriculum Development Services | 6300 103,299 | - | 3,134 |
| Instructional Staff Training Services | 6400 - | - | (1,000) |
| Board | 7100 31,996 | 1,458 | 28,125 |
| General Administration | 7200 - | - | - |
| School Administration | 7300 563,790 | 45,167 | 411,215 |
| Facilities Acquisition and Construction | 7400 - | - | - |
| Fiscal Services | 7500 - | - | - |
| Food Services | 7600 32,886 | 30,930 | 219,459 |
| Central Services | 7700 1,200 | - | 38 |
| Pupil Transportation Services | 7800 51,840 | 5,670 | 45,360 |
| Operation of Plant | 7900 661,174 | 46,596 | 462,491 |
| Maintenance of Plant | 8100 22,800 | 1,535 | 30,054 |
| Community Services | 9100 5,600 | 4,297 | 25,673 |
| Interest on Long-term Debt | 9200 84,000 | 6,460 | 59,379 |
| Total Current Expenditures | 2,651,190 | 252,966 | 2,033,919 |
| Excess (Defecit) of Revenues Over Expenditures | 1,051 | 10,587 | 310,784 |
| Other Financial Sources | | | |
| Net Change in Fund Balance | 1,051 | 10,587 | 310,784 |
| Fund Balance at Beginning of Year | (977,589) | (977,589) | (977,589) |
| Fund Balance | \$ (976,538) | \$ (967,002) | \$ (666,805) |
| Current Month-March 2011 | | | |
| Projected FTE Revenues | \$ 204,112 | | |
| Actual FTE Revenues | \$ 198,397 | | |

Imagine Charter School at North Lauderdale Elementary (5171)

Name of Charter School Seeking Renewal: Imagine Schools At North Lauderdale Elementary Location Number: 5171

Statement of Net Assets

Accounting Period Ending:

03/31/2011

Assets:

Current Assets:

| | |
|----------------------------------|-------------|
| Cash | 706,240.40 |
| Accts Receivable | 1,595.87 |
| Due from Other Funds/Schools | 12,765.00 |
| Grants Receivable-Due from Funds | .00 |
| Prepaid Expenses | .00 |
| Prepaid Insurance | (20,374.24) |
| | <hr/> |
| | 700,227.03 |

| | |
|--------------------------------|-------------|
| Capital Assets, Depreciable | 67,810.43 |
| Less: Accumulated Depreciation | (53,942.16) |
| | <hr/> |
| | 13,868.27 |

| | |
|----------|----------|
| Deposits | <hr/> |
| | 8,881.85 |

| | |
|---------------------|-------------------|
| Total Assets | <hr/> <hr/> |
| | 722,977.15 |

Liabilities and Net Assets

Current Liabilities:

| | |
|----------------------------|--------------|
| Salaries and Wages Payable | 56,104.65 |
| Payroll Deductions | 42,505.48 |
| Accrued Expenses | .00 |
| Accounts Payable | 74,252.76 |
| Due to Other Agencies | (58,071.93) |
| Other Current Liabilities | 99,542.00 |
| Notes Payable | 1,114,525.78 |
| Loan Payable - Imagine | (51,114.68) |
| Deferred Revenue | 211,581.59 |
| Deposits Payable | .00 |
| Total Liabilities | <hr/> |
| | 1,489,325.65 |

Net Assets:

| | |
|------------------------------------|----------------|
| Equity | |
| Retained Earnings Current | (1,295,742.30) |
| Investment in general fixed assets | 15,343.00 |
| Total Equity | <hr/> |
| | (1,280,399.30) |

| | |
|-------------------|------------|
| Retained Earnings | <hr/> |
| | 203,266.80 |

| | |
|----------------------------------|------------|
| Retained Earnings - Current year | <hr/> |
| | 310,784.00 |

| | |
|--------------|--------------|
| Total Equity | (766,348.50) |
|--------------|--------------|

| | |
|-------------------------------|-------------------|
| Liabilities and Equity | <hr/> <hr/> |
| | 722,977.15 |

Imagine Charter School at North Lauderdale Elementary (5171) Balance Sheet-Governmental Funds

Accounting Period Ending: 03/31/2011

| | Special Revenue | | Total Government |
|---|-------------------|------------|-------------------|
| | General Fund | Funds | Funds |
| <u>Assets:</u> | | | |
| Cash | 706,240.40 | | 706,240.40 |
| Accts Receivable | 1,595.87 | | 1,595.87 |
| Due from Other Funds/Schools | 12,765.00 | | 12,765.00 |
| Grants Receivab-Due from Funds | .00 | | .00 |
| Prepaid Expenses | .00 | | .00 |
| Prepaid Insurance | (20,374.24) | | (20,374.24) |
| Deposits | 8,881.85 | | 8,881.85 |
| Total Assets | 709,108.88 | .00 | 709,108.88 |
| | | | |
| <u>Liabilities</u> | | | |
| Salaries and Wages Payable | 56,104.65 | | 56,104.65 |
| Payroll Deductions | 42,505.48 | | 42,505.48 |
| Accrued Expenses | .00 | | .00 |
| Accounts Payable | 74,252.76 | | 74,252.76 |
| Due to Other Agencies | (58,071.93) | | (58,071.93) |
| Deferred Revenue | 211,581.59 | | 211,581.59 |
| Deposits Payable | .00 | | .00 |
| Total Liabilities | 326,372.55 | .00 | 326,372.55 |
| | | | |
| <u>Fund Balance</u> | | | |
| Reserved | 4,688.44 | | 4,688.44 |
| Unreserved | 378,047.89 | | 378,047.89 |
| Total Fund Balance | 382,736.33 | .00 | 382,736.33 |
| | | | |
| Total Liabilities and Fund Balance | 709,108.88 | .00 | 709,108.88 |

Imagine Charter School at North Lauderdale Elementary (5171)
Statement of Revenues, Expenditures, and Changes in Fund Balance as of:
June 30, 2011

| | Annual Budget July 2010-June 2011 | Month Ended June 30, 2011 | June 30, 2011 Total Year to Date |
|--|--|--------------------------------------|---|
| REVENUES | | | |
| Florida Educational Finance Program | 2,492,249 | 202,209 | 2,606,085 |
| Federal Pass-Through Grants | 159,992 | 43,158 | 200,094 |
| Other | - | 50,572 | 387,089 |
| Total Revenues | 2,652,241 | 295,939 | 3,193,268 |
| EXPENDITURES | | | |
| Instruction 5000 | 1,061,413 | 266,448 | 1,212,349 |
| Pupil Personnel Services 6100 | 350 | - | 87 |
| Instructional Media Services 6200 | 30,842 | 7,592 | 34,865 |
| Instruction and Curriculum Development Services 6300 | 103,299 | 621 | 5,231 |
| Instructional Staff Training Services 6400 | - | - | (1,000) |
| Board 7100 | 31,996 | 1,458 | 32,500 |
| General Administration 7200 | - | - | - |
| School Administration 7300 | 563,790 | 59,159 | 558,915 |
| Facilities Acquisition and Construction 7400 | - | - | - |
| Fiscal Services 7500 | - | - | - |
| Food Services 7600 | 32,886 | 13,882 | 301,612 |
| Central Services 7700 | 1,200 | 1,901 | 1,940 |
| Pupil Transportation Services 7800 | 51,840 | - | 56,700 |
| Operation of Plant 7900 | 661,174 | 51,529 | 620,269 |
| Maintenance of Plant 8100 | 22,800 | 4,699 | 39,396 |
| Community Services 9100 | 5,600 | 1,032 | 35,506 |
| Interest on Long-term Debt 9200 | 84,000 | 6,354 | 78,548 |
| Total Current Expenditures | 2,651,190 | 414,675 | 2,976,918 |
| Excess (Defecit) of Revenues Over Expenditures | 1,051 | (118,736) | 216,350 |
| Other Financial Sources | - | - | - |
| Net Change in Fund Balance | 1,051 | (118,736) | 216,350 |
| Fund Balance at Beginning of Year | (977,589) | (977,589) | (977,589) |
| Fund Balance | \$ (976,538) | \$ (1,096,325) | \$ (761,239) |
| Current Month-June 2011 | | | |
| Projected FTE Revenues | \$ 204,112 | | |
| Actual FTE Revenues | \$ 189,785 | | |

Imagine Charter School at North Lauderdale Elementary (5171)**Statement of Net Assets****Accounting Period Ending:****06/30/2011****Assets:****Current Assets:**

| | |
|--------------------------------|-------------------|
| Cash | 367,178.60 |
| Accts Receivable | (29,623.13) |
| Due from Other Funds/Schools | 41,184.36 |
| Grants Receivab-Due from Funds | .00 |
| Prepaid Expenses | 3,365.60 |
| Prepaid Insurance | 8,449.00 |
| | <u>390,554.43</u> |

| | |
|--------------------------------|------------------|
| Capital Assets, Depreciable | 78,846.88 |
| Less: Accumulated Depreciation | (55,250.76) |
| | <u>23,596.12</u> |

| | |
|----------|-----------------|
| Deposits | <u>8,105.00</u> |
|----------|-----------------|

| | |
|---------------------|---------------------------------|
| Total Assets | <u><u>422,255.55</u></u> |
|---------------------|---------------------------------|

Liabilities and Net Assets**Current Liabilities:**

| | |
|----------------------------|---------------------|
| Salaries and Wages Payable | 184,837.67 |
| Payroll Deductions | 47,002.27 |
| Accrued Expenses | .00 |
| Accounts Payable | 109,130.90 |
| Due to Other Agencies | (103,680.37) |
| Other Current Liabilities | .00 |
| Notes Payable | 1,114,525.78 |
| Loan Payable - Imagine | (68,778.20) |
| Deferred Revenue | .00 |
| Deposits Payable | .00 |
| Total Liabilities | <u>1,283,038.05</u> |

Net Assets:

| | |
|------------------------------------|-----------------------|
| Equity | |
| Retained Earnings Current | (1,295,742.30) |
| Investment in general fixed assets | 15,343.00 |
| Total Equity | <u>(1,280,399.30)</u> |

| | |
|-------------------|-------------------|
| Retained Earnings | <u>203,266.80</u> |
|-------------------|-------------------|

| | |
|----------------------------------|-------------------|
| Retained Earnings - Current year | <u>216,350.00</u> |
|----------------------------------|-------------------|

| | |
|--------------|--------------|
| Total Equity | (860,782.50) |
|--------------|--------------|

| | |
|-------------------------------|---------------------------------|
| Liabilities and Equity | <u><u>422,255.55</u></u> |
|-------------------------------|---------------------------------|

Imagine Charter School at North Lauderdale Elementary (5171) Balance Sheet-Governmental Funds

Accounting Period Ending: 06/30/2011

| | Special Revenue | | Total Government |
|---|-------------------|------------|-------------------|
| | General Fund | Funds | Funds |
| <u>Assets:</u> | | | |
| Cash | 367,178.60 | | 367,178.60 |
| Accts Receivable | (29,623.13) | | (29,623.13) |
| Due from Other Funds/Schools | 41,184.36 | | 41,184.36 |
| Grants Receivab-Due from Funds | .00 | | .00 |
| Prepaid Expenses | 3,365.60 | | 3,365.60 |
| Prepaid Insurance | 8,449.00 | | 8,449.00 |
| Deposits | 8,105.00 | | 8,105.00 |
| Total Assets | 398,659.43 | .00 | 398,659.43 |
| <u>Liabilities</u> | | | |
| Salaries and Wages Payable | 184,837.67 | | 184,837.67 |
| Payroll Deductions | 47,002.27 | | 47,002.27 |
| Accrued Expenses | .00 | | .00 |
| Accounts Payable | 109,130.90 | | 109,130.90 |
| Due to Other Agencies | (103,680.37) | | (103,680.37) |
| Deferred Revenue | .00 | | .00 |
| Deposits Payable | .00 | | .00 |
| Total Liabilities | 237,290.47 | .00 | 237,290.47 |
| <u>Fund Balance</u> | | | |
| Reserved | 22,004.53 | | 22,004.53 |
| Unreserved | 139,364.43 | | 139,364.43 |
| Total Fund Balance | 161,368.96 | .00 | 161,368.96 |
| Total Liabilities and Fund Balance | 398,659.43 | .00 | 398,659.43 |

Imagine Charter School at North Lauderdale Elementary (5171)
Statement of Revenues, Expenditures, and Changes in Fund Balance as of:
SEPTEMBER 30, 2011

| | <u>Annual Budget</u> <u>July 2011-June 2012</u> | <u>Month Ended</u> <u>SEPTEMBER 30, 2011</u> | <u>SEPTEMBER 30, 2011</u> <u>Total Year to Date</u> |
|---|--|---|--|
| REVENUES | | | |
| Florida Educational Finance Program | 2,473,120 | 189,720 | 548,922 |
| Federal Pass-Through Grants | 122,891 | - | 980 |
| Other | - | 5,592 | 6,692 |
| Total Revenues | 2,596,011 | 195,312 | 556,594 |
| EXPENDITURES | | | |
| Instruction 5000 | 1,039,770 | 84,459 | 114,411 |
| Pupil Personnel Services 6100 | 300 | - | - |
| Instructional Media Services 6200 | 30,276 | 2,698 | 3,624 |
| Instruction and Curriculum Development Services 6300 | 3,400 | 12,715 | 15,555 |
| Instructional Staff Training Services 6400 | - | - | 1,010 |
| Board 7100 | 32,000 | 1,458 | 11,375 |
| General Administration 7200 | - | - | - |
| School Administration 7300 | 655,510 | 39,632 | 108,694 |
| Facilities Acquisition and Construction 7400 | - | - | - |
| Fiscal Services 7500 | - | - | - |
| Food Services 7600 | 29,837 | 47,724 | 62,645 |
| Central Services 7700 | - | - | - |
| Pupil Transportation Services 7800 | 57,000 | 8,883 | 17,486 |
| Operation of Plant 7900 | 645,503 | 56,456 | 163,708 |
| Maintenance of Plant 8100 | 24,000 | 1,923 | 7,797 |
| Community Services 9100 | 1,200 | 3,531 | 3,685 |
| Interest on Long-term Debt 9200 | 73,392 | 6,246 | 18,846 |
| Total Current Expenditures | 2,592,188 | 265,725 | 528,836 |
| Excess (Defecit) of Revenues Over Expenditures | 3,823 | (70,413) | 27,758 |
| Other Financial Sources | | | |
| Net Change in Fund Balance | 3,823 | (70,413) | 27,758 |
| Fund Balance at Beginning of Year | (734,644) | (734,644) | (734,644) |
| Fund Balance | \$ (730,821) | \$ (805,057) | \$ (706,886) |

Current Month-September 2011

| | |
|------------------------|------------|
| Projected FTE Revenues | \$ 195,541 |
| Actual FTE Revenues | \$ 189,720 |

Imagine Charter School at North Lauderdale Elementary (5171)**Statement of Net Assets****Accounting Period Ending:****09/30/2011****Assets:**

Current Assets:

| | |
|----------------------------------|-------------------|
| Cash | 486,647.21 |
| Accts Receivable | (26,990.72) |
| Due from Other Funds/Schools | 39,966.00 |
| Grants Receivable-Due from Funds | 26,772.99 |
| Prepaid Expenses | 3,365.60 |
| Prepaid Insurance | (2,472.24) |
| | <u>527,288.84</u> |

| | |
|--------------------------------|------------------|
| Capital Assets, Depreciable | 114,190.65 |
| Less: Accumulated Depreciation | (55,517.36) |
| | <u>58,673.29</u> |

| | |
|----------|-----------------|
| Deposits | <u>8,105.00</u> |
|----------|-----------------|

| | |
|---------------------|---------------------------------|
| Total Assets | <u><u>594,067.13</u></u> |
|---------------------|---------------------------------|

Liabilities and Net Assets

Current Liabilities:

| | |
|----------------------------|---------------------|
| Salaries and Wages Payable | 19,968.02 |
| Payroll Deductions | 38,929.40 |
| Accrued Expenses | .00 |
| Accounts Payable | 142,193.36 |
| Due to Other Agencies | (134,355.37) |
| Other Current Liabilities | .00 |
| Notes Payable | 712,876.78 |
| Loan Payable - Imagine | 314,885.19 |
| Deferred Revenue | 206,455.75 |
| Deposits Payable | .00 |
| Total Liabilities | <u>1,300,953.13</u> |

Net Assets:

| | |
|------------------------------------|-----------------------|
| Equity | |
| Retained Earnings Current | (1,205,494.30) |
| Investment in general fixed assets | 24,638.00 |
| Total Equity | <u>(1,180,856.30)</u> |

| | |
|-------------------|-------------------|
| Retained Earnings | <u>446,212.30</u> |
|-------------------|-------------------|

| | |
|----------------------------------|------------------|
| Retained Earnings - Current year | <u>27,758.00</u> |
|----------------------------------|------------------|

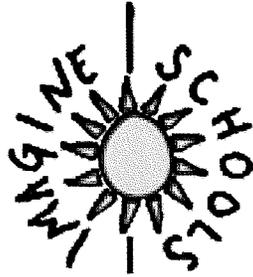
| | |
|--------------|--------------|
| Total Equity | (706,886.00) |
|--------------|--------------|

| | |
|-------------------------------|---------------------------------|
| Liabilities and Equity | <u><u>594,067.13</u></u> |
|-------------------------------|---------------------------------|

Imagine Charter School at North Lauderdale Elementary (5171) Balance Sheet-Governmental Funds

Accounting Period Ending: 09/30/2011

| | Special Revenue | | Total Government |
|---|-------------------|------------|-------------------|
| | General Fund | Funds | Funds |
| <u>Assets:</u> | | | |
| Cash | 486,647.21 | | 486,647.21 |
| Accts Receivable | (26,990.72) | | (26,990.72) |
| Due from Other Funds/Schools | 39,966.00 | | 39,966.00 |
| Grants Receivab-Due from Funds | 26,772.99 | | 26,772.99 |
| Prepaid Expenses | 3,365.60 | | 3,365.60 |
| Prepaid Insurance | (2,472.24) | | (2,472.24) |
| Deposits | 8,105.00 | | 8,105.00 |
| Total Assets | 535,393.84 | .00 | 535,393.84 |
| <u>Liabilities</u> | | | |
| Salaries and Wages Payable | 19,968.02 | | 19,968.02 |
| Payroll Deductions | 38,929.40 | | 38,929.40 |
| Accrued Expenses | .00 | | .00 |
| Accounts Payable | 142,193.36 | | 142,193.36 |
| Due to Other Agencies | (134,355.37) | | (134,355.37) |
| Deferred Revenue | 206,455.75 | | 206,455.75 |
| Deposits Payable | .00 | | .00 |
| Total Liabilities | 273,191.16 | .00 | 273,191.16 |
| <u>Fund Balance</u> | | | |
| Reserved | 13,470.75 | | 13,470.75 |
| Unreserved | 248,731.93 | | 248,731.93 |
| Total Fund Balance | 262,202.68 | .00 | 262,202.68 |
| Total Liabilities and Fund Balance | 535,393.84 | .00 | 535,393.84 |



STAFF HANDBOOK

IMAGINE CHARTER SCHOOL AT NORTH LAUDERDALE
&
IMAGINE CHARTER MIDDLE SCHOOL AT NORTH
LAUDERDALE

1395 South State Road 7
North Lauderdale, FL 33068

Phone: 954-973-8900

Fax: 954-974-5588

www.imaginecharterschoolatnorthlauderdale.com

IMAGINE CHARTER SCHOOL AT NORTH LAUDERDALE GOVERNING BOARD

ICSANL's Governing Board is the governing body of the school. The Governing Board will be ultimately responsible for monitoring and reporting the financial and educational success of the school. The Governing Board is responsible for ensuring the Charter is implemented as submitted to Broward County Public Schools. The Governing Board will delegate all day-to-day operational responsibilities to the Principal.

The Governing Board consists of an elected group of parents and community members who are responsible for the school and its successful operation. Parents who have educational, operational or managerial concerns should contact the appropriate personnel in the School. However, in the event that there are unresolved issues with the Administration, parents may contact Mr. Rod Sasse, Regional Director at 954-796-4744.

In the event a parent requests an item to be placed on the Governing Board's agenda, a written request with a detailed explanation must be submitted to the principal of the school at least two weeks prior to the scheduled meeting. Governing Board Meetings are tentatively scheduled for the 1st Monday of the Month, beginning in September, at 6:00 P.M., at the school.

Governing Board Members 2011-2012

Faye Douglas – Board Chairperson

Janie Gadson

Melvern Atencio

Joyce Ferguson

(Vacancy – to be filled)

Julie Klahr – Board Attorney

The Governing Board is responsible for:

- ❖ Management and the business affairs of the Governing Board.
- ❖ Approval of the annual budget of anticipated income and expenditures, as well as the preparation of the annual financial audit report.
- ❖ Filing of the annual report to the School Board.
- ❖ Maintenance of written records of attendance and minutes of its meetings.
- ❖ Elects community replacements when members' terms expire.

Meetings of the Governing Board are open to the public and comply with the Sunshine Laws of the State of Florida.

**Imagine Charter School at North Lauderdale
Imagine Middle School at North Lauderdale
1395 S State Road 7
North Lauderdale, FL 33068**

Dear Colleagues,

I hope this introduction finds that each of you have enjoyed a great summer and have done those things that make life outside of our jobs so enjoyable. In the short time that I have served as principal of Imagine North Lauderdale, I have met many of you and already have experienced your enthusiasm and commitment to the students who we are here to serve.

The following information is critical to the safe and effective operation of school. There will be some changes to a few policies/procedures as we adjust to the requirements mandated by the School Improvement Grant II and those guidelines as designated by the District and State. So please become familiar with this "living" document.

As I learn the "Imagine" way, feel free to share your concerns, questions, and suggestions in order to help me become a more effective part of the Imagine North Lauderdale family.

On a final note, reading continues to be the greatest challenge for our students, "ALL" our students. Much of my time this year will I be to assist you with improving our students ability to read, and creating a real "passion" for reading. There are several new initiatives we will be implementing to achieve this goal. I am truly committed to making a difference in every student's ability to read and succeed at Imagine North Lauderdale. Thank you for being a part of that commitment.

*Dave Gordon
Principal*

TABLE OF CONTENT

I. INTRODUCTION

MISSION STATEMENT
VISION STATEMENT.....
ABOUT THIS HANDBOOK.....
STAFF DUTY HOURS
SCHOOL SCHEDULE

II. STUDENT GENERAL INFORMATION.....3

ACCIDENTS AND INJURIES
ANNOUNCEMENTS.....
ARRIVAL/DISMISSAL PROCEDURES FOR STUDENTS.....
 ARRIVAL.....
 DISMISSAL.....
 INCLEMENT WEATHER DISMISSAL.....
 EMERGENCY DISMISSAL.....
 PARKING.....
 CARPOOL.....
 PEDESTRIAN CROSSING.....
ATTENDANCE - STUDENTS.....
 INSTRUCTIONS FOR REPORTING DAILY ATTENDANCE.....
 TARDY POLICY.....
AWARDS CRITERIA.....
 HONOR ROLL.....
CODE OF STUDENT CONDUCT.....
DISCIPLINE AND CLASSROOM MANAGEMENT PROCEDURES.....
EMERGENCY DRILL PROCEDURES.....
 FIRE.....
 TORNADO.....
 LOCKDOWN.....
EMERGENCY PLAN CODES.....
FAMILY LIFE/HUMAN SEXUALITY.....
HOMEWORK POLICY.....
 TEACHER RESPONSIBILITY.....
 STUDENT RESPONSIBILITY.....
 PARENT RESPONSIBILITY.....
PTO.....
PUBLIC ADDRESS SYSTEM.....
SUPERVISION OF STUDENTS.....
UNIFORM POLICY.....
 ICSANL UNIFORM POLICY.....
 ICSANLM UNIFORM POLICY.....
 OUTERWEAR AND JACKETS.....
 NON-COMPLIANCE WITH UNIFORM POLICY.....
 FRIDAY JEANS CLUB.....

III. STUDENT GENERAL SCHOOL REGULATIONS

ACTIVITIES.....
CAFETERIA PROCEDURES.....
CLINIC.....
 MEDICATION.....
CORPORAL PUNISHMENT.....

FIELD TRIPS/CLASS TRIPS.....
 ONE DAY FIELD TRIPS.....
 CLASS TRIPS BEYOND SCHOOL DAY/OVERNIGHT

FUN FIT.....
LUNCH.....
WITHDRAWAL PROCEDURES.....

IV. SPECIFIC OPERATION PROCEDURES

ASSEMBLIES.....
CALENDAR

"CAUSE" RELATED COLLECTIONS.....
CHILD ABUSE

CLASSROOM PARTIES.....
COLLECTION OF MONIES.....
COPY MACHINE AND COPYING MATERIALS.....
CUMULATIVE RECORDS.....
CUSTODIAL SERVICES.....
 RECYCLING COLLECTION AND PICK-UP.....
 RECORDING GRADES.....
 PLAN BOOKS/LESSON PLANS.....

MAIL (INTERNAL AND US)

MAILBOXES

MASS EMAIL SYSTEMS.....
MEDIA PROCEDURES

PARENT COMMUNICATION

 CONFERENCE GUIDELINES

 EMAIL

 PHONE CALLS

PLANNING AREA

PROTECTION AND SECURITY (Public Visitation)

REPORTING PUPIL PROGRESS

 PRIMARY.....
 INTERMEDIATE

 CONFERENCES.....
 INTERIM REPORTS.....

RESPONSE TO INTERVENTION.....
SUBSTITUTE TEACHER PLANS

SUPPLIES

TESTING.....

TEXTBOOKS

 TEXTBOOK ORDERING

TUTORING

VIDEO POLICY.....

VIRTUAL COUNSELOR

VOLUNTEERS.....
 GUIDELINES FOR VOLUNTEERS

V. PERSONNEL - REQUIREMENTS AND RESPONSIBILITIES

ATTENDANCE - STAFF.....
COMMITTEES/TASK FORCES.....
COMMUNICATION - STAFF.....
COMPUTER, EMAIL, CELLPHONE AND FACEBOOK USE.....
 UNACCEPTABLE USE POLICY.....
CREDENTIALING.....
DRESS CODE - STAFF

 SCHOOL DAYS.....

FRIDAYS.....
PRE-PLANNING AND PLANNING DAYS.....
EVALUATION CRITERIA FOR ALL STAFF.....
FACULTY MEETINGS.....
HARASSMENT.....
TEAM LEADERS.....
PERFORMANCE RESPONSIBILITIES.....
TEAM MEETINGS.....
TELEPHONE USAGE AND MESSAGES.....
LONG DISTANCE CALLING.....
LOGGING CALLS.....
PROFESSIONAL STANDARDS.....
STAFF CONFIDENTIALITY.....

VI. DISCIPLINE PLAN.....

VII. S.T.A.R. STRATEGIES.....

APPENDIX.....

A. Imagine Schools Child Abuse Policy.....
B. Professional Standards.....
C. Discipline Plan.....
D. Star Rubric.....
E. Star Checklist.....
F. Lesson Plan.....

I. Introduction

MISSION STATEMENT

The mission of Imagine Charter School at North Lauderdale is commitment to excellence in academics, character, and spirit by building, developing and fostering partnerships between our school and external stakeholders that, together, create a community of caring life-long learners. At Imagine Charter School at North Lauderdale, we strive to provide students with a safe and nurturing learning environment in conjunction with challenging educational opportunities that prepare them for lives of leadership in a rapidly changing world.

VISION STATEMENT

Imagine Charter School at North Lauderdale (ICSANL) is a public tuition-free, public charter school currently servicing students from Kindergarten through fifth grade.

Imagine Middle School at North Lauderdale (ICSANLM) is a public, tuition-free middle school serving sixth grade through eighth grade.

Each child at Imagine Charter School at North Lauderdale is treated as a unique individual and is encouraged to reach his/her own true potential. The parents, students and staff work together to create a positive, warm, loving environment in which the student can develop their whole self. Our goal is to encourage students to develop into global thinkers and lifelong learners.

For the purposes of this handbook ICSANL and ICSANLM will be collectively known as ICSANL unless otherwise noted.

ABOUT THIS HANDBOOK

This handbook has been prepared to acquaint you with ICSANL's policies and procedures. ICSANL retains the right to modify, supplement, or in some cases, eliminate any of the published or unpublished policies and other practices at any time, with or without notice. Every effort will be made to inform employees of such changes to the handbook as they occur. The only exception to any changes is the school's employment-at-will policy permitting you or ICSANL to end our relationship for any reason at any time, which remains unaffected by any changes in this handbook or to any other policies.

STAFF DUTY HOURS

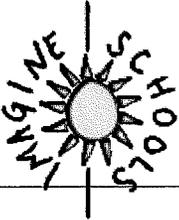
| | |
|--------------------|-----------------------|
| Classroom Teachers | 8:00 a.m.-4:00 p.m. |
| Teacher Assistants | 8:00 a.m.-4:00 p.m. |
| Before Care | 7:00 a.m. – 8:00 a.m. |
| Aftercare | 3:30 p.m.-6:00 p.m. |

SCHOOL SCHEDULE

| | |
|-----------------------|-------------------------|
| 8:00 a.m. | Doors open for Students |
| 8:00 a.m. - 8:20 a.m. | Breakfast for Students |
| 8:30 a.m. | Classes Begin |
| 10:45 -1:00 p.m. | Lunch |
| 3:30 p.m. | Dismissal |

**Imagine Charter School at North Lauderdale
Who Can Help**

- Academic Coaches/Academy Leaders**
- Erin Kelly – Reading Coach
 - Genevieve Leydig – Math Coach
 - Samia Said – Science Coach
 - Elizabeth Pawlak – 3 to 5 Academy Leader
 - Francine Peace- MS Science Coach
 - Latoya Hopwood- MS Math Coach

| | | |
|--|--|--|
| <p>Lloyd Sigrist, ESE Specialist</p> <ul style="list-style-type: none"> • ESE Concerns • Individual Education Plan (IEP) Meetings • Gifted | <p>Genevieve Leydig</p> <ul style="list-style-type: none"> • Testing • Collaborative Problem Solving Team (CPST) • Guidance Concerns • Discipline | <p>Elaine Roberts DPC</p> <ul style="list-style-type: none"> • Immunization Forms • Change of Address and Phone numbers • Registration • Attendance |
| <p>Sharon Cooper Office Assistant</p> <ul style="list-style-type: none"> • Receptionist • Parent Information • Mass Emails | <p>Lloyd Sigrist</p> <ul style="list-style-type: none"> • English for Speakers of Other Languages (ESOL) | <p>Kathleen McGowan Business Manager</p> <ul style="list-style-type: none"> • All Collection of monies • Budget Keeper |
| <p>Elizabeth Pawlak</p> <ul style="list-style-type: none"> • Volunteer Coordinator | <p>Louise Burgess Media Coordinator</p> <ul style="list-style-type: none"> • School Wide Reading Initiatives • Technology • Advanced Reading Challenge | <p>Boca Speech Center 561.391.8444 Speech</p> |
| <p>Imagine School Aftercare 954-973-8900</p> <ul style="list-style-type: none"> • Before Care • Aftercare |  | <p>Elaine Roberts Cafeteria 954-973-8900</p> <p>Food Service Questions/concerns</p> |

II. Student General Information

Accidents and Injuries

Please carefully monitor all student activities to ensure student safety. Any student injured at the school should be sent to the office and the parents should be contacted by the teacher or staff member in charge. In addition, a student accident report shall be completed **ASAP**. All head injuries must be reported immediately to the Principal.

Announcements

We will have live morning announcements each day at approximately 8:45 a.m. Announcements will be broadcast from the Front Office. We will recite the Pledge of Allegiance, the ICSANL Pledge and deliver all important messages and announcements at that time. Every effort will be made to avoid class interruptions throughout the day unless absolutely necessary. If you wish to have an announcement made, please submit your announcement to the Front Office at least 24 hours before you want the announcement made.

Arrival/Dismissal Procedures for Students

Arrival

Car Riders: Students are to be dropped off via the car pool lane, **NO EARLIER** than 8:00 A.M. School personnel will be available to ensure the safety of the students. Children should not be dropped off on Boulevard of Champions.

Bicycle Riders: By law bicycle riders **MUST** wear helmets. All bicycle riders are to walk their bicycles to the bicycle rack outside the middle school building, and lock them each day. Students then enter school through the courtyard to go to their designated area.

Instruction in the classroom begins at 8:30 A.M. Therefore, students entering the front gate after 8:25 A.M. will receive a late pass and will be marked tardy since there is no physical way for the student to be sitting in their seats in the classroom at 8:30 A.M.

Dismissal

The academic day concludes at 3:30 P.M.

Car Riders: All car riders are to be picked up in the car pick-up lane by the cafeteria on Blvd. of Champions. Car riders will be held in the cafeteria for dismissal. School personnel will be available to assist with pick-up until the last car is through the lane at approximately 3:30 P.M.

Walkers, Bicycle Riders and City Bus Riders: All walkers and bicycle riders shall exit the building with their teacher and proceed to their designated area.

School Bus Riders/Day Care Riders: All bus students are to report to the area at the rear of the school to wait for designated buses.

Parents are not permitted to walk into a teacher's class at dismissal time to informally conference with the teacher. Many important closing procedures are being conducted at that time.

Should a parent have an emergency that prevents them from picking up a child on time, the parent or appropriate designee must notify the school prior to 3:00 P.M.

Students must be picked up before 3:30 P.M. If a student is not picked up by 3:45 P.M, that student will be enrolled in the After Care program at the standard cost to the parent/guardian. In addition, in the event a student is habitually picked up late and at the discretion of school administration, that student will be enrolled in the After Care program at the standard cost to parent/guardian. Parents will be notified in writing as necessary.

Inclement Weather Dismissal: Car Riders will follow the same procedures as listed above unless otherwise notified. Walkers and bicycle riders will be held in their classrooms until the weather permits. Students will be permitted to use the school phone as necessary to contact parents; However, each parent should have a rainy dismissal plan that has been discussed with their child before school starts.

Emergency Dismissal

In the event of an emergency, the decision to dismiss school early will be made by the Imagine Schools South Florida Region following the advice from Broward County and Law Enforcement officials.

Each student **MUST** have an Emergency Dismissal Card. Please discuss with your students the instructions given by their parents as to where they are to go in the event of an emergency. All emergency dismissal forms must be kept in the office. It is imperative that this information is submitted to the front office at the beginning of each school year. Any changes in student information must be immediately brought to the front office.

Attendance- Students

ICSANL follows the Broward County Schools Attendance Policy. Teachers should collect attendance envelopes from mailboxes prior to 8:00 a.m.

By 9:00 a.m. teachers must enter student attendance information onto the Attendance Cards. Any student arriving with a late pass should be marked "tardy." Receiving a late pass indicates the child has been marked tardy by office personnel. Any communication with a parent (written or verbal) regarding an excused absence must be given to the office. The office will ascertain the status of the absence (excused or unexcused) and make the appropriate changes. Please note: all absences will be marked unexcused unless a letter or some type of communication or voicemail message from the parent is reported to the office in accordance with the School Board of Broward County Attendance Policy. Students with an excessive number of absences or tardies will be considered for truancy by the Principal.

The teacher should send home the Student Conduct form indicating excessive absences or excessive tardies. A copy of this completed form is to be filed in the student's folder.

Instructions for Reporting Daily Attendance

- Absences will be marked unexcused unless some type of communication or voicemail from the parent is submitted to the front office.
- No student is to be admitted to the classroom after 8:35 a.m. without a late pass from the front office.
- ATTENDANCE RECORDS ARE LEGAL DOCUMENTS AND WILL BE KEPT BY THE OFFICE STAFF FOR AUDIT PURPOSES.

Parents must report student absences through the voicemail system prior to 9:00 a.m. A written note by the parent will be accepted within forty-eight hours of the students return. Please place this written note in your envelope and send it to the front office daily.

Tardy Policy

The teaching day shall start promptly at 8:30 a.m. Children who are consistently tardy disrupt the start of the day for all. A Notification of Tardiness Letter will be sent home to any child who has a significant number tardies as determined by the Principal. ICSANL follows the Broward County School Board Policies regarding tardiness. All students shall enter the school by 8:25 a.m. to be in their classrooms by 8:30a.m. A student is considered tardy if they are not in their designated classroom by 8:30a.m. The school doors will be locked by 8:30 a.m. daily and a late pass given to each student arriving after this time. Additionally, parents must park and walk their child in to school to sign in their student after 8:40a.m. Students will not be permitted to enter classroom without a parent signature after 8:40a.m. Monitoring of this process will be done by the Florida State's Attorney's Office as they do all schools. Students not in class at 8:30 a.m. are to be marked absent. Students arriving after 8:30 a.m. are to be corrected on the Attendance Card to tardy.

Awards Criteria

In order to encourage academic excellence, an honor roll system has been implemented. There are two honor roll categories for students in grades Three through Five.

Honor Roll

- Academic Honor Roll – Students who earn straight A's in academics and all "1's" or "2's" in Work and Social skills on the Report Card during a marking period.
- Merit Honor Roll – Students who earn A's and B's in academics and all "1's" or "2's" in Work and Social skills on the Report Card during a marking period.

Additionally, there are several "Awards" given throughout the year. These include Monthly Sun Sentinel Kids-of-Character awards based on the Pillar of Character for the month.

Emergency Drill Procedures

Evacuation Drills must be held in all schools in accordance with State Statutes, Imagine Schools and the policies and rules approved by the Broward County School Board Policy 2305. The first evacuation drill shall be held within the first five (5) days after the opening date for students. Children should practice disaster drill procedures before the end of the first school day. Maps indicating evacuation routes **MUST** be posted in each classroom as close to the exit door as possible. Children should be familiar with the evacuation route so that in the event a real emergency occurs they will know exactly what to do. **Follow all procedures as outlined in your classroom Emergency Red Folder.**

Fire Drill – 10 per year (2 in first 2 weeks)

During a fire drill all classes will take the primary route indicated on the room Evacuation Chart. Students will be asked to walk silently and quickly in a single line out of the room and building. Teachers should have an emergency folder located next to the classroom exit containing the following: class lists, emergency contact information, red and green indicator (green=all students accounted for, red=student missing). These items must accompany the teacher during the drill. Classes will line up at the designated location on the map. Teacher will display appropriate card to communicate student absence. Classes will remain in position until the “All Clear” is given. Classes will return to class silently when instructed.

Tornado Drill – 2 per year (1 teaching drill/1 practice) Code White & Gray

A tornado drill will be given verbally over the PA system. All students and teachers are to crouch on the floor with their arms covering their heads. If there is imminent danger, the teacher should instruct students to lie face down, draw their knees up under their body and cover the back of their heads with their hands. Students and teachers should take protective cover under a desk and away from windows or glass if at all possible. Students on the field will be escorted to the cafeteria or closest classroom to take cover. The School Safety Team comprised of necessary individuals will check all classrooms for compliance in the event of a drill. An “All Clear” will be given via the PA system and students and teachers can return to the instructional day.

Lockdown Drill – 1 per year

A lockdown drill will be signaled over the PA system. During a lockdown situation teachers should immediately lock classroom doors. Teachers in classrooms at the end of the building or adjacent to an exit must also lock the exterior doors with the key provided in the lockdown box provided on each door. Students in hallways and on the fields should be directed to the nearest secure classroom. Teachers should use the “green” and “red” drill cards used in other emergency drills to communicate to “responders” by placing the cards in the door window or sliding under the door. Green gives the all OK signal and Red indicates a change in regular classroom environment i.e. displaced student, missing student, etc. Volunteers should follow the same direction as the students and not exit the classroom. Lines of communication should be kept open in the front office; therefore classrooms should not call the front. An “All Clear” will be given via the PA system once the situation has been taken care of and classes may resume their normal routine.

Family Life/ Human Sexuality and HIV/AIDS Education

Family Life/Human Sexuality and HIV/Aids Education must be taught as part of the Imagine Schools Curriculum. It is vital that two (2) weeks before the lessons are conducted, parents be given the opportunity to decide whether or not their children are to participate in the program. Consent forms need to be signed by parents either with approval or not approved.

Homework Policy

ICSANL follows the Broward County School Board Policy on Homework. We recognize the importance of assigning meaningful and quality homework to students. Research indicates that schools in which homework is routinely assigned and assessed tend to have higher achieving students. Homework fosters student achievement, independence and responsibility and serves as a vital link between school and home. Therefore, it is the policy of ICSANL that meaningful and quality homework is required at all the grade levels in all schools.

Teacher Responsibility

- Set clear standards and expectations for the quality of work based on the needs of students.
- Create an effective system for communicating homework guidelines for parents and students.
- Review homework and provide timely and appropriate feedback regarding the completion of assignments as a step toward mastery of standards.
- Coordinate projects so that all students have access to research and resource materials including textbooks and digital tools such as flash drives, electronic textbooks and websites.
- Assign homework that is academically challenging and developmentally appropriate to the student's level of competence.
- Design quality homework, which is relevant to the curriculum and/or tied to mastery.
- Allow for varied learning styles by including choices in types of assignments when possible.
- Provide students with a reasonable estimate of the amount of time necessary to complete each homework assignment.
- Provide specific written explanation, rubric or model, of long term assignments so that the requirements, expectations and timelines are clearly understood by the students.
- Provide students the opportunity to ask questions to clarify assignments before leaving class.
- Evaluate group projects based upon a predefined rubric which includes individual student participation and group process and allow time in class for individuals and groups to work on projects.
- Collaborate between teachers in each cluster regarding when homework would be assigned. There should be a balance of projects so they are not assigned at the same time.

- Be considerate when assigning homework due the day after a religious holiday and district assigned school breaks and weekends.
- Ensure that students receive feedback on each assignment so that students comprehend their level of understanding of the learning.
- Create an effective mechanism or system to communicate homework assignments. If appropriate and accessible place homework assignments on the teacher's website for further clarification.
- Suggest time limits on homework at the elementary level.
- Modifications for ESE and ESOL students will be addressed through the IEP or the student's PMP.

Student Responsibility

- Understand that homework is part of the course requirement.
- Ask questions to clarify homework assignments before leaving class.
- Complete and submit homework assignments by the due date.
- Complete all assignments honestly in accordance with the teacher's directions.

Parent Responsibility

- Provide a suitable environment for homework.
- Remind students that homework is their responsibility.
- Guide or assist in homework when unusual difficulties arise but never do the homework for their child.
- Encourage students to ask their teacher(s) clarifying questions concerning their homework.
- Communicate with the teacher(s).
- Monitor activities so that sufficient time is provided for homework.
- Prohibit cheating, plagiarism and any other dishonest practices in the completion of homework.

PTO

ICSANL is fortunate to have a very active Parent Teacher Organization (PTO). A great deal of assistance has been provided to our school, both in materials and supplies by them. General PTO meetings are held several times each year. Monthly PTO Board meetings are held to enhance communication between the school and community. A representative from Administration and Support Staff will participate in the monthly PTO Board and Advisory Meetings for the purpose of providing suggestions and staff input. All staff members are strongly encouraged to support this organization by joining the PTO. Remember, we are the "T" in PTO.

Public Address System

The Public Address System will be used ONLY to make announcements when absolutely necessary. At times it may be necessary to make announcements during the day. Please know that we value your teaching time and will try to keep interruptions to a minimum.

Supervision of Students

Children must be supervised at all times. If you need to leave the classroom, please contact the office for assistance or notify another teacher who is adjacent to your class so that they may watch your students.

*****Outdoor supervision is a MUST. Please refer to the Playground Safety Handout in your Classroom Emergency Red Folder and policies on Fun Fit in Section ___ of this handbook. REMINDER: All classroom furniture must remain inside.**

Uniform Policy

In order to create a consistent and safe environment free of distractions, the school has developed a Dress Code and supporting Uniform Policy. Enforcement of this policy is the responsibility of all staff members to teach and model the uniform policy. The school uniform consists of the following:

- Imagine Charter School collared shirts with shirts tucked in at the waist.
- Khaki, Black, or Navy bottoms, including pants, shorts, 'capris' or 'skorts'
- Belt or bottoms with built in elastic waistband
- Socks and closed-toe shoes or sneakers
- Navy or white tights permitted on cold weather days

In addition, students must keep their hair neat and out of their eyes. Students are not permitted to wear hair or makeup in a fashion that is a distraction to the learning environment. **Blue jeans and hats are not a part of the school uniform.**

On cold weather days the uniform policy is still in effect. Colored leggings and pants under the school uniform is not a part of the dress code.

To ensure continuity of uniforms and to ensure proper length and appropriate fit of bottoms, **all uniform tops must be purchased through the school's cafeteria office.**

Again, it is the responsibility of all staff members to enforce the policy.

Paid Dress Down Days

The school operates a fundraiser called the "Friday Dress Down Day". Participation in the program is optional. However, students not participating in the Dress Down program must adhere to the regular uniform dress code for Fridays.

Friday's starting in October will be paid "Dress Down Days" for students. The cost to dress down will be \$1.00 collected by the students' homeroom teacher. Students are allowed to wear jeans and tops that are aligned to the Broward County Code of Conduct Dress Code. **The jeans may not have holes or rips in them.** Students' who violate the code will be directed to call home for new clothes or sent to the office. The money collected from the "Friday Dress Down Days" goes to offset the cost of field trips, classroom supplies, dances for the students, and other worthwhile projects.

III. Student General School Regulations

Activities

All student activities and field trips on and off campus must be pre-approved by the Principal. This includes activities during the school day, as well as after school and on weekends.

The following are the guidelines for scheduling a school activity or program during the school year:

- All major activity dates excluding field trips are to be approved by the Principal at least ten (10) days prior to the planned activity.
- Once approved, each planned activity and any related practice dates, **MUST** be posted on the master activity calendar in the main office. The approved form will be distributed to Specials Teachers, Cafeteria, and Bookkeeper.
- The date, time, number of students, location, lunch, situation and sponsoring group must be clearly indicated on the appropriate form.

Cafeteria Procedures

Construction Catering/Free and Reduced Lunch Program

ICSANL has contracted with Construction Catering Services for school food service. **This year all students will receive free breakfast and lunch each day.** All students must have a free and reduced lunch form on file to receive the free breakfast and lunch regardless of whether or not your family qualifies for the free and reduced lunch program

Ice Cream Sales

Ice cream will be available for sale on Wednesday. The cost to the students will be \$1.00. If you would like to assist in the selling of ice cream on a weekly basis, please contact the PTO Volunteer Coordinator.

Bag Lunches and Lunches from Home

For safety reasons, do not bring glass containers to school or food items needing microwaving or heating. Microwave ovens are not available. Additionally, soda and fast food items are not

permitted at school. **Students may not have meals delivered by parents from fast food restaurants.** Parents must have students eat such foods before arriving on campus. We encourage parents to pack healthy lunches low in sugar and chemicals and encourage healthy eating habits.

Birthday and Celebrations

Birthday celebrations are held during lunch time only, unless previously approved by the school principal; parents may acknowledge their child or teacher’s birthday by sending a treat to share with the whole class. In ALL cases, birthday treats should be limited to small snacks easily distributed by the student. Balloons are not permitted. Snacks should be “finger friendly.” Children can enjoy small baked goods such as cookies, cupcakes or donuts. Unfortunately, due to Federal regulations, homemade food cannot be served. Birthday celebrations during “black out” testing days are not permitted. Please refer to the school calendar for testing days. The celebration can take place the next open day that visitors are permitted back in to school.

Forgotten Lunches

STUDENTS WILL NOT BE PERMITTED TO PHONE HOME FOR FORGOTTEN LUNCHES AND BAG LUNCHES. STUDENTS WILL BE GIVEN A FREE LUNCH FROM THE CAFETERIA.

Clinic

Children sent to the office because of illness or injury should bring a clinic pass with them. Our space and supervision is limited. When necessary, the staff member will contact the parent(s), and the classroom teacher will be notified if the child will be going home. **Please do not send a student to the clinic unless you have made a determination that the child requires medical attention.**

Medication

Medication is **never** given to students or kept in the classroom. This includes Tylenol, cough medicine and over-the-counter remedies. Parents or guardians are required to fill out the appropriate forms for dispensing medication, and only designated personnel will administer it from the clinic. Forms are available in the front office

Broward County Public Schools’ Health Education Service has a video which highlights how staff should handle and care for diabetic students. In addition, there are forms for diabetic students.

Corporal Punishment

Under no circumstances will corporal punishment be administered. Refer to hand-out of The Code of Ethics, The Principles of Professional Conduct, and the Standards of Competent Professional Performance.

Field Trips and Class Trips

A preliminary schedule of field trips for each grade level should be decided during pre-planning. This should include the location of the trip and the dates you would like to travel including 2 alternative dates. All contact and arrangements for the trip should be made by the Teacher or in partnership with her. This includes Overnight Trips for 4th through 8th grade.

Any child receiving medicine on a daily basis must be escorted on the field trip by a person that has their Medical Training Certificate and can dispense medication.

One Day Field Trips

- Please see the Front Office for a Field Trip Packet. The “Field Trip Request” form must be signed by the Principal first. All remaining forms in the packet must be completed and turned in to Business Manager prior to final approval. Transportation, preparation of collection envelope(s), etc. will not be prepared until all forms have been approved by the Principal.
- Teachers will be provided the forms for the field trip, the collection dates and a receipt book in which to provide parents with a receipt for monies received. Copies of receipts and all monies collected shall be given to the Business Manager.
- Teachers are responsible for printing a roster of ALL students in the class and taping the list to the outside of the collection envelope.
- All monies and permission slips will be collected by teacher. **All money must be turned in to the Business Manager on a daily basis** otherwise teacher accepts full responsibility for the collected money. Teacher should separate the money from the forms and submission envelopes and record the amount and form of payment for each child attending. Permission slips should be kept separate in order for teachers to have copies made of permission slips.
- **There is to be no money stored in the classroom overnight or during breaks. If a teacher stores money in, on, or around desk or classroom or office he/she assumes all responsibility for any missing money.**
- There will be no exceptions to the deadline for turning in money. The companies such as transportation, ticketing agencies etc. need to be paid in advance or on the date of travel. If the money isn't in the bank, we can't write the check.
- All field trip permission forms must be completed properly including insurance information, contact phone numbers and signatures. The child **will not** be able to go on the trip if the forms are not completed properly. Teachers must keep a copy on hand of the permission slip and insurance information for every student who is attending the field trip.
- School buses will **NOT** go anyplace other than where specified on the “Request for Field Trip” form. **Only those students enrolled in this school are allowed to ride on the bus for field trips.** Trips depart no earlier than 8:00 AM and return no later than 3:30 PM
- The day of the trip the office must have a copy of each signed permission slip. All monies and field trip forms must be complete 2 weeks prior to the actual field trip; therefore, no last minute trips will be granted.
- Trips must have a written receipt for each payment.

- There is to be one teacher lead on the field trip that will communicate with the Business Office Manager regarding any problems that may arise concerning transportation, admission, and schedule. Direction to students, teachers, chaperones, etc. will be handled by the lead teacher only.
- Numbers of chaperones are based on the number of students attending.
- **Chaperones will be selected by the teacher from the parents that have received volunteer clearance.** ICSANL follows the Broward County volunteer standards and all volunteer paperwork and clearance through the volunteer computer background checker in the front office must be submitted prior being selected as a chaperone for any field trip. A rotation should be taken into consideration when selecting chaperones. Parents who are not chaperones are not permitted to meet the class at the field trip location. This should be conveyed by the teacher as much as possible. Siblings are not permitted to attend a field trip with a chaperone.
- **Children are not permitted to be released for dismissal to a parent during a field trip.**

Class Trips Beyond the School Day or Overnight Trips

- Grade levels wishing to take a class trip beyond the school day should submit request for the trip using the "Field Trip" paperwork. Requests should be completed during pre-planning to allow the necessary time to plan the trip.
- When trips are scheduled beyond the regular school day, consideration shall be given to the timing of the trip in conjunction with either a weekend or a scheduled day off to eliminate student absences.
- Once the trip has been decided the sponsoring teacher will secure three bids for the trip and review with each team to make a selection.
- Refer to regular Field Trip procedures for money policies.
- Number of chaperones will be based on the number of students attending as well as number of buses and seats available on the bus.
- Chaperones for overnight class trips and class trips where a chaperone will not be supervised by a staff member must have Level 2 Clearance (Fingerprinting) through Broward County Schools one month prior to the trip. Chaperones will be given direction on how and when to be fingerprinted. Fingerprints are only valid for one year. For overnight trips, a list of all participating students and chaperones must be submitted to Principal at least 10 days prior to departure.
- Students will not be released from the class trip to any parent without prior approval from the Principal.

Fun Fit

Fun Fit is an important part of a child's school day and can provide an outlet for physical energy and socialization needs. However, it is also a time when accidents are most likely to happen. **The law requires that students be clearly visible to teachers and that teachers actively supervise students.** It is also recommended that recess be organized into informal activities rather than just "free play". This method encourages development of appropriate social skills and reduces reckless and inappropriate play. Each year a schedule of recess times will be

distributed to staff. We ask that you adhere to this schedule in an effort to avoid having too many students participating in recess at the same time. Please review policy 6000.1 on physical activity/education for further details.

Please DO NOT bring classroom and hallway furniture outside. This includes chairs. **Teachers should not be sitting when they are at recess nor utilizing any electronic devices, such as cell phones or laptops. This would include the picnic tables as well. Teachers must actively supervise their students during Fun Fit.**

Lunch

Please refer to the Construction Catering Services Policies and Procedures.

Staff members are asked to keep lunch accounts for themselves and their own children current.

Promotion/Retention Policy

ICSANL adheres to the provisions in the School Board of Broward County's Student Pupil Progression Plan Policy 6000.1. There are very specific benchmarks and assessments students must pass as outlined in Policy 6000.1 in order to be promoted. In kindergarten there are expected benchmarks that kindergarten students are expected to reach by the end of the school year. Students in Grades 1 and 2 are expected to achieve certain sunshine State Standards and pass District Assessment tests with a score of 70% or above. In grade 3 students must achieve a Level 2 or higher on the Florida Comprehensive Assessment Test (FCAT) in reading. In grades 4 & 5 all students must achieve a Level 2 or higher on both the reading and math assessment tests. In the event a child does not pass the state measures there is an alternative assessment they may take. There are specific proficiency levels also required with the alternative assessments.

Each year, Middle School students must pass each core subject in order to be promoted. Core subjects are Language Arts, Math, Science and Social Studies (including Civics). In addition, in seventh grade they must successfully complete a semester of Career Education, and in eighth grade they must successfully complete an Electronic Personal Educational Plan

It is the school's responsibility to notify parents regarding the achievement of each child in regards to promotion/retention. Parent Conferences as well as notices must be sent beginning in January of the present school year.

Student Pupil Progression Plan School Board Policy 6000.1

It is the responsibility of all teachers at ICSANL to be knowledgeable of the requirements of this policy including required state mandates to be taught, promotion/retention, progress monitoring plans, and notification to parents if student is not meeting grade level expectations. A copy of the complete progression plan will be placed on the "Teacher" Drive.

Withdrawal Procedures

If a parent notifies a teacher that a student is going to be withdrawn, the teacher must notify the Registrar. Withdrawal forms must be completed by the teacher, and all library books, textbooks and any other school materials have been collected from the student. The Withdrawal form must be turned into the Registrar as soon as completed.

IV. Specific Operation Procedures

Assemblies

Please review appropriate assembly behavior with your students prior to each assembly. Teachers are required to accompany their students to the Cafeteria and remain with them during all assemblies. It is the responsibility of each teacher to see that the students in his/her class conduct themselves appropriately. **Staff should model expected behavior in an assembly or program, this includes talking and text messaging.** Instructions regarding scheduled assembly times for each class will be provided prior to the day of the assembly. Occasionally, it may be necessary to make assembly announcements/changes over the public address system.

Calendar

All special activities in and out of the classroom and before and after school need to be recorded on the master events calendar maintained by Candida Wadsworth. This should include charity assemblies or program, guest speakers in the classroom, use of the cafeteria, field trips, whole class parent activities, etc. To facilitate advanced planning, a Calendar Day will be set up during pre-planning. At that time, meetings and activities, field trips, service clubs, etc. will be tentatively scheduled. All activities must be approved by the Candida Wadsworth and placed on the School Master Calendar.

“Cause” Related Collections

Several different organizations and teachers request yearly to do a “Cause Related Collection” for organizations that are near and dear to their hearts. Although we would love to be able to accommodate everyone, we must ask that all “Cause Collections” be scheduled and discussed with the Character Education Task Force, PTO and approved by the Principal prior to committing. This will ensure that the school is in line with “fair practices” with cause related issues. A limited number of cause collections will be scheduled for the year.

Child Abuse

Under the law, you are obligated to report any case that you may suspect is child abuse. You are protected under the law against a law suit from parents for reporting a case. You may also remain anonymous if you choose.

If you suspect a possible case of child abuse, document all that you did and what the child said. Contact the Principal, Guidance Counselor or the Student Support Designee with the documentation. Family Services can be notified at (1-800-96ABUSE).

Physical Indicators of Abuse can be:

Unexplained bruises and welts:

- On face, lips, mouth
- On torso, back, thighs
- In various stages of healing
- Clustered, forming regular patterns
- Reflecting shapes of articles used to inflict (electric cord, belt buckle)
- On several different service areas

Unexplained burns:

- Cigar, cigarette burns, especially on soles, palms, or back
- Patterned like electric burners, iron, etc.
- Rope burns on arms, legs, neck or torso

Unexplained fractures:

- To skull, nose, facial structure
- In various stages of healing
- Multiple or spiral fractures

Unexplained lacerations or abrasions:

- To mouth, lips, gums, eyes

****Please refer to the Imagine Schools, Inc. Policy on Child Abuse in the Appendix
__"A"__.****

Classroom Parties

During the school year, activities such as class parties that are part of the learning experience may be planned **with the prior approval of the Principal**. Birthday celebrations are held during lunch time only; parents may acknowledge their child or teacher's birthday by sending a treat to share with the whole class. In ALL cases, birthday treats should be limited to small snacks easily distributed by the student. Snacks should be "finger friendly," such as cupcakes, cookies, fruit or vegetables. Unfortunately, due to Federal regulations, homemade food cannot be served and purchased items **MUST** include ingredients. Birthday celebrations during "black out" testing days are not permitted. The celebration can take place the next open day that visitors are permitted back in to school. Unfortunately, candles are not permitted according to State and County Fire Codes. There will be a limit of **TWO** class parties per year.

Collection of Monies

No monies may be collected by any staff member without the approval of the principal. All money transactions whether cash or check will be issued a receipt from a three-part receipt

book. These special books will be issued by the Business Manager after approval to collect money has been granted by the principal.

The Aftercare will be responsible for receiving aftercare payments, recording the payment in the corresponding receipt book, and taking the monies to the drop box in the office.

The office will have a receipt book strictly for fundraisers/volunteer hours, etc and they will place the money in the drop box. Parents and Volunteers are not allowed to receive monies or issue receipts.

Before collecting money for fundraisers, field trips, etc., teachers will need to have received a receipt book from the business manager. Teachers will issue each student a receipt that will be sent home.

Teachers will need to bring the monies and receipt book to the front office, where the business manager will count it in front of the teacher. A receipt will then be issued to the teacher. The business manager is not allowed to receipt money directly from a student. An additional office person will be designated as a backup in the event the business manager is not available.

No monies should ever be left in a classroom unattended or overnight.

Copy Machine and Copying of Materials

Teachers are to exercise extreme care in the selection and duplication of materials. Make sure that the publisher has given written permission to reproduce said materials. If the material has a copyright date, it is against the law to reproduce the material without permission.

Do not send items to the office to be copied by the office staff, unless it is an emergency. They will be sent back unless accompanied by a written explanation.

Copies for purposes other than work are not permitted.

Copy codes will be assigned. Copy paper will be limited.

Cumulative Records

When a child withdraws from ICSANL, his/her updated and completed CUM folder plus any other records should be provided to the office within three days of notification of withdrawal. A copy of the most recent report card should be placed in the front of the Cumulative folder.

Remember: Cumulative records are legal documents. They are kept under lock and key in the Conference Room. Students and parents are not to have access to the cumulative folders without written permission from administration. Parents may request to see cumulative folders, but must do so in the presence of a designated staff member.

Custodial Services

The cleanliness of the school building can greatly influence both students', teachers', and the community's attitudes about the school. The teachers and students play a vital role in the maintenance and of any custodial responsibilities and follow-up.

Teachers are to maintain an orderly classroom, by having students keep books and materials off the floor, which will make the room easier to clean. Food, art supplies and debris **should** be picked up off of the floor prior to dismissal. Students should put their chairs on top of their desks or tables at dismissal time.

Teachers in the Individual school wings should rotate a cleanup schedule for the hallways ensuring that trash is picked up, furniture is neat and items for lost and found are taken to the front office to help maintain the common area of the building.

The custodial staff is charged with the responsibility of cleaning and maintaining the school buildings. They empty the garbage cans, sweep daily, dust and clean. Floors will be stripped throughout the year on an "as needed" basis. They supply soap and paper towels to the bathrooms.

Please take particular care when using supplies such as water, paint, glue and other substances which may stain the walls and furnishings. Teachers and students are encouraged to maintain the cleanup of these items when used for educational purposes. Pencil shavings are to be disposed of in the trash.

Requests for **ALL** custodial services are to be **emailed** to William Martinez (Maintenance Supervisor) daily and cc'd to the Principal. Please indicate in the "subject line" of the email "custodial request." In the event that these requests are not addressed in a timely manner, please notify the Principal in writing.

Log requests in the binder located in the front office labeled Maintenance Requests.

Mail (Internal and U.S.)

U.S. mail is delivered each day at the school. You may mail letters by placing them in the front office. **Please do not ask to purchase U.S. postage stamps.** Mail may be sent to School Board of Broward County locations via the "Pony". The "Pony" is an internal mailing system throughout Broward County Schools and offices. Please place any items needing to be "ponied" in the designated yellow envelopes which can be obtained from the front office. The "Pony" is picked up three times each week from the receptionist's desk in the main office.

Mailboxes

Please check your mailbox each morning before the start of class, at lunch, during your planning time, and after school dismissal for communications. Please refrain from sending students to the staff planning room. Telephone messages will be sent to your voicemail, except in the event of an emergency. All school staff is encouraged to limit calling classrooms during the school year as this proves to be a great interruption to classroom instruction.

Media Procedures

The Media Coordinator manages the use of materials and equipment, as well as assisting teachers in locating materials. Teachers are to learn how to operate the A.V. equipment. Instruction is available. Under **NO** circumstances are students to use equipment or software if they have not been instructed in its use.

Parent Communication

Conference Guidelines

At least two (2) written conferences are required each year. Student progress **MUST** be reviewed at the conference and a signature must be obtained. It is recommended that teachers who are in their 1st year at ICSANL have another staff member present during the first conference. (Cluster teammate or grade level teacher/ESE Coordinator)

- **Be Prepared:** Prepare for the conference by:
 1. Reviewing all of the information in the CUM folder.
 2. Analyze data from various testing formats.
 3. Conferring with other teachers, such as Physical Education, Special Education (V.E.), Gifted, Speech, etc... in order to complete a well-rounded picture of the child.
 4. Arranging for records, papers, and other examples of the student's work.
 5. Scheduling a language interpreter if needed.
- **Be a Listener:** A great deal of information can be learned by attentively listening to a parent/guardian.
- **Be Open:** Do not represent yourself (or other staff members) as a superior. Avoid use of educational or psychological terms unfamiliar to parents.
- **Be Positive:** After greeting the parents, open the conference agenda by saying that the staff would like to join with the parents and student in a cooperative endeavor to work out the best educational program for the student. Observe and remember positive attributes the student possesses, and verbalize them in the conference at appropriate times.
- **Be Aware:** Parents come to school conferences with half-buried memories of their own school experiences with Principals, teachers, and counselors. Avoid overwhelming them with an array of staff members. Parents also come with hidden agendas. Observe what is said and what is glossed over or avoided. Be supportive as the conference progresses.
- **Be Honest:** Be professionally honest without being brutally frank. Avoid superlatives in either direction. A child is seldom the "worst" or the "finest".

- **Be Punctual:** Begin the conference on time, but make a professional judgment as to the need for extending time limits.
- **Be Reassuring:** Remember the parent may be apprehensive, fearful, or resistant. Assure the parent that conferences may be tense, difficult situations for everyone, but we wish to help each other and the student by sharing our information and insights.
- **Be Sensitive:** Avoid being so objective and business like that you can't empathize with the parent in some of his/her anxiety. Avoid reacting defensively, which means you must also be sensitive to your own reactions.
- **Be Patient:** Allow time for silences. Although conference time is limited, twenty or thirty seconds of accepting silence is often trust building. Avoid jumping into the silence every time someone stops talking. A parent may be trying to phrase something or making up his/her mind to share something which will be very important to the child's progress.
- **Be Observant:** Observe signals that parents want to talk; leaning forward, seeking eye contact with you, stealing glances at you, pursing their lips or moving in their seats. Read these signs and invite the parent to comment: "Can you tell us something about this, Mrs. Smith?" Also observe the dynamics of the interactions between all conferences participants, both parents and staff members.
- **Project Optimism:** Reinforce participants' contributions. At the appropriate time summarize the conference verbally and secure necessary signatures.
- **Be Aware of:**
 1. preaching or moralizing
 2. arguing with hostile parents
 3. jumping to conclusions
 4. not knowing enough about the child
 5. using technical language

Email

ICSANL relies on email to communicate to parents and teachers. Parent emails are considered "private" and should be treated as such when sending all communications. **All teachers should use the "Blind Copy" feature on the email system when sending any email to parents.** If you should have any question regarding this policy, please see the Principal. The PTO must establish its own email database with parent consent. Room parents may communicate with those parents who have granted the PTO consent.

Phone Calls

When calling a parent from a telephone on campus and getting a voicemail or other answering service please leave a detailed message as to why that parent was called so as not to incite anxiety on the part of the parent. **Students may use classroom phones with the permission of the teacher.**

Planning Area

The use of the staff planning area is to be primarily restricted to the employees of ICSANL. In compliance with Federal Regulations, the entire school including the planning area has been designated as a non-smoking area. **Please clean up after yourself and remove any old items**

from the planning area refrigerator. The refrigerator will be cleaned out every Friday. Please do not send students for any reason into the staff planning area including dropping off copies or retrieving your mail. **The planning area should not be used to discuss individual students or staff members, as this violates the Code of Ethics. Please see the FERPA rules and regulations and the Code of Ethics for more information.**

Protection and Security (Public Visitation)

Parents are welcome to visit the school. Arrangements to visit and observations of the classroom should be made in advance (at least 24 hours) and at a time agreed upon with the classroom teacher. All visitors to the school MUST sign in at the school front office. UNDER NO CIRCUMSTANCES SHOULD PARENTS ENTER THE SCHOOL AND GO DIRECTLY TO A CLASSROOM. ALL VISITORS WILL BE REQUIRED TO SHOW A VALID PHOTO I.D. AND WILL THEN BE GIVEN A GUEST PASS TO AUTHORIZE THEIR ENTRANCE ONTO THE CAMPUS. Siblings/children who are not enrolled at Imagine Charter at North Lauderdale are not permitted on campus while parents are volunteering. Please assist us in enforcing these policies.

Supplies

ICSANL provides a limited number of supplies to classrooms. The school will provide the teachers with initial supplies at the beginning of the school year. Replenishment of those supplies will be limited throughout the year.

Academic coaches must complete the ICSANL Supply Order Form when ordering supplies for their departments. This form must be given to the Principle for prior approval, and ordering by the Business Manager. In addition, Reimbursement Forms will only be paid when such expense is previously approved by the Principle. The ICSANL Supply Order Form and Reimbursement Forms are available on the T drive

Textbooks

Teachers should number each of the textbooks assigned to their classroom to be used by students. Teachers are responsible for keeping an accurate account of the textbooks in their rooms and reporting such numbers to their Academic Coaches. A check of the inventory is to be made at the beginning of the school year and before winter break. A final inventory will be made at the end of the school year. Record sheets will be provided on which to report your textbook inventory, a copy of which should be given to the Academic Coaches to determine classroom textbook needs and purchase additional textbooks for the following academic period. If a child does not have a book at any time, please report to the Principal so we can contact parents to purchase a new book.

Students should be instructed on proper use and care of textbooks. If a student has lost or damaged a textbook, please notify Business Office so that the student and parent can be advised of the cost that must be reimbursed to the school for lost or damaged books. If a child

has lost the book anytime throughout the year, a new book cannot be given out until payment has been collected for the lost book.

Tutoring

Teachers will exercise every effort to help children before suggesting that parents utilize a tutor. In order to avoid a conflict of interest, no teacher shall receive compensation for private tutoring of a student who is in his/her class.

Video Policy

ICSANL follows the Broward County School Board Audiovisual Materials Use Policy #6100 and the Audiovisual Materials Use Guidelines that accompany this policy.

The following is a summary of the guidelines:

1. Audiovisual (AV) materials are all non-print materials, such as DVDs, videocassettes, CD ROM's that need special equipment to be played. AV materials may be produced commercially or by students/staff. The guidelines are also applicable
2. All AV materials shown in the classroom should be used to support the curriculum and **not** for entertainment purposes.
3. In-house AV materials as well as AV materials from an outside source must be previewed in their entirety by the teacher using the resource in order to assure the content is appropriate for the maturity level of the students.
4. Principal/Media Teacher approval is required before AV materials are shown. The *AUDIOVISUAL MATERIAL REQUEST* form (located on the T Drive) can be picked up in the media center and shall be filled out and submitted to the Principal/Media Teacher by the Friday before AV materials are shown. A reference to the use of AV materials should be included in lesson plans.
5. When showing a full-length feature film in the classroom, a *CLASSROOM USE OF FULL-LENGTH FEATURE FILM* parental notice form (located on the T Drive) needs to be filled out, signed by the Principal and sent home. Also, an alternate assignment needs to be given to those children whose parents request it. A copy of the form must be maintained in the front office for parental review.
6. MPAA (Motion Picture Association of America) ratings should be used as a guideline to determine full-length feature films shown in the classroom.
7. Under no circumstances, shall other classrooms view this material without prior authorization by administration.
8. A School Audiovisual Materials Review Committee may need to be appointed by the Principal whenever AV materials are questioned. This committee should be composed of: an administrator, a teacher, the media specialist and a parent.
9. All AV materials used, whether from in-house or outside sources, must be a legally acquired copy and used in accordance with federal and state copyright laws.

Virtual Counselor

Each teacher will be issued a Virtual Counselor password which will allow teachers to pull up their class rolls, test scores, AYP status, individual sub-test information, student profiles, and other important information. This can be a valuable teaching tool.

Volunteers

Volunteers are an integral part of our school community. It has been our experience that parental involvement plays a key role in the day to day functioning of our school. In every area, from direct classroom support to front office, cafeteria and clinic, active volunteer support is critical to Imagine at North Lauderdale's continued success.

In order to be able to volunteer in the school you must first complete the Broward County School Board Volunteer Application that is available at the school. This form includes security and background information that each person must provide in order to be eligible to volunteer. You must submit it to the school office for clearance *prior* to being eligible to work with students. This includes helping in the classroom for holiday parties. Once you are cleared you may begin to volunteer in the school and be around the children. If you plan to be volunteering from home only (ex. grading papers, cutting out things for the teachers or any other at home work) you do not need to complete the application.

All visitors/volunteers must sign-in at the front office. Visitors/Volunteers are not allowed to have other children accompany them; **NO EXCEPTIONS**. This policy ensures safety, minimizes interruption and promotes full concentration in each activity on campus.

IV. Personnel – Requirements and Responsibilities

Attendance – Staff

ICSANL provides paid leave to eligible employees for sick time. Our leave policy and extenuating circumstances will be addressed by the Principal on a case by case basis. Leave time should not be reserved for "vacation" time during the school year. This time should be used for sick time. Leave shall not be granted on the day before or after a holiday, during State and County testing days or first or last week of school. If the staff member chooses to be absent on one of these days then staff member will not be compensated for the missed day at the Principal's discretion. Verification of illness by a physician is the only exception.

If a teacher is going to be absent due to illness, it is his/her responsibility to call Elaine Roberts at the school voicemail as soon as possible. The messages will be checked by 6:30 a.m. Please advise the coordinator of your name, grade, class, room number. When notifying the substitute voicemail of your absence, make sure you inform us of the type of absence: i.e. sick, illness in

the family, death in the family, etc. No need to go into lengthy detail. The sub coordinator will notify the Principal of the absence. **Unfortunately, due to previous schedules, requests for a specific substitute will not be honored. The substitute will be called by order of rotation.**

Requests for personal leave days should be submitted for approval at least 48 hours prior to the requested times. Filling out a form (green) does not guarantee approval.

All staff must sign in and out each day utilizing the binder located in the front office. By signing in and out each day, each staff member is authenticating that they have reported to work according to the terms of their Imagine Schools offer letter. The sign in/out is required for audit purposes and significantly reduces paperwork for the office staff. Signatures are required per pay period sheet. This procedure is in lieu of a time clock.

Committees

Committees will be created to help maintain the school's projects, student achievement and implement new ideas and programs. Committees are focused on executing the six evaluative criteria of Imagine Schools:

- Academic Achievement
- Economic Sustainability
- Character Education
- New School Development
- Parent Choice
- Shared Values

All Committees should meet a minimum of once a month. The second Thursday of the month has been primarily designated for all Committee meetings. Minutes should be taken at each meeting and submitted in to the Principal on a monthly basis. The minutes will then be shared with the entire staff for their knowledge.

Communication - Staff

1. **All STAFF MEMBERS ARE TO CHECK EMAIL AND MAILBOXES ON A DAILY BASIS.** Mailboxes located in the staff planning area should be checked in the A.M. before going to the classroom, at lunch, and in the afternoon after dismissal.
2. Memos from school administration or the front office should be kept on file.
3. All teacher produced letters or notices to parents that will be put on school letterhead **must be approved by the Principal before being copied or sent home.** It is recommended that teachers keep a copy for their records.
4. All communication to parents must be proofread and spell checked for errors before being sent home.
5. Conferences are an important part of reporting pupil progress to parents and can be of help in furthering home-school understanding. Teachers **must hold** two conferences with all parents each year, either in person or by phone. Conferences whether by phone or person should be documented. Email correspondence is not considered a conference.

Results of conferences are to be written on a Parent-Teacher Conference Form and placed in the student folder. Conferences involving unusual concerns should be relayed to the Principal. It is unrealistic to expect all parents to be able to attend a conference with teachers during the normal work hours; therefore it may be necessary to have telephone conferences with the parent at work or in the evenings. Teachers must exhaust all means of communication with parents and keep a log of all efforts and contact with parents.

6. Any changes to parent or student contact information must be communicated to the following people: student's teacher(s), DPC/Registrar, and Front Office staff.

Computer, Email, Cell phone, Facebook use

Computers, computer files, the E-mail system, and software furnished to employees are ICSANL property intended for business use. Employees should not use a password, access a file, or retrieve any stored communication without authorization. To ensure compliance with this policy, computer and E-mail usage may be monitored. ICSANL strives to maintain a workplace free of harassment and sensitive to the diversity of its employees. Therefore, ICSANL prohibits the use of computers and the E-mail system in ways that are disruptive, offensive to others, or harmful to morale.

For example, the display or transmission of sexually explicit images, messages, and cartoons is not allowed. Other such misuse includes, but is not limited to, ethnic slurs, racial comments, off-color jokes, or anything that may be construed as harassment or showing disrespect for others.

E-mail **may not** be used to solicit others for commercial ventures, religious or political causes, outside organizations, or other non-business matters.

ICSANL purchases and licenses the use of various computer software for business purposes and does not own the copyright to this software nor its related documentation. Unless authorized by the software developer, ICSANL does not have the right to reproduce such software for use on more than one computer. Employees may only use software on local area networks or on multiple machines according to the software license agreement. ICSANL prohibits the illegal duplication of software and its related documentation.

Employees should notify the Principal upon learning of violations of this policy. **Employees who violate this policy will be subject to disciplinary action, up to and including termination of employment.**

Unacceptable Use Policy

The following uses of any computer that is the property of ICSANL (laptops included), or personal electronic devices (including cell phones) is unacceptable and may result in suspension or revocation of network privileges, and/or the employee may be subject to disciplinary action, up to and including termination of employment. Unacceptable use is defined to include, but not be limited to, the following:

1. Violation of any provision in any of the ICSANL Employee Handbooks.
2. Transmission of any material in violation of any local, state, or federal law. This includes, but is not limited to: copyrighted materials, threatening or obscene material, or material protected by trade secret.
3. The use of profanity, obscenity or other language that may be offensive.
4. Any form of vandalism, including but not limited to, damaging computers, computer systems, or networks, and/or disrupting the operation of the network.
5. Copying or downloading commercial software or other material (e.g. music) in violation of federal copyright laws.
6. Use of network for financial gain, commercial activity, or illegal activity, e.g. hacking.
7. Use of network for political activity.
8. Use of the network to access pornographic or obscene material.
9. Creating and/or placing a computer virus on the network.
10. Accessing another person's individual account without prior consent or accessing a restricted account without prior consent of the responsible administrator or teacher. The person in whose name an account is issued is responsible at all times for its proper use. Passwords should never be shared with another person and should be changed frequently.
- 11. Posting illegal or inappropriate blogs or material online on social networking sites (e.g. MySpace and FaceBook) can and will be grounds for termination of employment.**
12. Any software to be installed must be approved by the Principal.
13. Anything on the computer becomes property of ICSANL (including software and data.)
14. Once properly trained, employee is expected to utilize the software on the computer to enhance his/her job performance.
15. Any questions regarding hardware or software shall be directed to the technology coordinator. If he/she cannot solve the problem, he/she will report to the Principal.
- 16. Personal cell phones may only be used in the teacher planning room during planning or scheduled breaks or in your classroom when students are not present. Inappropriate use of cell phones, including text messaging, email, picture files, and multi-media messages while on duty will be subject to disciplinary action, up to and including termination of employment.**
17. Please refer to the Imagine Network and Internet Use Agreement and the Imagine People Policies Manual for additional rules regarding technology usage.

Dress Code –Staff

WE as education professionals should always strive to put our best face forward; not only in our dress, but in our daily attitudes. All staff members are expected to dress professionally. We enforce a uniform policy and dress code with our students and set examples by the way we present ourselves. As the professional we should all understand this policy and not wait for the Principal to remind or “police” this policy. Any questions should be directed to the Principal for clarification.

School Days

Flip flops, tank tops, spaghetti straps, jeans, and sweat pants reflect a casual atmosphere and should not be worn in the classroom. Undergarments should not be visible. Appropriate length should be maintained for shirts and skirts. Open midriff and backs are unacceptable.

Fridays

Staff members are encouraged to show their school spirit by wearing an Imagine School shirt or school spirit shirt. Several shirt styles will be available for purchase during the pre-planning days. Jeans may be worn on Fridays only when accompanied by the Imagine Schools shirt. Again, please do not wait for the Principal to “police” whether an Imagine Schools shirt is being worn.

Pre-Planning and Planning Days

Jeans are permitted on Teacher Planning Days.

Evaluation Criteria for All Staff

All personnel will be evaluated by the six criteria that are most important to Imagine Schools and its success as an educational organization dedicated to serving its students and parents.

The criteria are:

1. Adherence to Shared Values (Integrity, Justice and Fun)
2. Academic Performance (student – SAT and FCAT)
3. Character Education
4. Economic Performance/Sustainability
5. Parent Satisfaction
6. New School Development

The Principal will be responsible for evaluating all staff.

Faculty Meetings/Committee Meetings

Faculty meetings will be scheduled on the 4th Tuesday of each month in the Media Center at 7:45 am. Academy Meetings will be held the first and third week of each month. The Academy Meeting are as follows: Tuesday, K – 2; Wednesday, Middle School; Thursday, 3 – 5. These meetings start promptly at 7:30 am. The 2nd Tuesday of each month is set aside for Task Force Meetings. These meetings will be held in the Task Force Committee Chairperson’s classroom. Please do not plan conferences, enrichments or any other meetings on these days. Teacher Planning Days may be devoted to staff development with every teacher expected to attend all scheduled trainings, unless pre-approved by the Principal. This year 3 Staff Development days have been traded for pr-planning in addition to extra early release days. The added Early Release Days are for Staff Development and it is expected that all staff members will attend. The district Early Release Days are for Imagine Regional meetings and report cards.

Harassment

ICSANL does not and will not tolerate harassment of employees, applicants, students, parents, vendors or customers. The term “harassment” includes, but is not limited to, slurs, jokes, and other verbal, graphic or physical conduct relating to an individual’s race, color, sex/gender, religion, age, marital status, national origin, disability and any other categories protected by state and local law. “Harassment” also includes sexual advances, requests for sexual favors, offensive touching, and other verbal, graphic or physical conduct of a sexual nature. Please see the Imagine Schools No Harassment Policy in Attachment 3 for more information.

VIOLATION OF THIS POLICY WILL SUBJECT AN EMPLOYEE TO DISCIPLINARY ACTION UP TO, AND INCLUDING, IMMEDIATE DISCHARGE.

If you feel you are being harassed in any way by a coworker, parent, student, or by an employee of a customer or vendor, you should notify the Principal immediately. In addition, if you believe that a student is being harassed in any way by an employee, parent, student, or by an employee of a customer or vendor, you should notify the Principal immediately. Any such matter will be thoroughly investigated, and where appropriate, disciplinary action will be taken.

Academic Coaches

Communication is the key to a smooth-running school. In order to plan for convenient and effective meeting times, we will try to adhere to the following plan whenever possible. Please be advised that our School Excellence Plan requires meetings to monitor and facilitate our goals. These meetings are part of every faculty member’s job responsibility and therefore **attendance is mandatory, unless pre-approved by the Principal.**

Subject Area/Team Meetings

Planning of curriculum, activities and special projects can best be achieved only through **ACTIVE** team involvement. Teamwork is an ongoing process that can be facilitated during subject area meetings and team meetings. Please use these meetings as an opportunity to plan, collaborate, and coordinate grade level activities. **Attendance at Subject Area/Team Meetings is mandatory, except with prior approval of the Principle, and notification to the Academic Area Coach or Academy Leader.**

Telephone Usage and Messages

Telephones are to be used primarily for school related business. Please limit personal calls to and from school to a minimum. In order to eliminate unnecessary classroom disruptions, telephones messages will be sent to voice mail. If you are expecting an important phone call and you wish to be contacted, please notify the office staff.

Teachers must respond to parent messages within 48 hours.

Cellular phones are **NOT** to be used during school time, faculty meetings, grade level meetings, Team Meetings and Cluster meetings. They should be kept off or silent during work hours.

Professional Standards/Certificate

All teachers must be knowledgeable of the administrative rules for the Florida State Board of Education. The three main state standards are:

- The Code of Ethics of the Education Profession in the State of Florida – State Board of Education Administrative Rule 6B – 1.001
- Principles of Professional Conduct for the Education Profession in the State of Florida – State Board of Education Administrative Rule 6B – 1.006
- The Standards of Competent Professional Performance

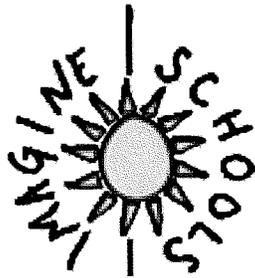
A copy of these state standards is included in Appendix _____. It is each teacher's responsibility to review these standards. In addition, it is the teacher's responsibility to have a valid teaching certificate.

Staff Accidents

When a staff member is involved in an accident at school, it must be reported immediately to the Principal. If a staff member requires medical attention or will lose time from work, a Workman's Compensation Injury Form must be completed. A list of Workman's Compensation doctors will be provided to any employee needing medical attention. Please see the Business Manager regarding any job related injuries. Please take all precautions to ensure your safety and avoid injury.

Staff Confidentiality

As part of Imagine Schools, each employee signs a Confidentiality clause. This clause states, "Employee acknowledges that during the course of employment, Employee will obtain, and have and be privy to information important to the Company's business, which information Employee hereby acknowledges and agrees to be confidential. Employee shall not divulge or make use of any Confidential Information, directly or indirectly, personally or on behalf of any other person, business, corporation, or entity without prior written consent of the Company." As an educator, please ensure that you are always very careful about the way you conduct yourself. You are a professional and should always conduct yourself in such a manner. Please see the Imagine Schools Confidentiality statement for more information



**2011-2012
PARENT & STUDENT
HANDBOOK**

IMAGINE CHARTER SCHOOL AT NORTH LAUDERDALE
&
IMAGINE CHARTER MIDDLE SCHOOL AT NORTH
LAUDERDALE

1395 South State Road 7
North Lauderdale, FL 33068

Phone: 954-973-8900

Fax: 954-974-5588

www.imaginecharterschoolatnorthlauderdale.com

Imagine Charter School at North Lauderdale Parent & Student Handbook

MISSION STATEMENT

Imagine Charter School at North Lauderdale is committed to excellence in academics, character and spirit by building, developing and fostering partnerships between our school and external stakeholders that, together, create a community of caring life-long learners. At Imagine Charter School at North Lauderdale, we strive to provide students with a safe and nurturing learning environment in conjunction with challenging educational opportunities that prepare them for lives of leadership in a rapidly changing world.

VISION STATEMENT

Imagine Charter School at North Lauderdale (ICSANL) is a public, tuition-free, public charter school currently servicing students Kindergarten through 8th grade, and extended care, located in North Lauderdale, Florida.

Each child at ICSANL and ICSANLM is treated as a unique individual and is encouraged to reach his/her own true potential. The parents, students and staff work together to create a positive, warm, loving environment in which the student can develop their whole self. Our goal is to encourage students to develop into global thinkers and lifelong learners.

For the purposes of this handbook ICSANL and ICSANLM will be collectively known as ICSANL unless otherwise noted.

A MISSION TO GROW ON

Imagine Schools focuses upon these six measures of excellence:

- **SHARED VALUES** – believing in a school climate that promotes integrity, justice, and fun.
- **ACADEMIC ACHIEVEMENT** – providing a unique instructional delivery model that meets the differentiated needs and learning styles of all children.

- **CHARACTER DEVELOPMENT** – encouraging and supporting strong character growth through community and service learning projects and activities.
- **PARENT CHOICE** – facilitating parent involvement in shared decision making and working to achieve high levels of parent satisfaction.
- **ECONOMIC SUSTAINABILITY** – promoting an in-depth understanding of fiscal responsibility and growing our school through cost-effective measures.
- **NEW SCHOOL DEVELOPMENT** – growing Imagine Schools increases the number of students, of all ages and abilities, we will have the opportunity to reach and teach. New school development will also provide our teachers and school leaders the opportunity to grow professionally and to serve other communities.

IMAGINE CHARTER SCHOOL AT NORTH LAUDERDALE PLEDGE

I will show responsibility for my actions and my school work.

I will respect myself, my school and others.

I will increase my knowledge by working hard in class.

I will strengthen my character by supporting my family, peers and community.

I pledge to believe in myself and know that I have the power to make good choices.

TABLE OF CONTENTS

| | |
|---|--|
| SECTION 1 | SCHOOL STRUCTURE |
| SECTION 2.... | SCHOOL CALENDAR, SCHEDULE & ATTENDANCE POLICIES |
| SECTION 3..... | GENERAL SCHOOL POLICIES |
| SECTION 4.VOLUNTEERING, PARENT ORGANIZATIONS & COMMUNITY | |
| SECTION 5..... | ACADEMICS & SCHOOL PROGRAMS |
| SECTION 6..... | STUDENT EXPECTATIONS & CODE OF CONDUCT |

1. School Structure

GOVERNING BOARD

ICSANL's Governing Board is the governing body of the school. The Governing Board will be ultimately responsible for monitoring and reporting the financial and educational success of the school. The Governing Board is responsible for ensuring the Charter is implemented as submitted to Broward County Public Schools. The Governing Board will delegate all day-to-day operational responsibilities to the Principal.

The Governing Board consists of an elected group of parents and community members who are responsible for the school and its successful operation. Parents who have educational, operational or managerial concerns should contact the appropriate personnel in the School. However, in the event that there are unresolved issues with the Administration, parents may contact Ms. Jacquelyn Vernon, Regional Director at 954-796-4744.

In the event a parent requests an item to be placed on the Governing Board's agenda, a written request with a detailed explanation must be submitted to the principal of the school at least two weeks prior to the scheduled meeting. Governing Board Meetings are tentatively scheduled for the 1st Monday of the Month, beginning in September, at 6:00 P.M., at the school.

Governing Board Members 2011-12

Faye Douglas – Board Chairperson

Janie Gadson

Melvern Atencio

Joyce Ferguson

(Vacancy – to be filled)

Julie Klahr – Board Attorney

The Governing Board is responsible for:

- ❖ Management and the business affairs Governing Board.
- ❖ Approval of the annual budget of anticipated income and expenditures, as well as the preparation of the annual financial audit report.
- ❖ Filing of the annual report to the School Board.
- ❖ Maintenance of written records of attendance and minutes of its meetings.
- ❖ Elects community replacements when members' terms expire.

Meetings of the Governing Board are open to the public and comply with the Sunshine Laws of the State of Florida.

The Principal and Administrative Team is responsible for:

- ❖ Screening, hiring, and evaluation of all faculty and staff
- ❖ Management of all human resource issues including termination of faculty and staff
- ❖ Assurance of compliance with school charter and applicable state and Federal laws
- ❖ Development, implementation, and supervision of school policies and procedures'
- ❖ Development, implementation, and supervision of school improvement plan
- ❖ Development, implementation, and supervision of the school budget
- ❖ Development, implementation, and supervision of the school curriculum and academic programs
- ❖ Development, implementation, and supervision of school discipline policies
- ❖ Development, implementation, and supervision of student recruitment procedures
- ❖ Development, implementation, and supervision of professional development and faculty in-service
- ❖ Development, implementation, and supervision of student services and activities
- ❖ School Improvement Plan
- ❖ Maintenance of school accreditation by the Southern Association of Colleges and Schools Selection of instructional methods and supervision of instruction
- ❖ Selection and management of curricular materials, furniture, furnishings, and technology
- ❖ Management of school business operations
- ❖ Management of the school campus and maintenance of school buildings
- ❖ Management of communications and public relations with all stakeholders
- ❖ Management of school fundraising, grant applications, and the acquisition of alternative funding sources
- ❖ Coordination of work and activities with Imagine Schools Non-Profit
- ❖ Coordination of work and activities with the Governing Board

Organizational Chart and Communications Protocol

Good communication is essential to the effective operation of every institution. In order to insure that all needs and issues are addressed in a timely and effective manner by the school staff, parents and other stakeholders need to follow the proper protocol and address the staff member directly overseeing their area of concern. Parents and stakeholders should first bring **all academic, social, and emotional concerns directly to their teacher**. Communication should begin with informal communication by email, in-person, or by note. A formal conference should be held before bringing an issue to staff at the next level of responsibility. After sufficient time to address an issue has been provided, generally one to three weeks, then parents may move their concern to the next level on the organizational chart, repeating this process as necessary.

Imagine Charter School at North Lauderdale
Who Can Help

Teacher



Academic Coaches/Academy Leaders

- Erin Kelly – Reading Coach
- Genevieve Leydig– Math Coach
- Samia Said- Science Coach
- Elizabeth Pawlak – 3 to 5 Academy Leader
- Francine Peace- MS Math Coach
- Latoya Hopwood- MS Science Coach



| | | |
|--|--|--|
| <p>Lloyd Sigrist, ESE Specialist</p> <ul style="list-style-type: none"> • ESE Concerns • Individual Education Plan (IEP) Meetings • Gifted | <ul style="list-style-type: none"> • Genevieve Leydig • Testing • Collaborative Problem Solving Team (CPST) • Guidance Concerns • Discipline | <p>Elaine Roberts DPC</p> <ul style="list-style-type: none"> • Immunization Forms • Change of Address and Phone numbers • Registration • Attendance |
| <p>Sharon Cooper Office Assistant</p> <ul style="list-style-type: none"> • Receptionist • Parent Information • Mass Emails | <p style="text-align: center;">Lloyd Sigrist</p> <ul style="list-style-type: none"> • English for Speakers of Other Languages (ESOL) | <p>Kathleen McGowan Business Manager</p> <ul style="list-style-type: none"> • All Collection of monies • Budget Keeper |
| <p>Elizabeth Pawlak</p> <ul style="list-style-type: none"> • Volunteer Coordinator | <p>Louise Burgess Media Coordinator</p> <ul style="list-style-type: none"> • School Wide Reading Initiatives • Technology • Advanced Reading Challenge | <p>Boca Speech Center 561.391.8444 Speech</p> |
| <p>Imagine School Aftercare 954-973-8900</p> <ul style="list-style-type: none"> • Before Care • Aftercare | | <p>Elaine Roberts Cafeteria 954-973-8900 Food Service Questions/concerns</p> |

Responsible for smooth operation and management of the school

2. School Calendar, Schedule, & Attendance Policies

Hours of Operation

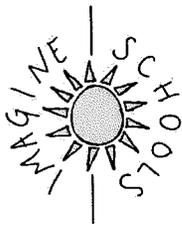
| | |
|-------------------|------------------------|
| School Hours | 8:30 A.M. to 3:30 P.M. |
| Main Office Hours | 8:00 A.M. – 4:00 P.M. |
| Teacher Hours | 8:00 A.M. – 4:00 P.M. |
| Before Care Hours | 7:00 A.M. – 8:00 A.M. |
| After Care Hours | 3:30 P.M. to 6:00 P.M. |

Phone Numbers

| | |
|-----------------------|-------------------|
| Main Office | 954-973-8900 |
| Attendance Line | 954-973-8900 |
| Registrar | 954-973-8900x3541 |
| Fax | 954-974-5588 |
| Business Office..... | 954-973-8900x3101 |

Schedule

| | |
|-----------------------------|---|
| 8:00 A.M. – 8:30 A.M. | Arrival of Students |
| 8:30 A.M. | School Begins (after this time students are considered tardy) |
| 10:45 A.M. – 1:00 P.M. | Lunch |
| 3:30 P.M. | Dismissal |
| 3:30 P.M. – 6:00 P.M. | After Care |



IMAGINE CHARTER SCHOOL @ N Lauderdale ACADEMIC CALENDAR 2011-2012

August 19 Friday "Meet & Greet" 9 a.m. - 12:00 p.m.

FIRST SEMESTER

| | | |
|----------------|-----------|---|
| August 10 | Wednesday | Employee Planning- Return from Summer Break |
| Thru August 19 | Friday | Employee Planning |
| August 22 | Monday | First Day – Start 1 st Quarter (47 days) |
| September 5 | Monday | School Closed – Holiday |
| September 22 | Thursday | Early Release- 12:30 pm dismissal |
| September 23 | Friday | Issue Interim Reports |
| September 29 | Thursday | School Closed |
| October 7 | Friday | Imagine School Early Release- 12:30pm dismissal |

| | | | |
|-----------|-------------------------|-----------|--|
| | October 27 | Thursday | Early Release 12:30 p.m. dismissal – End 1 st 9 |
| weeks | October 28 | Friday | No Classes-Employee Planning |
| | October 31 | Monday | Start 2 nd Quarter (44 days) |
| | November 11 | Friday | School Closed - Holiday |
| | November 17 | Thursday | Issue Report Cards for 1 st Quarter |
| | November 22 | Tuesday | Imagine School Early Release- 12:30 p.m. |
| dismissal | November 23 | Wednesday | School Closed |
| | November 24 | Thursday | School Closed – Holiday |
| | November 25 | Friday | School Closed |
| | December 8 | Thursday | Issue Interim Reports |
| | December 16 | Friday | Imagine School Early Release- 12:30 pm dismissal |
| | December 19 | Monday | School Closed –Winter Break |
| | Thru December 31 | Friday | School Closed - Winter Break |
| | January 2 | Monday | Classes resume |
| | January 16 | Monday | School Closed |
| | January 19 | Thursday | Early Release 12:30 pm dismissal- End 2 nd 9 |
| weeks | January 20 | Friday | No Classes-Employee Planning Day |

SECOND SEMESTER

| | | | |
|-----------|----------------------|-----------|--|
| | January 23 | Monday | Start 3 rd Quarter (43 days) |
| | February 2 | Thursday | Early Release- 12:30 pm dismissal |
| | February 8 | Wednesday | Issue Report Cards for 2 nd Quarter |
| | February 17 | Friday | Imagine School Early Release- 12:30 pm dismissal |
| | February 20 | Monday | School Closed - Holiday |
| | March 12 | Monday | School Closed- Spring Break |
| | Thru March 16 | Friday | School Closed- Spring Break |
| | March 19 | Monday | Classes Resume |
| | March 29 | Thursday | Early Release 12:30 pm dismissal – End 3 rd 9 |
| weeks | March 30 | Friday | No Classes- Employee Planning |
| | April 2 | Monday | Start 4 th Quarter (46 days) |
| | April 6 | Friday | School Closed |
| | April 19 | Thursday | Report Cards Issued for 3 rd Quarter |
| | May 8 | Tuesday | Issue Interim Reports |
| | May 24 | Thursday | Imagine School Early Release- 12:30 pm dismissal |
| | May 25 | Friday | No Classes- Employee Planning |
| | May 28 | Monday | School Closed - Holiday |
| | June 7 | Thursday | Last day of classes – Early release 12:30 p.m. |
| dismissal | June 8 | Friday | Employee Planning Day |
| | June 27 | Wednesday | Issue Report Cards for 4 th Quarter |

ENROLLMENT

As a tuition-free public charter school serving grades K-8, ICSANL is open for enrollment to all residents of Broward County, Florida.

Lottery Selection Process

Because space is limited, enrollment spots are awarded through a lottery selection process, with preference given to siblings of currently enrolled students. Families interested in registering a child for the following school year must complete the pre-enrollment process within the allotted time period. From there, names will be randomly selected in the lottery selection in a public assembly located on campus.

Completing Enrollment

To comply with State of Florida and Broward County requirements, only children whose parents have properly completed and submitted all necessary forms including, but not limited to, certificates of immunization, physical examinations and others will be permitted to attend ICSANL and begin the school year as a full-time student.

Re-Enrollment Process

In order to secure your child's place for each successive school year, you will be required to fill out a re-enrollment form at the end of each school year. Forms will be sent home with your child during the month of March and must be returned within two weeks.

ATTENDANCE

Your child's academic and social progress is influenced to a great extent by regular participation in school. Regular attendance without tardiness is the key. When your child will be absent from school, please call the Front Office at 954-973-8900 and leave a message that morning to report the absence and reason for the absence. If you do not call in to report the absence within 48 hours your child will receive an "unexcused absence." You must call in each day that your child is out. You will receive a letter once your child receives 3 unexcused absences. Please note, five tardies will equal one excused absence.

We encourage you to schedule your child's appointments after school hours. If this is not possible, parent/guardians must come to the main office first to have their child released. Office personnel will notify the classroom teacher to inform the teacher that your child needs to report to the office. For your child's safety, the teacher will not release a child to anyone who has not signed them out at the office. Office personnel will not release a child to anyone not listed on the Emergency Contact Card, unless the school is notified by the parent in writing in advance.

Research has shown that there is a strong correlation between attendance and achievement in school. Therefore, our attendance policy will be strictly enforced in accordance with the Broward County Attendance Policy listed below:

Patterns of Non-Attendance

ICSANL chooses to follow the Broward County Attendance Policy. Non-attendance for instructional activities is established by tardiness, early-sign-outs, or absences for all or any part of the day. The maximum number of days that a student may be absent without acceptable documentation justifying the absence is 5.

A. A student who has had at least five unexcused absences, or absences for which the reasons are unknown, within a calendar month, or 10 unexcused absences, or absences for which the reasons are unknown, within a 90 calendar-day period, may be exhibiting a pattern of non-attendance (F.S. 1003.26 (1) (b)).

B. Unless acceptable documentation is presented/submitted, an accumulation of daily absences (excused or unexcused), by tardiness, or early sign-outs that equals 5 days (30 hours) in a marking period or 10 days (60 hours) within two marking periods may establish a pattern of non-attendance.

C. If the student exhibits a pattern of nonattendance, principals may request documentation for subsequent absences. (F.S. 1003.24(4)) Non-attendance for instructional activities is established by tardiness, early-sign-outs, or absences for all or any part of the day. "Habitual truant" means a student who has 15 unexcused absences within 90 calendar days with or without the knowledge or justifiable consent of the child's parent, is subject to compulsory school attendance under s. 1003.21 (1) and (2) (a), and is not exempt under s.1003.21(3) or s. 1003.24, or by meeting the criteria for any other exemption specified by law or rules of the State Board of Education. (F.S. 1003.01 (8)).

Excused Absences

Students must be in school unless the absence has been permitted or excused for one of the reasons listed below (F.S. 1003.24(4), 1003.26)

1. Illness of student.
2. Illness of an immediate family member.
3. Death in the family.
4. Religious holidays of the student's own faith.
5. Required court appearance or subpoena.
6. Special event. Examples of special events include important public functions, conferences, state/national competitions, as well as exceptional cases of family need. The student must get permission from the principal/designee at least five days ahead of time.
7. Scheduled medical or dental appointment.
8. Students having, or suspected of having, a communicable disease or infestation which can be transmitted are to be excluded from school and are not allowed to return to school until they no longer present a health hazard (F.S. 1003.22). Examples of communicable diseases and infestations include, but are not limited to, fleas, head lice, ringworm, impetigo and scabies. Students are allowed a maximum of five excused days absence for each infestation of head lice.

Students on field trips and students who attend alternative to suspension programs are not considered absent.

Unexcused Absences

Absences not excused as defined in the previous section, are considered unexcused.

1. Students without a completed Certificate of Immunization indicating compliance with the current required schedule of immunizations will not be allowed to attend classes until this document is provided or a waiver is obtained. Absences due to non-compliance with immunization requirements shall be considered unexcused. (F.S. 1003.22(1)4
2. For students transferring into Broward County, including but not limited to foster care students, or homeless students, a temporary 30-day waiver of both health examination documents and certificates of immunization must be granted. (F.S. 1003.22(1) (5) (e))
3. Students who have been externally suspended may be offered an opportunity to participate in an alternative to suspension program. If they do not attend, the assigned days, the absences will be considered suspensions

Make-Up Work (This does not apply to specific homework provided under FS 1003.01 to certain suspended students.)

1. **Excused Absences:** Make-up work for credit and grade is allowed for ALL excused absences. However, students have two days to turn in the assigned work for each day of excused absence, except for work which has been previously assigned which is due on the first day of return from any excused absence.
2. **Suspensions:** Make-up work for credit and grade is allowed. It is the student's responsibility to get the missed work. All work is due on the day of return from the suspension. Student is NOT allowed to participate in any school activities during the suspension period.

Tardiness

Tardiness is defined as a student not being in the classroom when the class is scheduled to begin.

1. Parents must follow the same process to excuse a tardy as they do to excuse an absence.
2. Excessive tardiness will be addressed on a case-by-case basis to determine if there is a pattern of non-attendance. Non-attendance for instructional activities is established by tardiness, early-sign-outs, or absences for all or any part of the day.
3. Tardiness to any class without documentation may be considered unexcused.
4. Habitual tardiness is defined as being tardy 5 times within a marking period.
5. Principals have the discretion to excuse tardiness for extenuating circumstances.
6. Unless excused under the provisions of this policy, accumulated tardiness will be recorded as unexcused absences. (F.S. 1003.02 (1) (b))

Early Sign-Outs

1. No students shall be released within the final 30 minutes of the school day unless the principal/designee determines it is an emergency.
2. All schools will establish procedures for early release that ensure that all students are treated consistently.

3. Excessive early sign-outs will be addressed on a case-by-case basis to determine if there is a pattern of non-attendance. Non-attendance for instructional activities is established by tardiness, early-signouts, or absences for all or any part of the day.

4. Unless excused under the provisions of this policy, accumulated early sign-outs will be recorded as unexcused absences. (F.S. 1003.02)

2011-2012 TARDY POLICY

As a charter school it is mandatory for us to follow the Broward County School Board Policies regarding tardiness. In order to be in compliance with the Broward County School Board Policy, all students must enter the school gates by 8:25 A.M. to be in their classrooms by 8:30 A.M. A student is considered tardy if they are not in their designated classroom by 8:30 A.M. The school doors will be locked by 8:30 A.M. daily and a late pass given to each student arriving after this time. Additionally, parents must park and walk their child in to school to sign in their student after 8:30 A.M. Students will not be permitted to enter classroom without a parent signature after 8:30 A.M. Monitoring of this process will be done by the Florida State's Attorney's Office as they do all schools. For further questions regarding the **attendance policies of the Broward County Public Schools, please consult the 2011-2012 Code of Student Conduct Handbook.**

ARRIVAL/DISMISSAL PROCEDURES

Arrival

Car Riders: Students are to be dropped off via the car pool lane, **NO EARLIER** than 8:00 A.M. School personnel will be available to ensure the safety of the students. Children should not be dropped off Boulevard of Champions.

Bicycle Riders: By law bicycle riders **MUST** wear helmets. All bicycle riders are to walk their bicycles to the bicycle rack outside the middle school building, and lock them each day. Students then enter school through the courtyard to go to their designated area.

Instruction in the classroom begins at 8:30 A.M. Therefore, students entering the front gate after 8:25 A.M. will receive a late pass and will be marked tardy since there is no physical way for the student to be sitting in their seats in the classroom at 8:30 A.M.

Dismissal

The academic day concludes at 3:30 P.M.

Car Riders: All car riders are to be picked up in the car pick-up lane by the cafeteria on Blvd. of Champions. Car riders will be held in the cafeteria for dismissal. School personnel will be available to assist with pick-up until the last car is through the lane at approximately 3:40 P.M.

Walkers, Bicycle Riders and City Bus Riders: All walkers and bicycle riders shall exit the building with their teacher and to their designated area.

School Bus Riders/Day Care Riders: All bus students are to report to the area at the rear of the school to wait for designated bus.

Parents are not permitted to walk into a teacher's class at dismissal time to informally conference with the teacher. Many important closing procedures are being conducted at that time.

Should a parent have an emergency that prevents them from picking up a child on time, the parent or appropriate designee must notify the school prior to 3:30 P.M.

Students must be picked up before 3:30 P.M. If a student is not picked up by 3:45 P.M, that student will be enrolled in the After School Care program at the standard cost to the parent/guardian. In addition, in the event a student is habitually picked up late and at the discretion of school administration, that student will be enrolled in the After School Care program at the standard cost to parent/guardian. Parents will be notified in writing as necessary.

Inclement Weather Dismissal: Car Riders will follow the same procedures as listed above unless otherwise notified. Walkers and bicycle riders will be held in their classrooms until the weather permits. Students will be permitted to use the school phone as necessary to contact parents, however, each parent should have a rainy dismissal plan that has been discussed with their child before school starts.

PARKING, PEDESTRAIN TRAFFIC AND CARPOOL GUIDELINES

Transportation

ICSANL does provide bus transportation for students who live more than 2 miles from the school. If you believe your child lives more than 2 miles, then contact the front office for information for bus information.

Parking

The front of the school parking lot is available for parent parking for before and after care drop off and pick-up. Cars parked in non-designated locations are subject to being ticketed and towed by the North Lauderdale Sheriff's Department.

Car Pick-up

The correct way to enter the school to drop off or pickup your child is to make a RIGHT hand turn from Boulevard of Champions and McNab Road. From there, cars will turn right into the school carpool lane.

Pedestrian Pick-up

Walking through the carpool lane to access the cafeteria area is prohibited. Parents must park in the front of the school at dismissal time to come to the front office or cafeteria for dismissal.

Cell Phone Usage in the School Zone

For the safety of our students and staff members, **cell phone usage is not permitted in the school zone.**

North Lauderdale Sheriff's office routinely patrols the school campus area and will issue citations at their discretion to enforce all applicable laws and regulations.

3. General School Policies

Imagine Charter at North Lauderdale Elementary and Middle School

Uniform Policy

In order to create a consistent and safe environment free of distractions, the school has developed a Dress Code and supporting Uniform Policy. Enforcement of this policy is the responsibility of all staff members to teach and model the uniform policy. The school uniform consists of the following:

- Imagine Charter School collared shirts which must be tucked at all times.
- Khaki, Black, or Navy bottoms, including pants, shorts, 'capris' or 'skorts'
- Belt or bottoms with built in elastic waistband
- Socks and closed-toe shoes or sneakers
- Navy or white tights permitted on cold weather days

In addition, students must keep their hair neat and out of their eyes. Students are not permitted to wear hair or makeup in a fashion that is a distraction to the learning environment. **Blue jeans and hats are not a part of the school uniform.**

On cold weather days the uniform policy is still in effect. Colored leggings and pants under the school uniform is not a part of the dress code.

To ensure continuity of uniforms and to ensure proper length and appropriate fit of bottoms, **all uniform tops must** be purchased through the school's cafeteria office.

Again, it is the responsibility of all staff members to enforce the policy.

Paid Dress Down Days

The school operates a fundraiser called the “Friday Dress Down Day”. Participation in the program is optional. However, students not participating in the Dress Down program must adhere to the regular uniform dress code for Fridays.

Friday’s starting in October will be paid “Dress Down Days” for students. The cost to dress down will be \$1.00 collected by the students’ homeroom teacher. Students are allowed to wear jeans and tops that are aligned to the Broward County Code of Conduct Dress Code. **The jeans may not have holes or rips in them.** Students’ who violate the code will be directed to call home for new clothes or sent to the office. The money collected from the “Friday Dress Down Days” goes to offset the cost of field trips, classroom supplies, dances for the students, and other worthwhile projects.

CAFETERIA AND SCHOOL LUNCH FEES

Construction Catering/Free and Reduced Lunch Program

ICSANL has contracted with Construction Catering Services for school food service. **This year all students will receive free breakfast and lunch each day.** All students must have a free and reduced lunch form on file to receive the free breakfast and lunch regardless of whether or not your family qualifies for free and reduced lunch program

Ice Cream Sales

Ice cream will be available for sale on Wednesday. The cost to the students will be \$1.00. If you would like to assist in the selling of ice cream on a weekly basis, please contact the PTO Volunteer Coordinator.

Peanut/Food Allergies

If your child has a peanut or other serious food allergy, please contact the front office, Ms. Sharon Cooper. A peanut allergy is considered an airborne allergy and may cause life threatening allergic reactions just by someone who is in close proximity of peanuts. The school asks that parents be aware of this potentially deadly condition when packing student lunches or snacks. Please check with your child’s teacher to see if a student in your class is allergic to peanuts or peanut products. We ask that parents are sensitive to this important issue.

Bag Lunches and Lunches from Home

For safety reasons, do not bring glass containers to school or food items needing microwaving or heating. Microwave ovens are not available. Additionally, soda and fast food items are not permitted at school. **Students may not have meals delivered by parents from fast food restaurants.** Parents must have students eat such foods before arriving on campus. We encourage parents to pack healthy lunches low in sugar and chemicals and encourage healthy eating habits.

Birthday and Celebrations

Birthday celebrations are held during lunch time only, unless previously approved by the school principal; parents may acknowledge their child or teacher's birthday by sending a treat to share with the whole class. In ALL cases, birthday treats should be limited to small snacks easily distributed by the student. Balloons are not permitted. Snacks should be "finger friendly." Children can enjoy small baked goods such as cookies, cupcakes or donuts. Unfortunately, due to Federal regulations, homemade food cannot be served. Birthday celebrations during "black out" testing days are not permitted. Please refer to the school calendar for testing days. The celebration can take place the next open day that visitors are permitted back in to school.

Forgotten Lunches

STUDENTS WILL NOT BE PERMITTED TO PHONE HOME FOR FORGOTTEN LUNCHES AND BAG LUNCHES. STUDENTS WILL BE GIVEN A FREE LUNCH FROM THE CAFETERIA.

HEALTH CARE

A healthy body enables children to function at their fullest capacity. The health of our students is important to us. The school is able to provide basic support for students and limited first aid. For the sake of others, as well as your own children, parents are asked to keep home any child the exhibits a fever of 99.9 degrees or higher or other symptoms of illness such as diarrhea, hacking cough, vomiting, etc. Should a child become ill at school, he/she will be immediately isolated from other children. Parents will be notified and expected to pick up their child or make arrangements to take the child home within 20 minutes.

A child should be free from fever or contagious disease for 24 hours before returning to school. If your child has a contagious disease, he/she should be kept home and the fact of the condition reported to the school. Contagious diseases include illnesses such as chicken pox, strep throat, conjunctivitis (pink eye), impetigo, head lice, measles, mumps, scarlet fever or fifth disease, etc.

It is very important for parents to let the school know if your child has a chronic health issue such as asthma, need for eye glasses, or other health issues. We cannot assist your child if we do not about their medical condition.

Clinic

The school clinic serves as a temporary resting place for sick children and to administer minor first aid for minor injuries. Please be reminded the clinic is **not staffed by a school nurse or Teacher's Assistant**. Parents will be notified to pick up children who are unable to return to class. Please notify the school IN WRITING of any known allergies that your child(ren) has (have) so that we may be proactive in reducing possible exposure to allergens and be prepared in the event of a medical emergency.

Medication

ICSNL chooses to follow the Broward County School Board Policy on medication. School Board policy expressly states that school personnel CANNOT DISPENSE medicine to students unless it is a long-term requirement and all proper forms from the health department and doctor are

completed and on file at the school. School Board Policy 6305 outlines the rules regarding possession of over-the-counter and prescription drugs. You may view the complete Health Policy and all School Board Policies on the web at www.broward.k12.fl.us/sbbcpolicies.

If a short-term illness occurs and a child is required to take medication, it may be necessary for you to keep your child at home. If the child is not contagious, he/she may be sent to school, but it is your responsibility to either adjust the time medication is to be taken or to come to administer the medication yourself. Please consult your physician for information. **UNDER NO CIRCUMSTANCES IS A CHILD PERMITTED TO CARRY MEDICINE IN SCHOOL. THIS INCLUDES ASPIRIN, COUGH DROPS, COUGH MEDICINE AND ASTHMA INHALERS.**

Illness or Injury During the School Day

Should a student become ill during the school day, the parent or guardian will be contacted and asked to pick up the student as soon as possible. If a student is injured, the school will contact the parent or guardian if the case is serious or life-threatening. Emergency services may be called. A school accident report will be completed and provided to parents in the event of an accident or injury at the school. This does not include minor bumps and bruises.

CHANGE OF ADDRESS/INFORMATION OR WITHDRAWAL

Please notify the office staff if there is any change of important information such as phone numbers (including cell phone), addresses (including e-mails), or other pertinent information. This is essential to ensure that accurate information is on file with the School Board of Broward County, Imagine Charter School at North Lauderdale and that parents can be located in case of an emergency.

Should you need to withdraw a child, please contact the Registrar at 954-973-8900. Requests must be in writing before any action can take place.

PARENT COMMUNICATION

ICSANL believes one of the most important partnerships for a school is with the parents of our children. Recognizing that children achieve optimal learning when parents and schools work closely together, ICSANL is eager to find ways to facilitate open and constructive communication.

Parent Phone Link System

ICSANL uses a Parent Phone Link system which calls your home to remind you of important events happening at the school. In order to get these phone calls, we must have your current phone number. If you change your phone number during the year, please call the front office to update your information.

VISITORS

Parents are welcome to visit the school. Arrangements to visit and observations of the classroom should be made in advance (at least 24 hours) and at a time agreed upon with the classroom teacher (maximum 1 Hour). All visitors to the school **MUST** sign in at the school front office. **UNDER NO CIRCUMSTANCES SHOULD PARENTS ENTER THE SCHOOL AND GO DIRECTLY TO A CLASSROOM. ALL VISITORS WILL BE REQUIRED TO SHOW A VALID PHOTO I.D. AND WILL THEN BE GIVEN A GUEST PASS TO AUTHORIZE THEIR ENTRANCE ONTO THE CAMPUS.** Siblings/children who are not enrolled at ICSANL are not permitted on campus while you are volunteering. Please assist us in enforcing these policies.

4. Volunteering, Parent Organizations & Community

PARENT TEACHER ORGANIZATION (PTO)

ICSANL has a very active parent organization called the Parent Teacher Organization (PTO). This organization actively supports the school's instructional programs and enhances community school relationships. The PTO sponsors a wide variety of family oriented activities and events throughout the school year. All parents are encouraged to join as well as attend general meetings. Prior notice of PTO General Meetings are given via email or flyers/newsletters sent home with students.

Who are the members of the PTO?

Parents and Teachers/Staff of ICSANL.

What is the purpose of the PTO?

The PTO works to support the school, enhance learning experience for all children, and strengthen the community bond. The PTO will sponsor many fun events throughout the year. These are social functions that bring the community together. Some fundraising is done to offset the cost of running these events for students and families.

Why should I join the PTO?

ICSANL is an involved and close knit community. It is an organization that you would be proud to be a part of. The PTO will strive to continue to enhance and enrich the children's educational experience, and make a difference in our families' lives.

Why does the PTO do fundraisers and where does the money go?

The PTO needs to raise funds to support the events of the school such as new equipment, field trips, etc. They also bring in funds to award grants to teachers for enhancements they otherwise may not have in their classroom.

What can I do for the PTO?

The programs and events are organized, funded and run by the PTO members. We invite you to participate through membership dues and volunteering. A great variety of volunteer opportunities are available. They have everything from leadership roles to simple set up/clean up of events. Your hours are also counted toward the required school volunteer hours. The more volunteers the easier the task!

VOLUNTEERS

Volunteers are an integral part of our school community. It has been our experience that parental involvement plays a key role in the day to day functioning of our school. In every area, from direct classroom support to front office, cafeteria and clinic, active volunteer support is critical to ICSANL's continued success. Studies show that volunteering directly impacts the success of the student. We believe that your participation at school is valuable to your child's education.

In order to be able to volunteer in the school you must first complete the Broward County School Board Volunteer Application that is available at the school. This form includes security and background information that each person must provide in order to be eligible to volunteer. You must submit it to the school office for clearance *prior* to being eligible to work with students. This includes helping in the classroom for holiday parties. Once you are cleared you may begin to volunteer in the school and be around the children. If you plan to be volunteering from home only (ex. grading papers, cutting out things for the teachers or any other at home work) you do not need to complete the application.

All visitors/volunteers must sign-in at the front office. Visitors/Volunteers are not allowed to have other children accompany them; **NO EXCEPTIONS**. This policy ensures safety, minimizes interruption and promotes full concentration in each activity on campus.

Upon entering the school to volunteer, you must first stop in to the office and sign in to the On Campus Visitor Log and get a badge. The **FIRST** time you volunteer, you will also fill out a Parent Volunteer form which is located in the white PTO binders in the front office and file your form alphabetically. From that day forward, after you sign the On Campus Visitor Log, locate YOUR Parent Volunteer form in the PTO binders—it is here that you will record your hours in and out for each event you are volunteering for, which includes all meetings and off site field trips. **It is the parents' responsibility to make sure these sheets are filled in monthly (by the 5th of the following month) as all hours need to be recorded and sent in to Broward County for approval.**

Guidelines for Volunteers

- Volunteers working with children must have a valid driver's license for identification and pass an immediate computerized background check.

- Volunteers must wear the appropriate “Volunteer Identification” while on campus.
- The safety and education of students must be the main concern of volunteers while engaged in school activities.
- Volunteers are expected to dress modestly and appropriately for an elementary school.
- Cell phones should be switched off or placed on vibrate while on campus. Visitors are asked not to speak on cell phones while on campus.
- Volunteers should not bring personal food or beverages into the classroom.
- Comparing and criticizing teachers and students is unacceptable volunteer behavior.
- Please remember to keep what happens in the classroom confidential. Please do not discuss the lives or learning of the students with other students or adults who are not in the classroom.
- Punctuality and reliability are expected since classroom teachers plan for volunteer assistance. If you are unable to come at your scheduled time, please call the office, send a note, or try calling someone else to see if he/she can substitute for you.
- Volunteers are unable to administer any kind of medication to a student.
- Chaperones on a school field trip are considered volunteers and must have all pertinent paperwork and backgrounds done prior to attending the field trip.
- Overnight chaperones must be Level 2 Fingerprinted in the current year by Broward County Public Schools.
- We are quite proud of the many ethnicities that encompass our school community; however, we must ask that volunteers speak English when communicating with students and staff members on campus.

BUSINESS AND COMMUNITY PARTNERSHIPS

In order to maintain our focus, delivery and development of a world class education program we must establish and maintain high-value, high-quality win-win vendor and business partnerships. Central to the mission is community partnership, and as such we seek out and desire to effectively engage local businesses for the provisioning of services whenever possible. If you are interested in becoming a Business Partner with the school, please contact Elizabeth Pawlak at 954-973-8900.

5. Academics & School Programs

ACCREDITATION

ICSANL is accredited from Advancing Excellence in Education Worldwide (Advanced Ed). Advanced Ed is one of six regional accreditation organizations officially recognized by the United States Department of Education and accredits over 13,000 public, private and charter schools in the Southeast region of the United States.

PROMOTION/RETENTION POLICY

ICSANL adheres to the provisions in the School Board of Broward County's Student Pupil Progression Plan Policy 6000.1. There are very specific benchmarks and assessments students must pass as outlined in Policy 6000.1 in order to be promoted. In kindergarten there are expected benchmarks that kindergarten students are expected to reach by the end of the school year. Students in Grades 1 and 2 are expected to achieve certain sunshine State Standards and pass District Assessment tests with a score of 70% or above. In grade 3 students must achieve a Level 2 or higher on the Florida Comprehensive Assessment Test (FCAT) in reading. In grades 4 & 5 all students must achieve a Level 2 or higher on both the reading and math assessment tests. In the event a child does not pass the state measures there is an alternative assessment they make take. There is specific proficiency levels also required with the alternative assessments.

Each year, Middle School students must pass each core subject in order to be promoted. Core subjects are Language Arts, Math, Science and Social Studies (including Civics). In addition, in seventh or eighth grade they must successfully complete a semester of Career Education, and in an eighth grade they must successfully complete an Electronic Personal Educational Plan

It is the school's responsibility to notify parents regarding the achievement of your child in regards to promotion/retention. Parent Conferences as well as notices will be sent to you beginning in January of the present school year.

INTERIM REPORTS, REPORT CARDS AND ONLINE GRADE ACCESS

Midterm Progress Reports are sent home at the midpoint of each nine week quarter in grades 1-8 to inform parents on how their children are doing in the academic areas. Report Cards are

sent home at the conclusion of each 9 week grading period in all grades. Kindergarten Progress Reports however do not begin until the 3rd grading period of the school year.

Parents may access Virtual Counselor on the Broward County Public Schools website to obtain test score information as well as academic reports. The Student Identification Number (found on both the interim report and report card) and the Student's birth date are needed in order to log in to the Virtual Counselor system. You will be required to set up access individually and by family.

ASSESSMENTS

Students are assessed in a variety of ways as he/she progresses through ICSANL. First, the school assesses grades 1-8 twice per year using the SAT10 standardized test. These tests are given in the fall to get a baseline score and in the spring so that we can assess your child's growth and learn their progress. We also administer all county and state standardized tests (BAT and FCAT). While we love to have our volunteers in the school all year, it is usually necessary to have a "no visitors" policy to the school during assessments to limit distraction for all.

HOMEWORK

ICSANL chooses to follow the Broward County School Board Policy on homework. The School Board recognizes the importance of assigning meaningful and quality homework to students. Research indicates that schools in which homework is routinely assigned and assessed tend to have higher achieving students. Homework fosters student achievement, independence and responsibility and serves as a vital link between school and home. Therefore, it is the policy of Broward County Public schools that meaningful and quality homework is required at all the grade levels in all schools.

Teacher Responsibility

- a. Set clear standards and expectations for the quality of work based on the needs of students.
- b. Create an effective system for communicating homework guidelines for parents and students.
- c. Review homework and provide timely and appropriate feedback regarding the completion of assignments as a step toward mastery of standards.
- d. Coordinate projects so that all students have access to research and resource materials including textbooks and digital tools such as flash drives, electronic textbooks and websites.
- e. Assign homework that is academically challenging and developmentally appropriate to the student's level of competence.
- f. Design quality homework, which is relevant to the curriculum and/or tied to mastery.
- g. Allow for varied learning styles by including choices in types of assignments when possible.
- h. Provide students with a reasonable estimate of the amount of time necessary to complete each homework assignment.
- i. Provide specific written explanation, rubric or model, of long term assignments so that the requirements, expectations and timelines are clearly understood by the students.

- j. Provide students the opportunity to ask questions to clarify assignments before leaving class.
- k. Evaluate group projects based upon a predefined rubric which includes individual student participation and group process and allow time in class for individuals and groups to work on projects.
- l. Collaborate between teachers at the secondary level regarding when homework would be assigned. There should be a balance of projects so they are not assigned at the same time.
- m. Be considerate when assigning homework due the day after a religious holiday and district assigned school breaks and weekends.
- n. Ensure that students receive feedback on each assignment so that students comprehend their level of understanding of the learning.
- o. Create an effective mechanism or system to communicate homework assignments. If appropriate and accessible place homework assignments on the teacher's website for further clarification.
- p. Suggest time limits on homework at the elementary level.
- q. Modifications for ESE and ESOL students will be addressed through the IEP or the student's PMP.

Student Responsibility

- a. Understand that homework is part of the course requirement.
- b. Ask questions to clarify homework assignments before leaving class.
- c. Complete and submit homework assignments by the due date.
- d. Complete all assignments honestly in accordance with the teacher's directions.

Parent Responsibility

- a. Provide a suitable environment for homework.
- b. Remind students that homework is their responsibility.
- c. Guide or assist in homework when unusual difficulties arise but never do the homework for their child.
- d. Encourage students to ask their teacher(s) clarifying questions concerning their homework.
- e. Communicate with the teacher(s).
- f. Monitor activities so that sufficient time is provided for homework.
- g. Prohibit cheating, plagiarism and any other dishonest practices in the completion of homework.

CONFERENCES

Conferences are an excellent way of keeping parents informed of the overall progress of their child in school. Parents will be contacted at least twice during the school year by the teacher(s) to schedule a conference either by phone or in person. Parents may also request a conference at any time for questions or concerns. Parents may call the school between the hours of 8:00 until 4:00 P.M. to schedule a conference with their child's teacher. **Phone calls to teachers cannot be transferred to the classroom during the instructional school day.** Email requests to teachers however are transmitted immediately and are preferred. However, during the

instructional day teachers are limited as to their amount of time and availability to check and respond to email. Parents should expect a turnaround time of 24-48 hours from any staff member when responding to email correspondence.

FIELD TRIPS

Field trips are considered to be an important part of positive, intellectual and academic development. ICSANL aligns all field trips with Florida Sunshine State Standards for academics as well as school classroom instruction. Each grade level selects field trips as a team, and parents will be fully aware of all details of any planned trip. The school adheres to the guidelines of Broward Schools' policies for field trip procedures. Additionally, teachers have the authority to set student behavior criteria in order for students to be eligible to attend field trips. **Parents are not permitted to meet their child's class at the designated field trip location. Only those parents who are registered chaperones may attend.**

All field trip chaperones must have filled out proper Broward County paperwork and have been cleared through the school's background check computer prior to attending a field trip. Overnight field trip chaperones are selected by a lottery and must have Level 2 security clearance from Broward County Public Schools at least 1 month prior to the trip.

BEFORE AND AFTER SCHOOL CARE

Before and After School Care will be available for those parents who are in need of supervision for their children before and after school hours. The times of the Before Care program are from 7:00 A.M. to 8:00 A.M. The times of the After Care program are from 3:30 P.M. to 6:00 P.M. Parents may enroll their children in both the Before and After School Care programs. Registration fees will apply. Please contact the front office for more information.

6. Student Expectations & Code of Conduct

CHARACTER EDUCATION

Character Education is an important part of the everyday life at Imagine Charter School at Broward. Students recite the character pledge and promote the 6 pillars of character daily. We encourage all parents to read and adapt the Character Pledge into family life to reinforce our Character Education Program

Character Pledge

I will show responsibility for my actions and my school work.
I will respect myself, my school and others.

I will increase my knowledge by working hard in class.

I will strengthen my character by supporting my family, peers and community.

I pledge to believe in myself and know that I have the power to make good choices.

CODE OF STUDENT CONDUCT

ICSANL chooses to follow The Code of Student Conduct issued by the School Board of Broward County. The Code outlines policies and procedures relating to student's rights and responsibilities in all Broward County Schools. Please refer to the Code of Student Conduct booklet in the event of any questions or concerns regarding expectations of student behavior. For more information, you may download the Code of Student Conduct from Broward Schools' website at: http://www.browardschools.com/pdf/conduct_en.pdf.

DISCIPLINE PLAN

The staff of ICSANL believes that a positive school environment where children feel safe and secure is necessary to achieve maximum learning potential. A fully implemented school discipline plan assists the staff in creating and maintaining this positive learning environment. The elements of the school discipline plan are as follows:

- School Adopted Values (Character Education)
- School-wide Discipline Policies and Procedures
- Classroom Policies and Procedures
- Positive Reinforcement Program

Each teacher has his/her own behavior management system in the classroom. By the time a student has gotten to administration, he/she has already gone through the steps in the classroom. Please refer to the Broward County Discipline Matrix for details of the consequences in each situation.

Student Referral Form

In compliance with the Broward Code of Student Conduct, ICSANL documents any instance of student misconduct on the school-wide Student Referral Form. This form serves as a record of any school incident of misconduct and as an open line of communication between the school and the student's family.

IMAGINE CHARTER SCHOOL AT NORTH LAUDERDALE

PARENT & STUDENT HANDBOOK SIGNATURE PAGE

It is a requirement that each parent and student understands and complies with all school policies and procedures. To this effect, we have created a Parent & Student Handbook. In order to keep our school as "green" as possible, we have made the Handbook available on our school website at: www.imaginecharteratnorthlauderdale.com . **Please sign and return this page only to the school. Failure to return a completed Parent & Student Handbook Signature Page will affect your status in good standing with the school and may result in the loss of certain privileges or administrative action up to and including mandatory student withdrawal from the school.** If you are unable to access the internet, please contact your child's teacher or the office to obtain a paper copy of the Handbook.

Please initial each line below:

_____ I have read and will comply with the school policy on Volunteers.

_____ I have read and will comply with the school policy on Visitors as described in the Parent & Student Handbook.

_____ I have read and will comply with the school student Dress Code and Uniform Policy.

_____ I have read and will comply with all policies and procedures listed in the Parent & Student Handbook and any future policies communicated by the school staff throughout the school year.

Each parent and/legal guardian please sign and print your names as well as the student names below.

Parents/Guardians Signatures

Print Name

Date

Student(s) Name(s)

PANEL: Name of Charter School Seeking Renewal Imagine Schools At North Lauderdale Elementary Location Number: 5171 YEAR: 12

SCHL/TYP 5261 IMAGINE CHARTER/N.LAUD. MID AREA: Curr/Next: C 11/18/11

| GRADE | WHITE | BLACK | PACIF | INDIAN | ASIAN | MULTI | MALE | FEMALE | TOTAL | HISP |
|-------|-------|-------|-------|--------|-------|-------|------|--------|-------|------|
| 06 | 20 | 64 | 0 | 2 | 0 | 0 | 43 | 43 | 86 | 20 |
| 07 | 8 | 63 | 0 | 0 | 1 | 0 | 35 | 37 | 72 | 11 |
| 08 | 7 | 39 | 0 | 1 | 3 | 1 | 28 | 23 | 51 | 6 |
| TOTAL | 35 | 166 | 0 | 3 | 4 | 1 | 106 | 103 | 209 | 37 |

PF1=HELP 3=EXIT 5=REFRESH 6=PREVIOUS PANEL 7=BKWD 8=FWD 9=NEXT PANEL 12=ESCAPE
No additional pages...Next? TERML: QPADEV

~~ECS: PRIMARY EXCEPTIONAL COUNTS~~

SCHL/TYP 5261 _ IMAGINE CHARTER/N.LAUD. MID AREA: __ Curr/Next: C 11/18/11

| ESE | WHITE | BLACK | PACIF | INDIAN | ASIAN | MULTI | MALE | FEMALE | TOTAL | HISP |
|-------|-------|-------|-------|--------|-------|-------|------|--------|-------|------|
| F | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 |
| G | 1 | 8 | 0 | 0 | 0 | 0 | 5 | 4 | 9 | 1 |
| J | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 |
| K | 2 | 11 | 0 | 0 | 0 | 0 | 10 | 3 | 13 | 2 |
| L | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 |
| P | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 |
| V | 0 | 3 | 0 | 0 | 0 | 0 | 2 | 1 | 3 | 0 |
| W | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 |
| TOTAL | 3 | 27 | 0 | 0 | 0 | 0 | 21 | 9 | 30 | 3 |

PF1=HELP 3=EXIT 5=REFRESH 6=PREVIOUS PANEL 7=BKWD 8=FWD 9=NEXT PANEL 12=ESCAPE
 No additional pages...Next? TERML: QPADEV

PANEL: _____ Name of Charter School Seeking Renewal: Imagine Schools At North Lauderdale Elementary Location Number: 5171 YEAR: 12

LOS: ESOL COUNTS

SCHL/TYP 5261 __ IMAGINE CHARTER/N.LAUD. MID AREA: __ Curr/Next: C 11/18/11

| ESOL | WHITE | BLACK | PACIF | INDIAN | ASIAN | MULTI | MALE | FEMALE | TOTAL | HISP |
|-------|-------|-------|-------|--------|-------|-------|------|--------|-------|------|
| LF | 10 | 8 | 0 | 0 | 0 | 0 | 8 | 10 | 18 | 11 |
| LY | 4 | 7 | 0 | 0 | 0 | 0 | 6 | 5 | 11 | 5 |
| TOTAL | 14 | 15 | 0 | 0 | 0 | 0 | 14 | 15 | 29 | 16 |

PF1=HELP 3=EXIT 5=REFRESH 6=PREVIOUS PANEL 7=BKWD 8=FWD 9=NEXT PANEL 12=ESCAPE
No additional pages...Next? TERML: QPADEV

DISCIPLINE MATRIX ELEMENTARY

Procedures:

| | <u>1st offense</u> | <u>2nd offense</u> | <u>3rd offense</u> | <u>4th offense</u> |
|--|--|---|--|---|
| Dress Code *** Student will wear DCV Shirt until Parent brings uniform or rest of day *** | Parent Contact (by teacher) - Parent needs to bring in appropriate uniform for student | Parent Contact (by teacher)- Parent needs to bring in appropriate uniform for student- 1 after school detention | Parent Conference (by teacher)- Parent needs to bring in appropriate uniform for student - Teacher issued Admin Referral student sent to IS for remainder of Day | Move to Category B consequences |
| Unauthorized Electronics | Parent Contact (by teacher)- Teacher holds electronic till end of day | Parent contact (by teacher) Electronic sent to office Parent must pick up electronic from office | Parent contact (by teacher) Electronic sent to office Parent must pick up electronic from office- 1 after school detention | Parent contact (by teacher) Electronic sent to office- Electronic held till end of quarter- parent must pick up from office |
| Missing Detention | Student given second opportunity to serve detention | move to Category B 1st offense | | |

Non Suspendable

***** Students can move backwards through matrix if they go one month without an infraction**

CATEGORY A INCIDENTS

CATEGORY A CONSEQUENCES

| | | |
|--|--|---|
| Gum | | 1st offense- parent contact (by teacher) student conference and discussion of possible future consequences. |
| Mistreat Class Equipment | | 2nd offense- 1 after school detention issued by a classroom teacher |
| Verbal Teasing | | 3rd offense- parent conference and 2 after school work detail detentions |
| Defiance that Disturbs Class/ Disrespect | | 4th offense- 1 Saturday detention |
| Inappropriate Language/Gestures | | *** After 4th offense- Move to Category B consequence 1; |
| Horseplay | | student will stay in Category B consequences until they have gone 1 month without an incident*** |
| Cheating, Forgery, Plagiarism | | |

| | |
|---|---|
| Gang Related activity | <p>Name of Charter School Seeking Renewal: <u>Imagine Schools At North Lauderdale Elementary</u> Location Number: <u>5171</u></p> <p>1st offense- Automatic 10 days</p> <p>*** after 2nd offense student is 1 and 10 for every category B or C offense there after</p> <p>until 1 month without incident ****</p> |
| Assault towards Staff Member | |
| Sexual battery or assault | |
| Weapon possession/ Use | |
| Drug/ alcohol (use, possession, sale, or under the influence) | |
| Bomb threat | |
| Arson | |
| Firearms | → automatic expulsion |

Imagine Schools @ North Lauderdale Emergency/Evacuation Plan 2011-2012

PURPOSE

The purpose of this plan is to provide emergency preparedness and response instructions, information, and procedures to protect the safety and well-being of students and staff of Imagine Schools @ North Lauderdale at a time of an emergency. Specific objectives of this plan include:

- Protection of the safety and welfare of students and staff of ISNL.
- Provision of guidelines for a safe and coordinated response to emergency situations.
- Protections of ISNL facilities and property.
- Guidelines to restore normal conditions with minimal confusion in the shortest time possible.
- Guidelines for coordination with off-site emergency operations resources.

ISNL EMERGENCY POLICY

- ISNL has established certain policies governing emergency preparedness and response, which relate directly to this plan. These include:
 - The safety of the students is of paramount importance. All actions taken shall bear in mind the safety and well-being of both students and ISNL Staff.
 - In the event of a major disaster during school hours, ISNL will not be dismissed without the express approval of the Principal or her designee. Until released to parents or their pre-authorized representative, students will remain under the supervision of school authorities.
 - ISNL staff should be prepared to use fire extinguishers, turn off utilities (water, electricity, and gas) and be prepared to do search and rescue. Staff may be required to stay ON SITE for 24-36 hours or longer, so that parents will know their whereabouts of their child; however, it may be necessary to leave the site as a group. Children should be within the care of staff of ISNL. We will have emergency supplies on hand and will be accessible in the event of an emergency. Children will only be released to people listed on the Emergency Release Form.

PROJECTIONS OF CCNL NEEDS:

The ISNL has enrollment of about 550 students ages 5-15. It has about 56 employees which are here for the full day. It is the school's projection that it may be necessary to provide care, including a meal for this number of people in the event of such an emergency.

Since many of the students live in the surrounding community, it is estimated that many parents will pick up children as soon as possible. It is the estimation of the staff that most children will be picked up within a six-hour period. The staff does estimate that less than 1/3 of the students would need to be here over a longer period of time. The projection is that there is a possibility of the need to provide overnight care for at most 60 students and adults.

It is projected that the school may need to provide care for 10-15 students for up to 36 hours. After 36 hours, the plan is to assess the situation and if appropriate to leave the site and take able children to individual homes with teachers or authorized adults or a Crisis/Mass Care Facility. Such transport would be with a teacher or authorized adult staying with the children. Notes as to the whereabouts of the students and adults would be posted at the school.

ALTERNATE SITES

If there is a need for evacuation from the school site the following sites are approved by the Principal for use:

Firestone Automotive Facility

COMMUNICATION

The ISNL Emergency Response Team Members have cell phones that may be used in case of an emergency. The school also has a battery operated radio and car radios to receive information. City disaster centers should be contacted to inform them of our needs. The school also has 2-way radios, which can be used to communicate internally. The staff has appointed a designated zone leader to contact parents in the case of an emergency.

ISNL PREPARREDNESS MEASURES

Staff Orientation to the Emergency Plan

The Principal orients employees to the Emergency Plan at least annually. Orientation includes a review of employees' mandated role as Emergency Response Team during declared disasters; the site's Emergency Management Program and concept of emergency operations, emergency response policies and procedures, and how to conduct and evaluate required drills.

The Principal may ask employees with specific skills to fulfill certain emergency management roles (i.e. First Aid, CPR, Search and Rescue and/or Fire Extinguisher training and certification).

Students and Staff with Special Needs

Students and staff with special needs are identified at the beginning of each school year. Parents are asked to provide written information/instructions concerning specific needs on the Emergency Information and Release Form. A copy of this form is maintained in a portable disaster file, which will be removed by the head of the school if the site must be evacuated.

Message to Parents

Each year all parents will be asked to fill out and sign the Emergency Information Release Form this provides an emergency medical release for the child and designees who are authorized to pick up their child.

Postings of Procedures

Evacuations routes and emergency procedures are posted by the doorway in each classroom and school offices. These posted procedures will include an outdoor assembly area(s) where students and staff will gather whenever the building is evacuated. Students and staff will gather according to homeroom classes unless otherwise instructed by public safety officials. Attendance must be taken immediately upon meeting in assigned areas.

Classroom Disaster Kit

At the beginning of each school year, instructional staff will prepare a classroom disaster kit containing the specific supplies listed on the attached sheet. Whenever the building is evacuated, the teacher will remove this kit and the attendance sheet.

NOTE: The contents of this kit should be coordinated through the Principal or the Principal Designee.

Portable Disaster File

A portable file, containing student emergency contact and other disaster information will be maintained in the School Office and will be removed by the Office Staff whenever the building is evacuated.

Disaster Supplies

Disaster supplies for projected care for 36 hours including food, first aid, blankets, tarps, and tools are kept in the Middle School Building in the exterior supply room. This room is easily located and accessible to the entire staff. A list of all supplies that will be kept in the supply room is presented on the attached sheet.

ISNL Zones

To assist in identifying specific locations where there is a threat, ISNL has been divided into numbered zones. Each zone is assigned to a zone leader that will communicate all commands in the event that an emergency response is required. The zones are identified as follows:

| | | | |
|------------------|-----------------------------------|---------------------|---------------|
| Zone 1 | Main Office | Zone Leader: | Ms Cooper |
| Zone 2 | Cafeteria & Kitchen | Zone Leader: | Ms. Roberts |
| Zone 3 | Rooms 102-106 | Zone Leader: | Ms. Cooper |
| Zone 4 | All K & 1 Classrooms | Zone Leader: | Ms. Kelly |
| Zone 5 | P.E. Courtyard Area | Zone Leader: | Mr. Leydig |
| Zone 6 | MS Offices & Rooms 108-113 | Zone Leader: | Ms. Wadsworth |
| Zone 7 | MS Multi-Purpose & Rooms 114-117 | Zone Leader: | Mrs. McGowan |
| Zone 8 | Second Floor Classrooms & Offices | Zone Leader | Mr. Burgess |
| Zones 1-8 | Campus Overview | Zone Leader | Mr. Martinez |

EMERGENCY RESPONSE TEAM ROSTER & RESPONSIBILITIES

David Gordon - Principal
 Kathleen McGowan - Business Manager
 Elaine Roberts - DPC / Registrar

Elaine Roberts - Cafeteria Manager
 William Martinez - Facilities Supervisor
 Michael Baker - School Security

Incident Commander - David Gordon

City/County Communications Liaison - Kathleen McGowan

ISNL Communications Team - Mr. David Gordon (External Elementary)
 Ms. E. Roberts (Internal Elementary)
 Ms. Kelly (Upstairs Elementary)
 Ms. Leydig (Courtyard)
 Ms. Wadsworth (MS Building)
 Mrs. McGowan (MS Building)

Operations Team - Mr. Gordon, Ms. Kelly, Ms Peace, Mr. Baker

Medical Team - Mrs. Burgess

Student Sign-Out Station - Front Desk

Search and Rescue Team - School SAFE Team

Building Evacuation Team - School SAFE Team

Emergency Supplies Coordinator - Ms. Wadsworth and/or Mrs. McGowan

Emergency Codes

| | |
|-------------|---|
| CODE RED | Threat Incident outside the facility that warrants lockdown of facility including SAFE Team Members. (Drive-by-Shooting, Outside Disruption, Terrorist Threat) |
| CODE YELLOW | Threat Incident inside the facility that warrants lockdown of facility excluding SAFE Team Members. |
| CODE BLACK | Evacuate Facility (Fire, Gas Leak, Bomb, or Bomb Threat) |
| CODE BROWN | Accidental Chemical, Biological, Radiological, or Nuclear Spill |
| CODE BLUE | Medical Emergency |
| CODE WHITE | Active Shooter or Multiple Response Required. (Used in conjunction with Red or Yellow Code) (Active Shooter, Hostage/Barricade Situation, Natural Disaster/Injury, Death or Suicide at School, Plane Crash Near School) |
| CODE GREEN | All Clear. Return to Classroom and/or normal activities. |
| CODE ORANGE | Evacuate. (When situation warrants beyond codes) |

If there is an unknown person on campus, an announcement will be made that states, "Paging Mr. Bakke to Zone _____". This should be an indication to all staff member to lock all doors, internal and external.

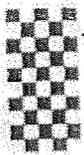
Imagine Schools @ North Lauderdale

Emergency Supply Kit Contents

- ✓ Copy of ISNL Emergency Operations Plan *(To Be Kept in Folder)*
- ✓ Class Roster *(Update Monthly or as Needed)*
- ✓ First Aid Kits (one per class) containing: *(To be kept in folder)*
 - Band Aids
 - Gauze
 - Tape
 - Antiseptics
 - Scissors
- ✓ Flashlights *(To Be Kept On Wall Near Emergency Response Folder)*
- ✓ Batteries *(To Be Kept In Flashlights)*
- ✓ Large plastic bags *(To Be Kept In Classroom)*
- ✓ Name Tags *(To Be Kept in Folder)*
- ✓ Pad and Pen *(To Be Kept in Folder)*
- ✓ Instructional Supplies (paper, pencils, crayons, etc.)



NOTE: All items listed above should only be used in the event of an announced code. Do not use these items as a part of your daily classroom activities. As items become depleted, remember to request replacements from Mrs. McGowan.



OCT 9 2001 10:56AM

CERTIFICATE OF OCCUPANCY

AUDIT # 2616

CHECK ONE

*FINAL REPEAT FINAL PARTIAL TEMPORARY HOTEL/MOTEL MOBILE HOME FOLIO NO. _____

OWNER NAME Chancellor Academies

LOT Parcel X & BLOCK SUBDIVISION Parker Iber at Tam O'Shanta

*ADDRESS 1395 So State Road 7 APT. N/A CITY North Lauderdale

CONTRACTOR GSD Contracting Inc. COMP. NO. CRC 015480

*PERMIT NO. 010974 *DATE OF C.O. 9/1/2001

APPROVED [Signature]
BUILDING OFFICIAL

VOID UNLESS SIGNED BY BUILDING OFFICIAL

FOR ENG. DEPT. [Signature]

DRAIN SWALES OK
DATE:
BY:

FOR RECORDS CLERK.

BLDG. RA
 PLUMB. JAS
 EL.FCT. BF
 FIRE
 METERS [Signature]
 LANDS.
 A/C JB

* GROUP OCC. C
 * NO. DWELLING UNITS N/A
 * APPROX. TOTAL SQ. FT. (FOR GROUP AB EFG) 32527
 ZONING B-3
 PARKING 121
 TYPE CONST. III Protected
 OCC. LOAD 575

* INFORMATION REQUIRED FOR OTHER AGENCIES
Form #503 174



STATE OF FLORIDA
DEPARTMENT OF HEALTH
ANNUAL FOOD SANITATION CERTIFICATE

North EH: (954) 786-4807

September 2012

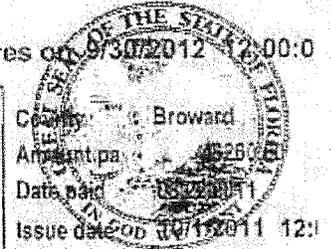
Food Hygiene - School (more than 9 months)

Audit Control #: 06-BID-1727229 Permit Number 06-48-01314

Issued To: Imagine Charter School @ North Lauderdale
1395 State 7 Road
North Lauderdale, FL 33068

Permit Expires on 9/30/2012 12:00:00

Not Available



Mailed To: Imagine Schools
9001 Westview Drive
Coral Springs, FL 33067

Broward County Health Department -
Environmental Health
780 SW 24 Street

ORIGINAL - CUSTOM (Non-Transferable) DISPLAY CERTIFICATE IN A CONSPICUOUS PLACE



STATE OF FLORIDA
DEPARTMENT OF HEALTH
ANNUAL SANITATION CERTIFICATE

North EH: (954) 786-4807

September 2012

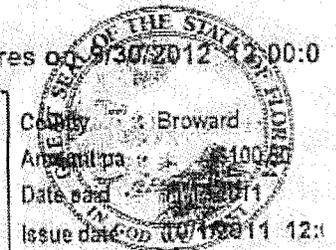
Group Care - Charter School

Audit Control #: 06-BID-1728157 Permit Number 06-51-03237

Issued To: Imagine Charter School @ North Lauderdale
1395 S State 7 Road
North Lauderdale, FL 33068

Permit Expires on 9/30/2012 12:00:00

Licensed Capacity
643

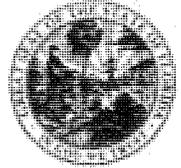


Mailed To: Imagine Charter School at North Lauderdale
1395 S State Road 7
North Lauderdale, FL 33068

Broward County Health Department -
Environmental Health
780 SW 24 Street

ORIGINAL - CUSTOM (Non-Transferable) DISPLAY CERTIFICATE IN A CONSPICUOUS PLACE

**STATE OF FLORIDA
DEPARTMENT OF HEALTH
COUNTY HEALTH DEPARTMENT
FOOD SERVICE
INSPECTION REPORT**



PURPOSE:

- ROUTINE REINSPECTION
 CONSTRUCT CHANGE OF OWNER
 COMPLAINT CONSULTATION
 QA SURVEY OTHER
 OTHER _____

NAME OF ESTABLISHMENT Imagine Charter School
ADDRESS 1395 State Rd 7 **CITY** N. Lauderdale
OWNER BCSPB **ZIP** _____
PERSON IN CHARGE William A **PHONE** _____

RESULTS

Satisfactory
 Incomplete
 Unsatisfactory

Correct Violations by
 Next Inspection
 8:00 AM on:

| DATE |
|--------------|
| 0 0 0 0 0 05 |
| 1 1 1 1 1 06 |
| 2 2 2 2 2 07 |
| 3 3 3 3 3 08 |
| 4 4 4 4 4 09 |
| 5 5 5 5 5 10 |
| 6 6 6 6 6 11 |
| 7 7 7 7 7 12 |
| 8 8 8 8 8 13 |
| 9 9 9 9 9 14 |

OUT OF BUSINESS

| BEGIN | END | DATE | POSITION # | CERTIFICATE NUMBER | TYPE |
|-------|-------|--------------|--------------|--------------------|------------------------------------|
| 9:00 | 11:00 | 06 08 11 | 27 146 | 94-48-01314 | <input type="checkbox"/> Hospital |
| 1:00 | 2:00 | 0 0 0 0 0 05 | 1 1 1 1 1 06 | 0 0 0 0 0 08 | <input type="checkbox"/> Nursing |
| 2:05 | 2:05 | 1 1 1 1 1 06 | 2 2 2 2 2 07 | 1 1 1 1 1 09 | <input type="checkbox"/> Detention |
| 3:10 | 3:10 | 2 2 2 2 2 07 | 3 3 3 3 3 08 | 2 2 2 2 2 12 | <input type="checkbox"/> Lounge |
| 4:15 | 4:15 | 3 3 3 3 3 08 | 4 4 4 4 4 09 | 3 3 3 3 3 13 | <input type="checkbox"/> Civic |
| 5:20 | 5:20 | 4 4 4 4 4 09 | 5 5 5 5 5 10 | 4 4 4 4 4 14 | <input type="checkbox"/> Movie |
| 6:25 | 6:25 | 5 5 5 5 5 10 | 6 6 6 6 6 11 | 5 5 5 5 5 15 | <input type="checkbox"/> School |
| 7:30 | 7:30 | 6 6 6 6 6 11 | 7 7 7 7 7 12 | 6 6 6 6 6 16 | <input type="checkbox"/> Resident |
| 8:35 | 8:35 | 7 7 7 7 7 12 | 8 8 8 8 8 13 | 7 7 7 7 7 17 | <input type="checkbox"/> Child |
| 9:40 | 9:40 | 8 8 8 8 8 13 | 9 9 9 9 9 14 | 8 8 8 8 8 18 | <input type="checkbox"/> Limited |
| 10:45 | 10:45 | 9 9 9 9 9 14 | | 9 9 9 9 9 19 | <input type="checkbox"/> Other |

Items marked below violate the requirements of Chapter 645-11 of the Florida Administrative Code and must be corrected. Continued operation of this facility without making these corrections is a violation of Chapter 645-11, Florida Administrative Code and Chapters 381 and 386, Florida Statutes. Violators may be corrected by the date and time indicated in the Results section above or an administrative fine or other legal action will be initiated.

- | | | | |
|---|--|--|--|
| FOOD SUPPLIES <input type="checkbox"/> 1. Sources, etc. FOOD PROTECTION <input type="checkbox"/> 2. Stored temperature <input type="checkbox"/> 3. No further cooking/Rapid cooling <input type="checkbox"/> 4. Thawing <input type="checkbox"/> 5. Raw fruits <input type="checkbox"/> 6. Pork cooking <input type="checkbox"/> 7. Poultry cooking <input type="checkbox"/> 8. Other animal cooking <input type="checkbox"/> 9. Least contact/Reheating <input type="checkbox"/> 10. Food container <input type="checkbox"/> 11. Buffet requirements <input type="checkbox"/> 12. Self-service conditions <input type="checkbox"/> 13. Reservoir of food | <input type="checkbox"/> 14. Spill guards <input type="checkbox"/> 15. Transportation of food <input type="checkbox"/> 16. Poisonous/Toxic materials PERSONNEL <input type="checkbox"/> 17. Evaluation of personnel <input type="checkbox"/> 18. Cleanliness <input type="checkbox"/> 19. Tobacco use <input type="checkbox"/> 20. Handwashing <input type="checkbox"/> 21. Handling of dishware EQUIPMENT/UTENSILS <input type="checkbox"/> 22. Refrigeration facilities/Thermometers <input type="checkbox"/> 23. Sinks <input type="checkbox"/> 24. Ice storage/cover/protector <input type="checkbox"/> 25. Ventilation/Storage/Sufficient equipment <input type="checkbox"/> 26. Dishwashing facilities | <input type="checkbox"/> 27. Design and fabrication <input type="checkbox"/> 28. Installation and location <input type="checkbox"/> 29. Cleanliness of equipment <input type="checkbox"/> 30. Methods of washing SANITARY FACILITIES AND CONTROLS <input type="checkbox"/> 31. Water supply <input type="checkbox"/> 32. Ice <input type="checkbox"/> 33. Sewage <input type="checkbox"/> 34. Plumbing <input type="checkbox"/> 35. Toilet facilities <input type="checkbox"/> 36. Handwashing facilities <input type="checkbox"/> 37. Garbage disposal <input type="checkbox"/> 38. Vermin control | OTHER FACILITIES AND OPERATIONS <input type="checkbox"/> 39. Other facilities and operations TEMPORARY FOOD SERVICE EVENTS <input type="checkbox"/> 40. Temporary food service events VENDING MACHINES <input type="checkbox"/> 41. Vending machines MANAGER CERTIFICATION <input type="checkbox"/> 42. Manager certification CERTIFICATES AND FEES <input type="checkbox"/> 43. Certificates and fees INSPECTION/ENFORCEMENT <input type="checkbox"/> 44. Inspection/Enforcement |
|---|--|--|--|

ITEM NUMBERS **COMMENTS AND INSTRUCTIONS**
(continue on attached sheet)

14 Hot water = 120°F
 15 Hot DGS = 130°F (at time of inspection. Received from carrier and rechecked). Hot DGS Sink temperature 165°F.
 20 Reach in comb/dish rack 140°F. Reach in comb (2) with = 40°F.
 22 Reach in Temp: 11°F. All food systems.
 23 3 Comp sink = 20°F min (last) on schedule work.

HEALTH DEPARTMENT INSPECTOR _____ DATE 6/20/11

COPY OF REPORT RECEIVED BY _____ DATE 6/20/11

**ORIGINAL DOCUMENT
DO NOT REMOVE
FROM OFFICE**

Revised July 2, 2010

FIRST AMENDMENT TO LEASE

| | | |
|-----------------------|---------------------|----------------------|
| Project ID: SFLP1379A | Lease ID: LCHANAC00 | Tenant ID: TCHANAC00 |
|-----------------------|---------------------|----------------------|

THIS FIRST AMENDMENT TO LEASE made as of the 28th day of June, 2010, by and between **CFH REALTY III/CYPRESS, L.P.** (hereinafter referred to as "Landlord") and **CA NORTH LAUDERDALE LLC** (hereinafter referred to as "Tenant"), which terms "Landlord" and "Tenant" shall include the successors and assigns of the respective parties.

WITNESSETH:

WHEREAS, by Lease Agreement dated May 29, 2001, DD North Lauderdale Limited Partnership, predecessor in interest to Landlord, did lease and demise unto Tenant, certain premises (the "Leased Premises") in the Cypress Lakes Town Center located in North Lauderdale, FL, as more particularly described in the Lease Agreement; and

WHEREAS, the parties hereto desire to further amend the Lease.

NOW, THEREFORE, in consideration of the premises and the sum of Ten and no/100 (\$10.00) Dollars and other good and valuable considerations, in hand, paid by Tenant to Landlord, the receipt and sufficiency of which is hereby acknowledged, it is mutually agreed as follows:

1. The term of the Lease is hereby extended for an additional period of three (3) years commencing as of July 1, 2011 so that the term of the Lease shall now expire on June 30, 2014 (the "Expiration Date"). Landlord agrees and acknowledges that Tenant shall retain its option to extend the term of the Lease for an additional term of five (5) years with an increase in Minimum Rent to \$7.00 per square foot of the Leased Premises per annum, subject to all terms and conditions set forth in Article 40 of the Lease (Option to Extend).

2. Commencing July 1, 2011, and continuing through and including June 30, 2014, the annual Minimum Rent shall be as follows:

| LEASE YEAR | ANNUAL MINIMUM RENT | MONTHLY INSTALLMENT |
|----------------|---------------------|---------------------|
| 7/1/11-6/30/12 | \$279,186.00 | \$23,265.50 |
| 7/1/12-6/30/13 | \$279,186.00 | \$23,265.50 |
| 7/1/13-6/30/14 | \$279,186.00 | \$23,265.50 |

3. Landlord's Work. On or before August 23, 2010, Landlord shall substantially complete the work described as "Landlord's Work" on Exhibit "B" attached hereto.

4. Shopping Center Redevelopment. Intentionally Deleted.

5. Miscellaneous.

(A) Tenant's address for notice purposes is: 1005 N. Glebe Road, Suite 610, Arlington, VA 22201; Attn: Karl Huber, and Tenant's Telephone No. is (703) 527-2800; and Landlord's address for notice purposes is: c/o Kimco Realty Corporation, 3333 New Hyde Park Road, Suite 100, P.O. Box 5020, New Hyde Park, NY 11042-0020.

(B) It is mutually understood and agreed that the Lease shall be and remain in full force and effect, as modified and amended hereby, and Landlord and Tenant hereby ratify and confirm the Lease as amended hereby. Without limitation of the foregoing, Landlord hereby confirms its granting of the Leased Premises to Tenant, and Tenant hereby confirms its acceptance of the Leased Premises on all of the terms and conditions of the Lease as hereby amended.

(C) If Tenant is not an individual, the person signing this document on behalf of Tenant represents (by such signature) that he or she has been duly authorized by Tenant to execute this document and that such signature creates a binding obligation of Tenant.

(D) Tenant acknowledges that, no default exists on the part of Landlord under the Lease as of the date hereof.

(E) In the event of a discrepancy between the Lease and this Amendment, this Amendment shall prevail. If not defined herein, all capitalized terms used in this document shall have the meaning ascribed to them in the Lease unless the context otherwise requires. This

Amendment contains all of the agreements of the parties hereto with respect to the matters contained herein, and no prior agreement (other than the Lease), arrangement or understanding pertaining to any of such matters shall be effective for any purpose.

(F) Intentionally Deleted.

(G) No Broker. Tenant represents and warrants to Landlord that it has not dealt with any broker in connection with this Amendment and Tenant does hereby agree to defend, indemnify and hold Landlord harmless of and from any claim of or liability to any broker, finder, or like agent with whom Tenant may have dealt in connection with this transaction.

(H) OFAC. Tenant represents and warrants to Landlord that neither Tenant nor any affiliate or representative of Tenant (i) is listed on the Specially Designated Nationals and Blocked Persons List maintained by the Office of Foreign Asset Control, Department of the Treasury ("OFAC") pursuant to Executive Order number 13224, 66 Federal Register 49079 (September 25, 2001) (the "Order"); (ii) is listed on any other list of terrorists or terrorist organizations maintained pursuant to the Order, the rules and regulations of the OFAC or any other applicable requirements contained in any enabling legislation or other executive orders in respect of the Order (the Order and such other rules, regulations, legislation or orders are collectively called the "Orders"); (iii) is engaged in activities prohibited in the Orders; or (iv) has been convicted, pleaded nolo contendere, indicted, arraigned or detained on charges involving money laundering or predicate crimes to money laundering.

IN WITNESS WHEREOF, the Landlord and Tenant have executed this instrument as of the day and year first above written.

LANDLORD:
CH REALTY III/CYPRESS, L.P.
By: CH Realty III/Retail GP, L.L.C.
By: PRK CH LLC
By: PRK Holdings IV LLC
By: Kimco CFH Holdco, LLC
By: Kimco CFH Business Trust

WITNESSES:

RP

By: [Signature]
Name: Scott Gerber
Title: Vice President
Date: 7/1/10

[Signature]
[Signature]

TENANT:
CA NORTH LAUDERDALE LLC,
a Delaware limited liability company

WITNESSES:

By: [Signature]
Name: Barry J. Sharp
Title: Sr. Vice President, Sole Member
Federal Tax ID No.: 65-1096861
Date: 7/2/2010

[Signature]
[Signature]

Consented and Agreed To:

GUARANTOR:
IMAGINE SCHOOLS, INC., a Delaware corporation,
as successor by merger to
Chancellor Beacon Academies, Inc.

WITNESSES:

By: [Signature]
Name: Barry J. Sharp
Title: SVP + CFO
Federal Tax ID No.: 01-3466383
Date: 7/2/2010

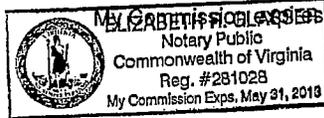
[Signature]
[Signature]

TENANT
ACKNOWLEDGMENT

State of VIRGINIA)
)ss.:
County of Arlington)

On the 2nd day of July in the year 2010 before me, the undersigned, a Notary Public in and for said State, personally appeared Barry J. Sharp, personally known to me to be the individual whose name is subscribed to the within instrument and acknowledged to me that he/she executed the same in his capacity, and that by his/her signature on the instrument, the individual or the person upon behalf of which the individual acted, executed the instrument.

ER Glasser
Notary Public
(Notarial Seal)

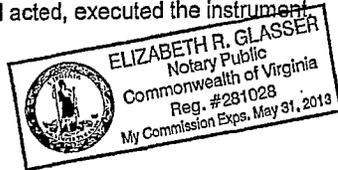


may 31, 2013

ACKNOWLEDGMENT FOR GUARANTOR

State of VIRGINIA)
)ss.:
County of Arlington)

On the 2nd day of July in the year 2010 before me, the undersigned, a Notary Public in and for said State, personally appeared Barry J. Sharp, personally known to me to be the individual whose name is subscribed to the within instrument and acknowledged to me that he/she executed the same in his capacity, and that by his/her signature on the instrument, the individual or the person upon behalf of which the individual acted, executed the instrument.



ER Glasser
Notary Public

EXHIBIT B –
LANDLORD'S WORK

1. Replace all window glass on the second floor of the premises. Windows to be new factory sealed double insulated glass installed into existing window frames.
2. Replace (5) 40' awnings, (1) 50' awning and (1) 20' awning. All awnings to be vinyl material, one color to be mutually agreed upon by LL and tenant. NOTE: Awning replacement will require a permit and is not subject to the completion date of 8/23/10 as referenced in the Amendment. Awning replacement will be completed within 45 days after issuance of permit.
3. Repair two 15' sections of damaged chain link fence around the playground area;
and
4. Replace missing and dead landscaping shrubs around the perimeter of the school with same or similar materials to existing.

LEASE

THIS LEASE made as of the 7 day of June, 2001, between DD NORTH LAUDERDALE LIMITED PARTNERSHIP ("Landlord"), a Delaware limited partnership, having a place of business at c/o Urban Retail Properties co., 299 Camino Gardens Boulevard, Suite 100, Boca Raton, Florida 33432 and CA NORTH LAUDERDALE LLC ("Tenant"), a Delaware limited liability company, having a principal place of business at 3250 Mary Street, Suite 202, Coconut Grove, Florida 33133.

**ARTICLE I
BASIC PROVISIONS**

- A. **Tenant's Trade Name:** Chancellor Charter School at North Lauderdale
- B. **Center:** Cypress Lakes Town Center
Address: State Road 7/U.S. 441
North Lauderdale, Florida 33068
- C. **Premises:** Space Nos. 1395 and 1399 at the Center, consisting of approximately 46,519 rentable square feet, the approximate location of which is shown cross-hatched on **Exhibit A** attached hereto.
- D. **Commencement Date:** June 7, 2001, unless Tenant extends its Feasibility Period in accordance with Article 2-A(F), then the Commencement Date shall be July 1, 2001.
- E. **Expiration Date:** June 30, 2011, subject to extension in accordance with Article 40.
- F. **Permitted Use:** The Premises shall be used solely for educational purposes including a 726-student Charter Elementary School, pre-kindergarten classes and adult education and related programs (but not in violation of any other exclusives granted at the Center), and no other purpose whatsoever. A violation of this use clause shall be a default under this Lease.

G. Minimum Rent:¹

| <u>Period</u> | | <u>Monthly Amount</u> | <u>Annual Amount</u> |
|-------------------|-----------------|-----------------------|----------------------|
| Commencement Date | Through 6/30/02 | \$23,259.50 | \$279,114.00 |
| 7/1/02 | Through 6/30/03 | \$23,259.50 | \$279,114.00 |
| 7/1/03 | Through 6/30/04 | \$23,259.50 | \$279,114.00 |
| 7/1/04 | Through 6/30/05 | \$23,259.50 | \$279,114.00 |
| 7/1/05 | Through 6/30/06 | \$23,259.50 | \$279,114.00 |
| 7/1/06 | Through 6/30/07 | \$23,259.50 | \$279,114.00 |
| 7/1/07 | Through 6/30/08 | \$23,259.50 | \$279,114.00 |
| 7/1/08 | Through 6/30/09 | \$23,259.50 | \$279,114.00 |
| 7/1/09 | Through 6/30/10 | \$23,259.50 | \$279,114.00 |

¹ Minimum Rent only (but not Tenant's obligation to pay its proportionate share of the Center Expenses or Taxes) shall abate in the amount of \$558,228.00 during the first twenty-four (24) months of the Term. If prior to or during said period Tenant commits a Default and does not cure it within the time provided for cure, if any, the foregoing abatement shall immediately cease and Tenant shall thereafter pay the full Minimum Rent, without the abatement. If this Lease shall terminate prior to the Expiration Date due to a Default by Tenant, Tenant shall reimburse Landlord the amount of Minimum Rent abated prior to the termination of the Lease.

- 7/1/10 Through Expiration Date \$23,259.50 \$279,114.00
- H. Percentage Rent: None.
- I. Initial Estimated Monthly Center Expenses: \$ 9,846.52
- J. Initial Estimated Monthly Taxes: \$ 3,643.99
- K. Security Deposit: \$ 73,500.00
- L. Radius Restriction: Not Applicable.
- M. Guarantor: Chancellor Academies, Inc., a Delaware corporation
- N. Rent Payment Address: Tenant shall forward all Rent, insurance certificates and other sums due hereunder to Landlord at the following address, or such other address or addresses as to which Landlord shall provide advance notice:
C/o Urban Retail Properties Co.
321 North University Drive
Plantation, Florida 33324
Attention: Property Manager
- O. Rent Shall Be Payable To: DD North Lauderdale Limited Partnership (or such other entity as Landlord shall designate from time to time in writing).

The foregoing provisions shall be interpreted and applied in accordance with the other provisions of this Lease set forth below. The terms in this Article, and the terms defined in Article 2B, shall have the meanings specified therefor, herein or therein, when used as capitalized terms in other provisions of this Lease.

ARTICLE 2

PREMISES, TERM AND COMMENCEMENT DATE

Landlord hereby leases to Tenant and Tenant hereby leases from Landlord the Premises for a term ("Term") commencing on the Commencement Date and ending on the Expiration Date set forth in Article 1, unless sooner terminated as provided herein, subject to the provisions herein contained. The Commencement Date set forth in Article 1 shall be advanced to such earlier date as Tenant opens the Premises for business. If the Commencement Date is advanced or postponed, the Rent and other obligations of Tenant, and the Term and Initial Lease Year hereunder, shall all commence on the Commencement Date as advanced or postponed. However, the Expiration Date set forth in Article 1 shall not be changed. Landlord and Tenant shall confirm in writing any adjustment to the Commencement Date hereunder upon written request by either party. In the event of any dispute concerning such adjustment, Tenant shall pay Rent commencing on the Commencement Date set forth in Article 1, subject to adjustment between the parties after such dispute is resolved. Notwithstanding the foregoing to the contrary, Landlord may delay delivery of the Premises and performance of any Landlord's Work until this Lease has been mutually signed and delivered, and such delays shall not postpone the Commencement Date set forth in Article 1 or the commencement of Rent hereunder, except as the parties may expressly agree otherwise in writing.

ARTICLE 2-A

RIGHT TO EVALUATE

A. Right to Evaluate. Commencing as of the date hereof and continuing until 5:00 p.m. Eastern Standard time on May 21, 2001 (the "Feasibility Period"), Tenant and its agents shall have the right during business hours (with reasonable advance notice to Landlord and subject to the rights of the tenants in possession), at Tenant's sole cost and expense and at Tenant's and its agents' sole risk, to perform inspections and tests of the Premises and to perform such other analyses, inquiries and investigations as Tenant shall deem necessary or appropriate; provided, however, that in no event shall (i) such inspections or tests unreasonably disrupt or disturb the on-going operation of the Premises or the Center or the rights of the tenants at the Center, or (ii) Tenant or its agents or representatives conduct any physical testing, drilling, boring, sampling or removal of, on or through the surface of the Premises (or any part or portion thereof) including, without limitation, any ground borings or invasive testing of the Center (collectively, "Physical Testing"), without Landlord's prior written consent, which consent may be given or withheld in Landlord's sole and absolute discretion. In the event Tenant desires to conduct any such Physical Testing of the Premises, then Tenant shall submit to Landlord, for Landlord's approval, a written detailed description of the scope and extent of the proposed Physical Testing, which approval may be given or withheld in Landlord's sole and absolute discretion. If Landlord does not approve the Physical Testing or approves only a portion thereof, Tenant may, at its option, by sending written notice to Landlord, elect to, either (i) terminate this Lease or (ii) conduct during the Feasibility Period that portion of

the Physical Testing approved by Landlord, if any, or if Landlord disapproves the entire proposed Physical Testing, affirmatively agree to forego any Physical Testing of the Premises. In the event Tenant terminates this Lease as aforesaid, the Security Deposit shall be immediately refunded to Tenant and this Lease shall terminate and be of no further force and effect other than the surviving obligations below. In no event shall Landlord be obligated as a condition of this transaction to perform or pay for any environmental remediation of the Premises recommended by any such Physical Testing. After making such tests and inspections, Tenant agrees to promptly restore the Premises to its condition prior to such tests and inspections (which obligation shall survive the expiration or earlier termination of this Lease). Prior to Tenant entering the Premises to conduct the inspections and tests described above, Tenant shall obtain and maintain, at Tenant's sole cost and expense, and shall deliver to Landlord evidence of, the following insurance coverage, and shall cause each of its agents and contractors to obtain and maintain, and, upon request of Landlord, shall deliver to Landlord on form ACORD 27 evidence of, the following insurance coverage: general liability insurance, from an insurer reasonably acceptable to Landlord, in the amount of Two Million and No/100 Dollars (\$2,000,000.00) combined single limit for personal injury and Premises damage per occurrence, such policy to name Landlord as an additional insured party, which insurance shall provide coverage against any claim for personal liability or Premises damage caused by Tenant or its agents, employees or contractors in connection with such inspections and tests. Landlord shall have the right, in its discretion, to accompany Tenant and/or its agents during any inspection (including, but not limited to, tenant interviews) provided Landlord or its agents do not unreasonably interfere with Tenant's inspection.

B. Inspection Obligations and Indemnity. Tenant and its agents and representatives shall: (a) not unreasonably disturb the tenants of the Center or interfere with their use of the Premises or Common Areas pursuant to their respective leases; (b) not interfere with the operation and maintenance of the Premises or the Center; (c) not damage any part of the Premises, Center or any personal property owned or held by any tenant; (d) not injure or otherwise cause bodily harm to Landlord, its agents, contractors and employees or any tenant; (e) promptly pay when due the costs of all tests, investigations and examinations done with regard to the Premises; (f) not permit any liens to attach to the Premises by reason of the exercise of its rights hereunder; (g) restore the Premises and Center and the surface thereof to the condition in which the same was found before any such inspection or tests were undertaken; and (h) not reveal or disclose any information obtained during the Feasibility Period concerning the Premises to anyone outside Tenant's organization other than its agents, consultants and representatives. Tenant shall, at its sole cost and expense, comply with all applicable federal, state and local laws, statutes, rules, regulations, ordinances or policies in conducting its inspection of the Premises and Physical Testing. Tenant shall, and does hereby agree to indemnify, defend and hold the Landlord, its partners, members, officers, directors, employees, agents, attorneys and their respective successors and assigns, harmless from and against any and all claims, demands, suits, obligations, payments, damages, losses, penalties, liabilities, costs and expenses (including but not limited to reasonable attorneys' fees) arising out of Tenant's or Tenant's agents' actions taken in, on or about the Premises in the exercise of the inspection right granted pursuant to Paragraph A above, including, without limitation, (i) claims made by any tenant against Landlord for Tenant's entry into such tenant's premises or any interference with any tenant's use or damage to its premises in connection with Tenant's review of the Premises, and (ii) Tenant's obligations pursuant to this Paragraph B. This Paragraph B shall survive the expiration or earlier termination of this Lease.

C. Independent Examination. Tenant hereby acknowledges that it has been, or will have been given, prior to the termination of the Feasibility Period, a full, complete and adequate opportunity to make such legal, factual and other determinations, analyses, inquiries and investigations as Tenant deems necessary or appropriate in connection with the leasing of the Premises. Tenant is relying upon its own independent examination of the Premises and all matters relating thereto and not upon any statements of Landlord or of any officer, director, employee, agent or attorney of Landlord with respect to leasing the Premises. Landlord shall not be deemed to have represented or warranted the completeness or accuracy of any studies, investigations and reports heretofore or hereafter furnished to Tenant. The provisions of this Paragraph C shall survive the expiration or earlier termination of this Lease.

D. Termination Right. In the event that Tenant is not satisfied with its inspections and tests of the Premises or its analyses, inquiries or investigations, Tenant shall provide written notice to Landlord before the end of the Feasibility Period, and, subject to the surviving indemnity obligations, this Lease shall terminate, the Security Deposit shall be delivered to Tenant and thereupon neither party shall have any further rights or obligations to the other hereunder. If Tenant shall fail to timely notify Landlord in writing of its election to terminate this Lease on or before the expiration of the Feasibility Period, time being of the essence, the termination right described in this Paragraph D shall be immediately null and void and of no further force or effect. Tenant's failure to provide such notice on or before the end of the Feasibility Period shall constitute Tenant's waiver of the herein-described termination right.

E. Copies of Reports. As additional consideration for the transaction contemplated herein, Tenant agrees that it will provide to Landlord, within five (5) days following a written request therefor, copies of any and all final reports, tests or studies relating to the Premises, including but not limited to those involving environmental matters. Such reports, if Landlord so requests, shall be addressed to both Landlord and Tenant at no cost to Landlord. Notwithstanding any provision of this Lease, no termination of this Lease shall terminate Tenant's obligations pursuant to the foregoing sentence.

F. Extension Rights. In the event Tenant has not received final approval from the North Lauderdale City Counsel during the Feasibility Period for the operation of Tenant's 725 student charter elementary school, Tenant shall have the right to extend the Feasibility Period through June 26, 2001 (the

"Extension Period"), provided Tenant delivers written notice to Landlord prior to expiration of the Feasibility Period accompanied by a non-refundable payment of Ten Thousand and 00/100 Dollars (\$10,000.00) for the Extension Period (the "Extension Fee"). The Extension Fee shall not be refundable to Tenant even if Tenant terminates the Lease, in accordance with Paragraph D above.

ARTICLE 3

MINIMUM RENT

Tenant shall pay Landlord the monthly Minimum Rent set forth in Article 1 in advance on or before the first day of each calendar month during the Term, except that Minimum Rent for the first full and any initial partial calendar month shall be paid when Tenant executes this Lease.

ARTICLE 4

PAYMENT OF RENT, RENT TAXES AND PRORATIONS

A. **Rent and Rent Taxes.** Minimum Rent, Taxes, Center Expenses and any other amounts which Tenant is or becomes obligated to pay Landlord under this Lease are sometimes herein referred to collectively as "Rent", and all remedies applicable to the non-payment of Rent shall be applicable thereto. Rent shall be paid without any prior demand or notice therefor, and shall in all events be paid without any deduction, recoupment, set-off or counterclaim, and without relief from any valuation or appraisalment laws. Tenant shall pay any rent tax, sales tax, service tax, transfer tax, value added tax, or any other applicable tax on the Rent, utilities or services herein or otherwise respecting this Lease or any other document entered in connection herewith. Landlord may apply payments received from Tenant to any obligations of Tenant then accrued, without regard to such obligations as may be designated by Tenant.

B. **Prorations.** If the Term commences on a day other than the first day of a calendar month or ends on a day other than the last day of a calendar month, the Minimum Rent, monthly payments of estimated Taxes and Center Expenses and any other amounts payable on a monthly basis shall be prorated on a per diem basis for such partial calendar months. If the Minimum Rent is scheduled to increase under Article 1 other than on the first day of a calendar month, the amount for such month shall be prorated on a per diem basis to reflect the number of days of such month at the then current and increased rates, respectively. If the Term commences other than on January 1, or ends other than on December 31, Tenant's obligations to pay amounts towards actual Taxes and Center Expenses for such first or final calendar years shall be prorated on a per diem basis to reflect the portion of such years included in the Term.

ARTICLE 5

TAXES AND CENTER EXPENSES

A. **Taxes.** Tenant shall pay Landlord an amount equal to Tenant's Proportionate Share of Taxes in the manner described below. Notwithstanding the foregoing, if, as a result of Tenant's presence at the Center, the Taxes assessed against the Center are reduced, Tenant shall have no obligation to pay its Proportionate Share of Taxes to the extent such reduction equals or exceeds Tenant's Proportionate Share of the overall tax bill. If, however, the tax reduction at the Center is less than Tenant's Proportionate Share, Tenant shall be liable to pay an amount equal to the difference between the actual tax bill (taking into account the reduction) and the amount the tax bill would have been had it been reduced by an amount equal to Tenant's Proportionate Share. In that regard Tenant will promptly take all necessary actions to obtain tax exempt status and keep Landlord informed as to the progress of the same.

B. **Center Expenses.** Tenant shall pay Landlord an amount equal to Tenant's Proportionate Share of Center Expenses in the manner described below. Notwithstanding anything contained in this Lease to the contrary, the amount Tenant is obligated to pay on an annualized basis for Center Expenses (excluding Common Area utilities which shall not be subject to the Cap Percentage and Tenant will pay its full proportionate share) shall not increase by more than seven percent (7%) (the "Cap Percentage") from one Lease Year to the following Lease Year provided, however, if for any one Lease Year to the following Lease Year the increase is less than the Cap Percentage, then the difference may be applied to any future increase(s) from one year to the next year such that the cap applicable to that future year-to-year increase(s) in Center Expenses may be higher than the Cap Percentage and, further, the amount of Center Expenses that falls outside the Cap Percentage for a year may be included in the unused portion of a future year's Cap Percentage. Accordingly, purely as an example, if the Cap Percentage is 7½% and Tenant's obligation for Center Expenses increased by 6% from 1999 to 2000, and by 10% from 2000 to 2001, then Landlord may require Tenant to pay a 9% increase from 2000 to 2001 by utilizing the "unused portion" of the 7½% increase cap from 1999 to 2000 (i.e., 1½%) and, further, if the Cap Percentage is 7½% and Tenant's obligation for Center Expenses increased by 9% from 1999 to 2000 and by 6% from 2000 to 2001, the Landlord may increase Tenant's Center Expense charge to 7½% from 2000 to 2001 by capturing the Center Expense increase previously unused.

C. **Manner of Payment.** Taxes and Center Expenses shall be paid in the following manner:

(i) Landlord may reasonably estimate in advance the amounts Tenant shall owe for Taxes and Center Expenses for any full or partial calendar year of the Term. In such event, Tenant shall pay such estimated amounts, on a monthly basis, on or before the first day of each calendar month, together with Tenant's payment of Minimum Rent. Tenant shall pay initially and until further notice by Landlord the estimated amounts set forth in Article 1. Landlord may reasonably adjust the

estimated amounts, including the initial estimated amounts set forth in Article 1, from time to time prior to the Commencement Date and during the Term.

(ii) Within 120 days after the end of each calendar year, or as soon thereafter as practicable, Landlord shall provide a statement (the "Statement") to Tenant showing: (a) the amount of actual Taxes and Center Expenses for such calendar year, with a listing of amounts for major categories of Center Expenses; (b) any amount paid by Tenant towards Taxes and Center Expenses during such calendar year on an estimated basis; and (c) any revised estimate of Tenant's obligations for Taxes and Center Expenses for the current calendar year.

(iii) If the Statement shows that Tenant's estimated payments were less than Tenant's actual obligations for Taxes and Center Expenses for such year, Tenant shall pay the difference. If the Statement shows an increase in Tenant's estimated payments for the current calendar year, Tenant shall pay the difference between the new and former estimates for the period from January 1 of the current calendar year through the month in which the Statement is sent. Tenant shall make such payments within ten (10) days after Landlord sends the Statement.

(iv) If the Statement shows that Tenant's estimated payments exceeded Tenant's actual obligations for Taxes and Center Expenses, Tenant shall receive a credit for the difference against payments of Rent next due. If the Term shall have expired and no further Rent shall be due, Landlord shall refund such difference when Landlord sends the Statement.

D. Tax Refunds, Supplemental Billings and Fiscal Tax Years. Tax refunds shall be deducted from Taxes in the year they are received by Landlord. If Taxes for any period during the Term or any extension thereof shall be increased after payment thereof by Landlord for any reason, including without limitation error, reassessment, or supplemental billing by applicable governmental or municipal authorities, Tenant shall pay Landlord within ten (10) days after notice Tenant's Proportionate Share of such increased Taxes. If any Taxes shall be paid based on assessments or bills by a governmental or municipal authority using a fiscal year other than a calendar year, Landlord may elect from time to time to bill Tenant and make adjustments: (i) based on such fiscal year; or (ii) based on tax payments becoming due during the subject calendar year without regard to such fiscal year.

E. Finality of Statements. Unless Tenant takes exception to any Statement by written notice to Landlord within thirty (30) days after Landlord provides such Statement to Tenant, such Statement shall be considered final and binding on Tenant. Pending resolution of any such exceptions, Tenant shall continue paying Tenant's Proportionate Share of Taxes and Center Expenses in the amounts determined by Landlord, subject to adjustment between the parties after any such exceptions are resolved. If Tenant notifies Landlord within said thirty (30) day period, Tenant shall have the right, at its sole cost and expense, through its agents and representatives, upon notice to Landlord, to review the books and records of Landlord solely with respect to the Center Expenses at the Center for such year ("Tenant's Review"). Tenant shall reimburse Landlord for any photocopying done at Landlord's or Landlord's agent's office in connection therewith. Tenant's Review shall take place at such time and location as may be reasonably determined by Landlord, and Tenant shall have such review right only once with respect to each Statement. Unless Landlord agrees to a longer period of time, Tenant's Review shall be performed within thirty (30) days after Tenant's notice to Landlord. If an error in the amount of such Center Expense charge billed to Tenant for such calendar year has been made, there shall be a recalculation of Tenant's Center Expense charge for such calendar year and an appropriate readjustment between Landlord and Tenant to reflect any underpayment or overpayment by Tenant, provided Tenant notifies Landlord within ten (10) days after the completion of Tenant's Review of any error Tenant believes exists in the Statement.

Notwithstanding the foregoing, Landlord shall have the right to challenge Tenant's Review in which event the matter shall be submitted to an independent certified public accountant mutually acceptable to both parties, whose certification as to the proper amount shall be final and binding as between Landlord and Tenant. Tenant shall pay the cost of such certification unless such certification determines that Tenant was overbilled by at least 2% in which event Landlord shall pay the cost of such certification. Pending resolution of the matter, Tenant shall pay the amounts as determined by Landlord, subject to retroactive adjustment after the matter is resolved. Tenant shall keep the results of all Tenant review confidential.

F. General Matters. So long as Tenant's obligations hereunder are not materially adversely affected thereby, Landlord reserves the right to reasonably change, from time to time, the manner or timing of the foregoing payments. Although this Lease contemplates the computation of Taxes and Center Expenses on a cash basis, Landlord may make reasonable and appropriate accrual adjustments and Landlord reserves the right to change to a full accrual system of accounting. In lieu of providing one Statement covering Taxes and Center Expenses, Landlord may provide separate statements at the same or different times. No delay by Landlord in providing the Statement (or separate statements) shall be deemed a default by Landlord or a waiver of Landlord's right to require payment of Tenant's obligations for actual or estimated Taxes or Center Expenses.

ARTICLE 6

CONDITION OF PREMISES; OPENING FOR BUSINESS

Tenant agrees to accept the Premises, Center, and any Systems and Equipment serving the Premises "as is," without any agreements, representations, understandings or obligations on the part of Landlord to perform any alterations, repairs or improvements except as may be expressly provided in this Lease ("Landlord's Work"). Tenant shall on or before the Commencement Date: (i) completely remodel the Premises and install a new storefront sign (in accordance with Exhibit B attached hereto) and trade fixtures in and for the same in accordance with the other provisions of this Lease, including, without limitation, Article

7 and the Rules ("Tenant's Initial Work"); and (ii) open the Premises to the public and in compliance with all provisions of this Lease, including, without limitation, Article 8. During any period that Tenant shall be permitted or required to enter the Premises prior to the Commencement Date (to plan or perform Tenant's Initial Work), Tenant shall comply with all terms and provisions of this Lease, except those provisions requiring the payment of Rent (other than such charges as Landlord may impose under Article 7 or the Rules). Notwithstanding the foregoing, Tenant shall have no obligation to commence Tenant's Initial Work until (i) the Feasibility Period has expired and Tenant did not terminate this Lease in accordance therewith, or waived its rights thereunder, (ii) the initial building permits, zoning and use approvals have been granted by the appropriate governmental authorities and documented to the reasonable satisfaction of Tenant and Landlord and (iii) Landlord has reviewed and approved Tenant's layout and plans in connection with the remodeling of the Premises; provided, however, in the event the conditions precedent set forth in (ii) and (iii) are not satisfied on or before the expiration of forty-five (45) days from the date hereof, Landlord may terminate this Lease. Tenant shall submit its plans and specifications to Landlord within thirty (30) days of the date hereof. Landlord will have seven (7) days from its receipt of the plans and specifications to review and provide Tenant with its comments, if any, to the plans and specifications. In the event Landlord, in its sole discretion, rejects or otherwise requires revisions to Tenant's plans and specifications, Tenant will have seven (7) days from its receipt of Landlord's notice to such effect to have the plans and specifications revised and resubmitted to Landlord. In the event Landlord fails to provide Tenant with any comments to its plans and specifications within said seven (7) day period, Tenant's plans and specifications shall be deemed approved by Landlord. This process will continue until Landlord approves said plans and specifications, subject to the terms herein. Tenant agrees that its plans and specifications will not include any material change to the facade or exterior of the Premises; provided however, Tenant's plans and specifications shall include wrought iron fencing between the exterior columns, subject to Landlord's approval. Nothing herein shall serve to extend the Commencement Date.

ARTICLE 7

TRADE FIXTURES, ALTERATIONS AND LIENS

A. Approval. Tenant shall not attach any fixtures, equipment or other items to the Premises or make any additions, changes, alterations or improvements to the Premises or the Systems and Equipment serving the Premises, including without limitation Tenant's Initial Work described in Article 6 (all such work referred to collectively herein as the "Work"), without the prior written consent of Landlord. Landlord shall not unreasonably withhold or delay its consent, except that Landlord reserves the right to withhold consent in Landlord's sole discretion for Tenant's Initial Work, and Work affecting the structure, safety or security of the Center or Premises, the Systems and Equipment, or the appearance of the Premises from any Common Areas. Provided that all requirements of this Lease, including Exhibit B and Landlord's design criteria are met, Tenant may, without Landlord's consent, make non-structural, non-storefront alterations to the interior of the Premises which (i) do not affect the structural or storefront portions of the Premises, or the plumbing, electrical, heating, ventilating, air-conditioning, mechanical, or life safety systems in the Premises, and (ii) are of a minor cosmetic nature and do not alter the original design concept of the Premises.

B. Conditions. Landlord reserves the right to impose requirements as a condition of such consent or otherwise in connection with the Work, including without limitation, requirements that Tenant: (i) submit for Landlord's prior written approval detailed plans and specifications prepared by licensed and competent architects and engineers; (ii) submit to Landlord the name, address and background information concerning the general contractor; (iii) obtain and post permits, bonds, and additional insurance; (iv) submit contractor, subcontractor and supplier lien waivers; (v) use union labor; and (vi) comply with such other requirements as Landlord may impose concerning the manner and times in which such Work shall be done and other aspects of the Work. Landlord may require that all Work be performed under Landlord's supervision. If Landlord consents or supervises, or recommends any suppliers, contractors, architects, or engineers, the same shall not be deemed a warranty as to the adequacy of the design, workmanship or quality of materials, or compliance of the Work with any Laws. Landlord agrees to use its commercially reasonable efforts to inform Tenant of Landlord's approval or rejection of the items or persons as set forth in Section 7(B) within five (5) days of Landlord's receipt of such items.

C. Performance of Work. All Work shall be performed: (i) in a thoroughly first class, professional and workmanlike manner; (ii) only with materials that are new, high quality, and free of material defects; (iii) materially in accordance with plans and specifications approved by Landlord in advance in writing; (iv) not to adversely affect the Systems and Equipment or the structure of the Center; (v) diligently to completion and so as to cause the least possible interference with other tenants and the operation of the Center; and (vi) in compliance with all Laws and other provisions of this Lease, including without limitation, the Rules attached hereto as Rider One. If Tenant fails to perform the Work as required herein or the materials supplied fail to comply herewith or with the specifications approved by Landlord, and Tenant fails to cure such failure within two (2) business days after notice by Landlord (except that notice shall not be required in emergencies), Landlord shall have the right to stop the Work until such failure is cured (which shall not be in limitation of Landlord's other remedies and shall not serve to abate the Rent or Tenant's other obligations under this Lease).

D. Liens. Tenant shall keep the Center, Premises and this Lease free from any mechanic's, materialman's or similar liens or encumbrances, and any claims therefor, in connection with any Work. Tenant shall give Landlord notice at least ten (10) days prior to the commencement of any Work (or such additional time as may be necessary under applicable Laws), to afford Landlord the opportunity of posting and recording appropriate notices of non-responsibility, except for work performed by Landlord or its agents. Tenant shall remove any such claim, lien or encumbrance by bond or otherwise within twenty (20) days after notice by Landlord. If Tenant fails to do so, Landlord may pay the amount or take such other action as Landlord deems necessary to remove such claim, lien or encumbrance, without being responsible for investigating the validity thereof. The amount so paid and costs incurred by Landlord shall be deemed

additional Rent under this Lease payable upon demand, without limitation as to other remedies available to Landlord. Nothing contained in this Lease shall authorize Tenant to do any act, which shall subject Landlord's title to the Center or Premises to any such notices, liens or encumbrances whether claimed by operation of statute or other Law or express or implied contract. Any claim to a lien or encumbrance upon the Center or Premises arising in connection with any Work shall be null and void, or at Landlord's option shall attach only against Tenant's interest in the Premises and shall in all respects be subordinate to Landlord's title to the Center and Premises.

Tenant shall promptly pay all persons furnishing labor and materials with respect to any Work performed by Tenant or Tenant's contractor in or on the Premises. No work which Tenant is permitted or required to do shall be deemed to be for the immediate use and benefit of Landlord; all such work being for Tenant's immediate use and benefit in the conduct of Tenant's business, so that no mechanic's or other lien shall be allowed against the estate of Landlord by reason of any work required or consent given by Landlord to Tenant to improve the Premises. Tenant shall, pursuant to this provision and §713.10, Florida Statutes (1989) notify any and all contractors, subcontractors, suppliers, materialmen or laborers (hereinafter collectively referred to as "contractors") of the lien prohibitions contained in this Lease. Tenant shall notify each such contractor, together with any suppliers of any materials used on the Premises, that this Lease expressly provides that Landlord's interest shall not be subject to liens for improvements made by Tenant. If Tenant fails to so notify any such contractor of this prohibition, such failure shall render any contract between tenant and any such contractor, voidable at the option of such contractor.

Prior to commencement of any work or the delivery of any materials or supplies to the Premises by any such contractor, Tenant shall deliver to Landlord's on-site agent, a recordable Waiver of Lien Affidavit (hereinafter called "Contractor's Waiver of Lien") from each such contractor in form reasonably satisfactory to Landlord. The Contractor's Waiver of Lien shall provide, among other things, that the contractor waives any and all lien rights it may have against Landlord's interest in the Center or any portion thereof.

On or before the construction commencement date, Tenant shall have executed and recorded in the office of the public records of the county in which the Center is located, a "Notice of Commencement" pursuant to Florida Statute §713.13 (1989) in form reasonably satisfactory to Landlord. A certified copy of said Notice of Commencement shall be posted visibly on Premises in accordance with the requirements for posting a building permit by the building and zoning department of the county in which the Center is located. In the event that the Notice of Commencement is recorded more than 30 days prior to the actual commencement of construction, Tenant shall timely record and post another Notice of Commencement in the same form as the original notice.

E. Landlord's Costs. Tenant shall pay Landlord's reasonable out-of-pocket costs for any outside engineer, architect or consultant, in reviewing Tenant's plans and specifications or otherwise incurred by Landlord when Tenant's work includes structural changes, changes to life safety systems, or may otherwise affect the structure of the Premises, the Center or any portion thereof.

ARTICLE 8

USE AND OPERATING REQUIREMENTS

A. Use; Compliance With Laws. Tenant shall use the Premises for the purposes specified in Article 1 (and Tenant shall use the Premises for all the purposes specified therein), and for no other purpose whatsoever, subject to and in compliance with all other provisions of this Lease, including without limitation the Rules attached as Rider One hereto. Tenant shall comply with all Laws relating to the Premises and Tenant's use thereof, including without limitation, health, safety and building codes, and any permit or license requirements.

B. Required Hours. Tenant agrees to continuously operate and conduct its business in the Premises during those customary and standard hours an educational facility is open; provided, however, the hours of operation of the Premises is in compliance with all applicable laws and ordinances governing hours of operation, if any, and to the extent Landlord incurs additional charges with respect to its services provided to the Premises, if any, and the Center as a result of Tenant's extended hours of operation (beyond the customary hours observed by the other tenants at the Center), Tenant shall, upon demand, reimburse Landlord for such expenses. If Tenant desires to operate the Premises during additional hours beyond those required by Landlord hereunder, Tenant shall first obtain Landlord's written approval (which may be withheld in Landlord's sole discretion), and Tenant shall pay all additional costs and expenses and Landlord's reasonable charges in connection therewith, including, without limitation, any additional Common Area lighting, security services and trash removal. Without limiting the generality of the foregoing, Landlord reserves the right to close the Center on holidays or certain hours of holidays, including without limitation, New Year's Day, Easter, Thanksgiving and Christmas.

C. Required Operations. Tenant shall conduct its operations at all times in a first-class, professional and businesslike manner consistent with reputable educational standards and practices, and such that a high reputation of the Center is developed and enhanced. Tenant shall operate the Premises continuously, actively and diligently in a good faith manner. Tenant shall keep the Premises adequately staffed with well-trained personnel for efficient first class service. Tenant agrees that storage and office space in the Premises shall be limited to that necessary for, and used in conjunction with, the business provided in Article 1 to be conducted in the Premises.

D. Trade Name. Tenant shall conduct Tenant's business only under the trade name set forth in Article 1.

E. Violation of Requirements. The parties agree that Tenant's obligations under this Article (and Article 6) go to the essence of the parties' agreement hereunder, and that any failure to perform such obligations will result in damages to Landlord that are extremely difficult and impractical to determine and for which Landlord's remedies at law will not be adequate. Accordingly, as a fair and reasonable estimate and liquidation of Landlord's damages and not a penalty, if Tenant fails to perform any obligations under this Article (or Article 6) during any portion of any day of the term, Tenant shall pay Landlord as additional Rent an amount equal to 50% of the Minimum Rent then in effect prorated on a per diem basis. Acceptance by Landlord of such liquidated damages shall not be deemed permission for Tenant to continue such violation, and shall not preclude Landlord from seeking any other remedy (other than damages) for such violation including, without limitation, specific performance or termination of this Lease or Tenant's right to possession as described in Article 22.

ARTICLE 9

INTENTIONALLY OMITTED

ARTICLE 10

UTILITIES AND SERVICES

A. Tenant To Obtain Utilities and Services. Tenant shall obtain in Tenant's own name, and pay the utility company or other provider directly for, all utilities and services furnished to or for the Premises, including without limitation, electricity, gas, water, sewer, steam, fire protection, telephone and other communication services, heating, ventilating and air-conditioning ("HVAC"), alarm and other security services, pest and rodent control, janitorial, cleaning and trash collection, including all connection, disconnection and maintenance charges, deposits, taxes or fees therefor.

B. Separate Metering. If any utilities are not separately metered for the Premises, Landlord may: (i) require that Tenant make reasonable arrangements to share such utilities with the other parties whose premises are on such meter; (ii) require that Tenant pay Landlord a share of such utilities based on the rentable square footage of the Premises as a percentage of the total rentable square footage of occupied space that is jointly metered; or (iii) require that Tenant pay Landlord a share of such utilities based on consumption estimates of Landlord's engineer or consultant (in which case, such engineer's or consultant's fees and costs shall be added to the utility bills). In such case, either Landlord or Tenant may elect to install separate meters (but the costs of installing, maintaining and reading such meters shall be borne by Tenant). Landlord may reasonably estimate in advance any amounts payable by Tenant to Landlord hereunder and Tenant shall pay such amounts within ten (10) days after the same are billed, subject to periodic adjustment (and additional payment by Tenant or credit or refund by Landlord) after the actual amounts have been determined.

C. Installation, Connection and Use of Utility Equipment. Tenant shall install and connect all equipment and lines required to supply such utilities to the extent not already available at or serving the Premises, or at Landlord's option shall repair, alter or replace any such existing items (or Tenant shall share the costs thereof for any HVAC unit or other equipment shared with other tenants as described in Article 11). Tenant shall maintain, repair and replace all such items, operate the same, and keep the same in good working order and condition, as further provided in Article 11. Tenant shall not install any equipment or fixtures, or use the same, so as to exceed the safe and lawful capacity of any utility equipment or lines serving the same. The installation, alteration, replacement or connection of any utility equipment and lines shall be subject to the requirements for alterations of the Premises set forth in Article 7. Tenant shall ensure that HVAC equipment is installed and operated at all times in a manner to prevent roof leaks, damage or noise due to vibrations or improper installation, maintenance or operation. Tenant shall at all times keep the Premises sufficiently heated to avoid freezing or bursting of pipes.

D. Interruptions. Landlord shall not be liable in damages or otherwise for any failure, variation, shortage or interruption of any utilities or services and Tenant shall not be entitled to terminate this Lease or abate any portion of the Rent due under the Lease as a result of such failure, variation, shortage or interruption.

ARTICLE 11

MAINTENANCE AND REPAIR OF PREMISES

A. Tenant Maintenance and Repairs. Tenant shall keep the Premises in good working order, repair and condition (which condition shall also be clean, sanitary, sightly and free of pests and rodents, and which repairs shall include necessary replacements and capital expenditures and compliance with all Laws now or hereafter adopted), except to the extent provided to the contrary in Article 14 respecting casualty damage. Tenant's obligations hereunder shall include but not be limited to Tenant's trade fixtures and equipment, security gates, ceilings, walls, storefront, entrances, signs, interior decorations, floor-coverings, wall-coverings, entry and interior doors, exterior and interior glass, plumbing fixtures, light fixtures and bulbs, keys and locks, fire extinguishers and fire protection systems, and equipment and lines for water, sewer (including free flow up to the common sewer line), HVAC, electrical, gas, steam, sprinkler and mechanical facilities, and other systems and equipment which serve the Premises exclusively whether located within or outside the Premises, and all alterations and improvements to the Premises whether installed by Landlord or Tenant. Tenant shall also at Landlord's option perform or reimburse Landlord for the reasonable cost for any repairs, maintenance and replacements to areas of the Center outside the Premises caused by Tenant or any other occupant of the Premises, or any of their employees, agents, invitees or contractors. Any

repairs or other work by Tenant hereunder shall be deemed "Work" under Article 7, and shall be subject to all of the requirements thereunder, including Landlord's prior written approval. Tenant shall provide Landlord with evidence that any Work required hereunder has been performed from time to time within five (5) days after Landlord's request therefor.

B. HVAC Maintenance. If the Premises are served exclusively by any HVAC units or other systems or equipment, Tenant shall enter annual, written maintenance contracts with competent, licensed contractors reasonably approved or designated by Landlord. Such contracts shall include, and Tenant shall require that such contractors provide: (i) inspection, cleaning and testing at least monthly for HVAC units and semi-annually for other systems and equipment (or more frequently if required by applicable Law or if reasonably required by Landlord); (ii) any servicing, maintenance, repairs and replacements of filters, belts or other items determined to be necessary or appropriate as a result of such inspections and tests, or by the manufacturers' warranty, service manual or technical bulletins, or otherwise required to ensure proper and efficient operation, including emergency work; (iii) all other work as shall be reasonably required by Tenant, Landlord or Landlord's insurance carriers; (iv) a detailed record of all services performed; and (v) an annual service report at the end of each calendar year (Tenant shall provide Landlord with a copy of such annual reports promptly upon Tenant's receipt thereof). Not later than the Commencement Date and annually thereafter, Tenant shall provide Landlord with a copy of all maintenance contracts required hereunder, and written evidence reasonably satisfactory to Landlord that the annual fees therefor have been paid. Such maintenance contracts represent part of Tenant's obligations under this Article, and shall not be deemed to limit Tenant's general obligations to keep any HVAC equipment and other systems and equipment hereunder in good working order, repair and condition as further described in Paragraph A, above.

C. Shared Equipment. If the Premises are served by one or more HVAC units or other such systems or equipment that also serve one or more other tenants, Tenant shall at Landlord's option made by Landlord from time to time in writing either: (a) make arrangements directly with such other tenant or tenants to reasonably share responsibility and expenses for inspection, maintenance, repairs, operation and replacements of such items; or (b) reimburse Landlord for Tenant's reasonable share of all costs incurred by Landlord in making such arrangements or performing such work (such share to be based on the ratio of the square footage of the Premises to the square footage of the areas leased to such other tenant or tenants, or at Landlord's option such other factors as Landlord shall deem reasonable).

D. Landlord Maintenance and Repairs. Landlord shall keep the roof above, foundation, exterior walls other than storefront, common utility lines to the point of connection for Tenant, and structural portions of the Premises in good working order and repair (the cost of which shall be included in Center Expenses, to the extent described in Article 28), provided that Tenant shall give Landlord reasonable prior notice of the necessity for such repairs, and further provided that any damage thereto shall not have been caused by any act or omission of, or violation of this Lease by, Tenant or any other occupant of the Premises, or any of their employees, agents, invitees or contractors, in which event Landlord may perform or require that Tenant perform such repairs as provided above (without limiting Landlord's other remedies therefor).

ARTICLE 12

COMMON AREAS

A. Use of Common Areas. Tenant and Tenant's employees and invitees may use the Common Areas on a non-exclusive basis in common with all other parties to whom the right to use such Common Areas has been or is hereafter granted, subject to the following conditions: (1) Tenant shall not directly or indirectly conduct business in the Common Areas or make any use of the Common Areas which interferes in any way with the use of the Common Areas by other parties, except as may be provided in Article 6 hereof; (2) Tenant's use of the Common Areas shall be subject to the other provisions of this Lease, including, without limitation, the Rules attached as Rider One hereto; and (3) Tenant's right to use the Common Areas shall terminate upon the expiration or earlier termination of this Lease or Tenant's right to possession of the Premises.

B. Common Area Maintenance and Control. Landlord shall administer, operate, clean, maintain and repair the Common Areas, and Tenant shall pay Tenant's Proportionate Share of Landlord's costs therefor as part of Center Expenses. Landlord reserves the right at all times to determine the nature and extent of all Common Areas, and shall have exclusive control and management thereof (except to the extent that Majors or other parties own or control portions thereof). Landlord shall have the right to close all or a portion of the Common Areas to discourage non-customer parking or prevent a dedication thereof to public use or otherwise prevent the acquisition of public rights in such areas, and shall have the right to take such other actions as are further described in Article 21. Landlord reserves the right to use, permit or deny the use of the Common Areas for any purpose which in Landlord's sole opinion may be in the best interests of the Center, including without limitation promotions, events, exhibits, displays, shows and other activities; provided, however, Landlord's use of the Common Areas will not unreasonably interfere with the dropping off and picking up of Tenant's students, faculty and personnel.

C. Definition of Common Areas. "Common Areas" shall mean areas of the Center made available by Landlord from time to time for the general use or benefit of Tenant and other parties, as such areas currently exist and as they may be changed from time to time. The Common Areas may, at Landlord's election, include areas in adjoining properties which are or become available to Landlord and tenants of the Center. Without limiting the generality of the foregoing, the Common Areas may include, as designated by Landlord from time to time, any parking areas and structures, enclosures and building roofs, exterior walls, foundations, sidewalks, streets or roadways, passageways, service corridors, loading platforms, truck docks, delivery areas, ramps, stairs, landscaped areas, directory signs and equipment, common lighting facilities, drainage facilities and areas, bus stops, taxi stands, drinking fountains, and all

other decorations, fixtures, improvements, Systems and Equipment, and other facilities, located in or serving any of the foregoing, except to the extent reserved for use by designated tenants.

ARTICLE 13

INSURANCE, SUBROGATION, AND WAIVER OF CLAIMS

A. Required Insurance. Tenant shall maintain during the Term: (i) commercial general liability insurance, with a contractual liability endorsement covering Tenant's indemnity obligations under this Lease, and with limits of not less than \$2,000,000 combined single limit for personal injury, bodily injury or death, or property damage or destruction (including loss of use thereof) per occurrence; (ii) workers' compensation insurance as required by statute, and employer's liability insurance in the amount of at least \$500,000 per occurrence; (iii) plate glass insurance covering all plate glass in the Premises and the storefront therefor; and (iv) "all-risk" property damage insurance covering Tenant's inventory, personal property, business records, furniture, floor coverings, fixtures and equipment, and all Work installed by Tenant for damage or other loss caused by fire or other casualty or cause including, but not limited to, vandalism and malicious mischief, theft, explosion, business interruption, and water damage of any type, including sprinkler leakage, bursting and stoppage of pipes. All insurance required hereunder shall be provided by responsible insurers rated at least A and 9 in the then current edition of Best's Insurance Guide and shall be licensed in the State in which the Center is located. Tenant's property damage insurance shall include full replacement cost coverage and the amount shall satisfy any coinsurance requirements under the applicable policy. Tenant's insurance shall be primary, and any insurance maintained by Landlord or any other additional insureds hereunder shall be excess and noncontributory. Landlord shall have the right to reasonably increase the amount or expand the scope of insurance to be maintained by Tenant hereunder from time to time.

B. Certificates, Subrogation and Other Matters. Tenant shall provide Landlord with certificates evidencing the coverage required hereunder (and, with respect to liability coverage showing Landlord and Landlord's managing agent for the Center and others designated by Landlord as additional insureds, and with respect to leasehold improvements showing Landlord as an additional named insured). Tenant shall provide such certificates prior to the Commencement Date or Tenant's possession of the Premises or construction of improvements therein (whichever first occurs). Tenant shall provide renewal certificates to Landlord at least thirty (30) days prior to expiration of such policies. Such certificates shall state that the coverage may not be changed or canceled without at least thirty (30) days' prior written notice to Landlord. The parties mutually hereby waive all rights and claims against each other for all losses covered by their respective insurance policies, and waive all rights of subrogation of their respective insurers. The parties agree that their respective insurance policies are now, or shall be, endorsed so that such waivers of subrogation shall not affect their respective rights to recover thereunder.

C. Waiver of Claims. Except for claims arising from Landlord's intentional or grossly negligent acts that are not covered by Tenant's insurance hereunder, Tenant waives all claims against Landlord for injury or death to persons, damage to property or to any other interest of Tenant sustained by Tenant or any party claiming through Tenant resulting from: (i) any occurrence in or upon the Premises; (ii) leaking of roofs, bursting, stoppage or leaking of water, gas, sewer or steam pipes or equipment, including sprinklers; (iii) wind, rain, snow, ice, flooding, freezing, fire, explosion, earthquake, excessive heat or cold, fire or other casualty; (iv) the Center, Premises, Systems or Equipment being defective, out of repair, or falling; and (v) vandalism, malicious mischief, theft or other acts or omissions of any other parties including without limitation, other tenants, contractors and invitees at the Center. To the extent that Tenant is required to or does carry insurance hereunder, Tenant agrees that Tenant's property loss risks shall be borne by such insurance, and Tenant agrees to look solely to and seek recovery only from its insurance carriers in the event of such losses; for purposes hereof, any deductible amount shall be treated as though it were recoverable under such policies.

ARTICLE 14

CASUALTY DAMAGE

A. Restoration by Landlord. If the Premises shall be damaged by fire or other casualty, Landlord shall use its available insurance proceeds to repair the Premises, except that Landlord shall not be required to repair or replace any of Tenant's furniture, furnishings, fixtures or equipment, or any alterations or improvements in excess of any Landlord's Work, if any, and Landlord's obligations shall be subject to any governmental requirements or requirements of any Lender and such Lender's right to control, apply or withhold such insurance proceeds. Landlord shall not be liable for any inconvenience or annoyance to Tenant or its visitors, or injury to Tenant's business resulting in any way from such damage or the repair thereof.

B. Restoration by Tenant. If Landlord repairs the Premises as provided herein, Tenant shall repair and replace Tenant's Work, all items required to be insured by Tenant hereunder, and all other items required to restore the Premises to the condition required under Article 11 of this Lease in accordance with all reasonable construction and build-out requirements as may be imposed by Landlord. In that regard, Tenant's insurance proceeds will be utilized for such purposes. Tenant shall commence such work within ten (10) days following substantial completion by Landlord of any repairs required by Landlord hereunder and shall proceed diligently therewith to completion. Tenant's work hereunder shall constitute "Work" under Article 7 and shall be subject to all of the provisions thereof. Tenant may close the Premises for business to the extent reasonably required in connection with such Work.

C. Abatement of Rent. Landlord shall allow Tenant a proportionate abatement of Minimum Rent from the date of the casualty through the date that Landlord substantially completes Landlord's repair

obligations hereunder (or the date that Landlord would have substantially completed such repairs, but for delays by Tenant, its agents, employees, invitees, Transferees and contractors), provided such abatement: (i) shall apply only to the extent the Premises are untenable for the purposes permitted under this Lease and not used by Tenant as a result thereof, based proportionately on the square footage of the Premises so affected and not used; and (ii) shall not apply if Tenant or any other occupant of the Premises, or any of their employees, agents, invitees or contractors cause the damage.

D. Termination of Lease. Notwithstanding the foregoing to the contrary, Landlord may elect to terminate this Lease if the Center is materially damaged by Tenant or any other occupant of the Premises, or any of their agents, employees, invitees or contractors, or if the Center is damaged by fire or other casualty or cause such that: (a) more than 25% of the Premises is affected by the damage; (b) the damage occurs less than one year prior to the end of the Term; (c) any Lender requires that the insurance proceeds or any portion thereof be applied to the Mortgage debt (or terminates the ground lease, as the case may be), or the damage is not fully covered by Landlord's insurance policies; or (d) in Landlord's reasonable opinion, the cost of the repairs, alterations, restoration or improvement work would exceed 25% of the replacement value of the Center or of the portion thereof owned or ground leased by Landlord (whether or not the Premises are affected). In any such case, Landlord may terminate this Lease by notice to Tenant within 120 days after the date of damage (such termination notice to include a termination date providing at least thirty (30) days for Tenant to vacate the Premises). Tenant agrees that Landlord's obligation to restore, and the abatement of Rent provided herein, shall be Tenant's sole recourse in the event of such damage, and waives any other rights Tenant may have under any applicable Law to terminate this Lease by reason of damage to the Premises or Center.

ARTICLE 15

CONDEMNATION

If at least 25% of the rentable area of the Premises shall be taken by power of eminent domain or condemned by a competent authority or by conveyance in lieu thereof for public or quasi-public use ("Condemnation"), including any temporary taking for a period of one year or longer, this Lease shall terminate on the date possession for such use is so taken. If: (i) less than 25% of the Premises is taken, but the taking includes a material portion of the Center or of the portion thereof owned or ground leased by Landlord, or (ii) the taking is temporary and will be in effect for less than one year but more than thirty (30) days, then in either such event, Landlord may elect to terminate this Lease upon at least thirty (30) days' notice to Tenant. The parties further agree that: (a) if this Lease is terminated, all Rent shall be apportioned as of the date of such termination or the date of such taking, whichever shall first occur; (b) if the taking is temporary, Rent shall be abated for the period of the taking (but the Term shall not be extended thereby); and (c) if this Lease is not terminated but any part of the Premises is taken, the Minimum Rent, Taxes, Center Expenses, and Promotion Fund Charge, if any, shall be proportionately abated based on the square footage of the Premises so taken. Landlord shall be entitled to receive the entire award or payment in connection with such Condemnation and Tenant hereby assigns to Landlord any interest therein for the value of Tenant's unexpired leasehold estate or any other claim and waives any right to participate therein, except that Tenant shall have the right to file any separate claim available to Tenant for moving expenses and interruption of business and for damages to improvements and fixtures and other damages available under applicable law and any taking of Tenant's personal property, provided such award is separately payable to Tenant and does not diminish the award available to Landlord or any Lender.

ARTICLE 16

RETURN OF POSSESSION

At the expiration or earlier termination of this Lease or Tenant's right of possession, Tenant shall surrender possession of the Premises in broom-clean condition and good repair, free of debris, and otherwise in the condition required under Article 11, and shall ensure that all signs, vaults, safes, shelving, showcases, mirrors, and movable trade fixtures and personal property have been removed therefrom and that any damage caused thereby has been repaired. All leasehold improvements and other fixtures, such as light fixtures and HVAC equipment, plumbing fixtures, hot water heaters, fire suppression and sprinkler systems, wall coverings, carpeting and drapes, in or serving the Premises, whether installed by Tenant or Landlord, shall be Landlord's property and shall remain, all without compensation, allowance or credit to Tenant (except in the case of casualty damage in which Tenant may be compensated by its insurance company). However, to the extent Landlord identified certain improvements or alterations for removal at the time Landlord reviewed and approved Tenant's plans and specifications, Tenant shall promptly remove such of the foregoing items as designated and repair any damage to the Premises caused by such removal. If Tenant shall fail to perform any repairs or restoration, or fail to remove any items from the Premises as required hereunder, Landlord may do so, and Tenant shall pay Landlord the cost thereof upon demand. All property removed from the Premises by Landlord hereunder may be handled, discarded or stored by Landlord at Tenant's expense, and Landlord shall in no event be responsible for the value, preservation or safekeeping thereof. All such property shall at Landlord's option be conclusively deemed to have been conveyed by Tenant to Landlord as if by bill of sale without payment by Landlord. If Landlord arranges for storage of any such property, Landlord shall have a lien against such property for costs incurred in removing and storing the same.

ARTICLE 17

HOLDING OVER

Tenant shall pay Landlord 150% of the amount of Rent then applicable prorated on a per diem basis for each day Tenant shall retain possession of the Premises or any part thereof after expiration or earlier termination of this Lease. In addition, if Tenant has not vacated the Premises in the condition as required herein within thirty (30) days after the expiration or earlier termination of this Lease, Tenant shall also be liable for all damages sustained by Landlord on account of Tenant's holdover. The foregoing provision shall not serve as permission for Tenant to hold-over, nor serve to extend the Term (although Tenant shall remain a tenant at sufferance, bound to comply with all provisions of this Lease until Tenant vacates the Premises). Landlord shall have the right, at any time after expiration or earlier termination of this Lease or Tenant's right to possession, to reenter and possess the Premises and remove all property and persons therefrom, and Landlord shall have such other remedies for holdover as may be available to Landlord under other provisions of this Lease or applicable Laws.

ARTICLE 18

SUBORDINATION, ATTORNMEN AND MORTGAGEE PROTECTION

This Lease is subject and subordinate to all Mortgages now or hereafter placed upon the Center, and all other encumbrances and matters of public record applicable to the Center, including without limitation, any reciprocal easement or operating agreements, covenants, conditions and restrictions (and Tenant shall not act or permit the Premises to be operated in violation thereof). If any foreclosure or power of sale proceedings are initiated by any Lender or a deed in lieu is granted (or if any ground lease is terminated), Tenant agrees, upon written request of any such Lender or any purchaser at such sale, to attorn and pay Rent to such party and to execute and deliver any instruments necessary or appropriate to evidence or effectuate such attornment. In the event of attornment, no Lender shall be: (i) liable for any act or omission of Landlord, or subject to any offsets or defenses which Tenant might have against Landlord (prior to such Lender becoming Landlord under such attornment); (ii) liable for any security deposit or bound by any prepaid Rent not actually received by such Lender; or (iii) bound by any future modification of this Lease not consented to by such Lender. Any Lender may elect to make this Lease prior to the lien of its Mortgage, and if the Lender under any prior Mortgage shall require, this Lease shall be prior to any subordinate Mortgage; such elections shall be effective upon written notice to Tenant. Tenant agrees to give any Lender by certified mail, return receipt requested, a copy of any notice of default served by Tenant upon Landlord, provided that prior to such notice Tenant has been notified in writing (by way of service on Tenant of a copy of an assignment of leases, or otherwise) of the name and address of such Lender. Tenant further agrees that if Landlord shall have failed to cure such default within the time permitted Landlord for cure under this Lease, any such Lender whose address has been so provided to Tenant shall have an additional period of thirty (30) days in which to cure (or such additional time as may be required due to causes beyond such Lender's control, including time to obtain possession of the Center by power of sale or judicial action). The provisions of this Article shall be self-operative; however, Tenant shall execute such documentation as Landlord or any Lender may request from time to time in order to confirm the matters set forth in this Article in recordable form. To the extent not expressly prohibited by Law, Tenant waives the provisions of any Law now or hereafter adopted which may give or purport to give Tenant any right or election to terminate or otherwise adversely affect this Lease or Tenant's obligations hereunder if such foreclosure or power of sale proceedings are initiated, prosecuted or completed. Notwithstanding the foregoing, Landlord shall use its commercially reasonable and good faith efforts to obtain a subordination, non-disturbance and attornment agreement ("SNDA") on its Lender's standard form, for Tenant's benefit, within ninety (90) days of Landlord's acceptance of this Lease. In the event Landlord does not deliver the SNDA to Tenant within said ninety (90) day period, Tenant may terminate this Lease by delivering written notice to Landlord of Tenant's intent to terminate this Lease within fifteen (15) days of the expiration of said ninety (90) day period, effective immediately.

ARTICLE 19

ESTOPPEL CERTIFICATE

Tenant shall from time to time, within five (5) days after written request from Landlord, execute, acknowledge and deliver a statement: (i) certifying that this Lease is unmodified and in full force and effect or, if modified, stating the nature of such modification and certifying that this Lease as so modified, is in full force and effect (or if this Lease is claimed not to be in force and effect, specifying the ground therefor) and the dates to which the Minimum Rent, and other charges hereunder have been paid, and the amount of any Security Deposit; (ii) acknowledging that there are not, to Tenant's knowledge, any uncured defaults on the part of Landlord hereunder, or specifying such defaults if any are claimed; and (iii) certifying such other matters as Landlord may reasonably request, or as may be requested by Landlord's current or prospective Lenders, insurance carriers, auditors, and prospective purchasers. Any such statement may be relied upon by any such parties. If Tenant shall fail to execute and return such statement within the time required herein, Tenant shall be deemed to have agreed with the matters set forth therein, and Landlord acting in good faith shall be authorized as Tenant's attorney-in-fact to execute such statement on behalf of Tenant (which shall not be in limitation of Landlord's other remedies therefor).

ARTICLE 20

ASSIGNMENT AND SUBLETTING

A. **Transfers.** Tenant shall not, without the prior written consent of Landlord, which consent may be withheld in Landlord's sole discretion: (i) assign, mortgage, pledge, hypothecate, encumber, permit any lien to attach to, or otherwise transfer, this Lease or any interest hereunder, by operation of law or otherwise; (ii) sublet the Premises or any part thereof, or extend, renew or modify any sublease; or (iii) permit the use of

the Premises by any parties other than Tenant and its employees, whether as licensee, concessionaire, franchisee or otherwise (all of the foregoing are hereinafter referred to collectively as "Transfers" and any party to whom any Transfer is made or sought to be made is hereinafter referred to as a "Transferee"). Any Transfer made without complying with this Article shall, at Landlord's option, be null, void and of no effect (which shall not be in limitation of Landlord's other remedies). Whether or not Landlord grants consent, Tenant shall pay \$1,000.00 towards Landlord's review and processing expenses, as well as any reasonable legal fees incurred by Landlord in connection therewith.

B. Procedure. If Tenant shall desire Landlord's consent to any Transfer, Tenant shall notify Landlord, which notice shall include: (a) a reference to the Center, Premises and this Lease; (b) the name and address of the proposed Transferee and a detailed description of the business operation proposed to be conducted in the Premises; (c) the proposed effective date (which shall not be less than 45 nor more than 180 days after Tenant's notice); (d) the terms of the proposed Transfer, a copy of all documentation pertaining thereto, and a detailed description of any alterations to the Premises required in connection with the Transfer; (e) current financial statements of the proposed Transferee certified by an officer, partner or owner thereof; (f) names, addresses, periods of ownership and operation, and reasonable description of all other businesses owned and operated by the Transferee then or within the three (3) previous years; and (g) business and character references and any other information to enable Landlord to determine the retail business experience, financial responsibility, character, and reputation of the proposed Transferee, nature of such Transferee's business, and such other information as Landlord may reasonably require.

C. Consent. If Landlord consents to a Transfer: (a) the terms and conditions of this Lease shall in no way be deemed to have been waived or modified, including without limitation, the purposes for which the Premises shall be used under Article 1; (b) Tenant shall remain fully liable for all obligations under this Lease, including without limitation, those obligations arising before and after the Transfer, and any assignee shall expressly assume all of Tenant's obligations; (c) such consent shall not be deemed consent to any further Transfer by either Tenant or a Transferee; and (d) Tenant shall deliver to Landlord promptly after execution, an original executed copy of all documentation pertaining to the Transfer in form reasonably acceptable to Landlord. Any sublease hereunder shall be subordinate and subject to the provisions of this Lease, and if this Lease shall be terminated during the term of any sublease, Landlord shall have the right to: (i) treat such sublease as canceled and repossess the Premises by any lawful means, or (ii) require that such subtenant attorn to and recognize Landlord as its landlord under any such sublease. If Tenant shall Default hereunder, Landlord is hereby irrevocably authorized, as Tenant's agent and attorney-in-fact, to direct any Transferee to make all payments under or in connection with the Transfer directly to Landlord (which Landlord shall apply towards Tenant's obligations under this Lease).

D. Certain Transfers. For purposes of this Lease, the term "Transfer" shall also include the following, whether accomplished directly or indirectly: (a) if Tenant is a partnership or limited liability company, the withdrawal or change, voluntary, involuntary or by operation of law, of a majority of the partners or members, as the case may be, or a transfer of a majority of partnership interests or membership interests, as the case may be, in the aggregate on a cumulative basis, or the dissolution of the partnership or limited liability company; and (b) if Tenant or Guarantor is a closely held corporation (i.e., whose stock is not publicly held and not traded through an exchange or over the counter), the: (i) dissolution, merger, consolidation or other reorganization of Tenant; (ii) sale or other transfer of more than a cumulative aggregate of 50% of the voting shares of Tenant or Guarantor, as the case may be (other than to immediate family members by reason of gift or death); or (iii) sale, mortgage, hypothecation or pledge of more than a cumulative aggregate of 50% of Tenant's or Guarantor's net assets; In the event Landlord does not approve of such transfer, in Landlord's sole discretion, Landlord may deliver notice of such non-approval accompanied by a termination notice, effective as of the date of the proposed transfer and recapture the Premises.

Notwithstanding anything contained to the contrary in Article 20, "Transfer" shall not include and consent by Landlord shall not be required for (a) any offer by the Guarantor of its stock to the public in connection with a public offering of its stock performed in accordance with the Securities and Exchange Act of 1933, as amended, and (b) any merger, consolidation, sale or other transfer of the voting shares of Guarantor in which the surviving entity has (i) a tangible net worth (determined in accordance with GAAP) equal to or greater than ten million dollars (\$10,000,000) at the date of the assignment and (ii) Tenant and/or Guarantor shall provide Landlord with written notice of the same as promptly as possible either before or after such transfer, which notice shall contain sufficient information and documentation as to the identity of the transferee and other information Landlord may reasonably require.

Notwithstanding anything contained to the contrary in Article 20, Landlord shall not unreasonably withhold or delay its consent to an assignment of this Lease by Tenant, if such consent is required, provided the following conditions are met:

- (i) The assignee has a net worth equal to or greater than that of Tenant at the date of execution of this Lease or at the time of assignment, whichever is higher;
- (ii) The assignee has, in Landlord's reasonable judgment, sufficient past experience in Tenant's business, and the assignment, in Landlord's reasonable judgment, will not result in a decrease in the quality of Tenant's operations;

- (iii) Tenant shall have given Landlord thirty (30) days' prior written notice of such assignment, which notice contains all information and documentation Landlord reasonably requires to satisfy itself as to the above conditions.
- (iv) Tenant shall not be in default under any of the provisions of this Lease at the time of the assignment; and
- (v) The assignee furnishes Landlord at least thirty (30) days' prior to the effective date of the assignment a written assignment instrument satisfactory to Landlord in which assignee agrees to assume and be bound by all the conditions, obligations and agreements of Tenant contained in this Lease.

In addition to items (i) through (v) above, Tenant may assign this Lease to its parent or to any wholly-owned subsidiary of Tenant without obtaining the prior written consent of Landlord, provided any such assignee shall remain the parent of Tenant, or a wholly-owned subsidiary corporation of Tenant, as the case may be. Finally, in the event the appropriate governing Florida agency requires that the entity holding the charter to the elementary school Tenant operates be the party in interest to the Tenant's interest in this Lease (as may reasonably be substantiated at Landlord's request), Tenant may assign its interest in this Lease to such entity upon thirty (30) days prior written notice without the need for Landlord's prior written consent. In connection therewith, not only will the Tenant remain primarily liable for the performance of all conditions, obligations and agreements of Tenant under this Lease but Landlord may require another party affiliated with Tenant guaranty Tenant's obligations hereunder, or other security be posted with Landlord, as Landlord may require in its sole discretion. In the event Tenant fails to provide Landlord with an acceptable additional party to guaranty the Lease or post additional security as requested by Landlord within fifteen (15) days from the date Landlord is notified of such assignment, Landlord may deliver notice of Tenant's failure to satisfy the aforementioned conditions and Landlord may terminate the Lease, effective as of the date of the proposed transfer and recapture the Premises.

Notwithstanding any such assignment under this Article 20, the assignor shall remain fully and primarily liable for the performance of all conditions, obligations and agreements of Tenant under this Lease.

ARTICLE 21

RIGHTS RESERVED BY LANDLORD

Except to the extent expressly limited herein, Landlord reserves full rights to control the Center (which rights may be exercised without subjecting Landlord to claims for constructive eviction, abatement of Rent, damages or other claims of any kind), including more particularly, but without limitation, the following rights:

A. Access to Premises. Landlord and its authorized representatives may, upon at least twenty-four (24) hours advance written notice to Tenant, except in emergencies, in which case no notice will be required: (i) inspect the Premises, (ii) exhibit the Premises to current and prospective tenants, purchasers, lenders, insurers, governmental authorities, and brokers, (iii) place in and upon the Premises or such other places as may be determined by Landlord "For Rent" signs or notices if Tenant shall abandon or vacate the Premises, or at any time during the last 60 days of the Term (except if Tenant has exercised its option to extend the Lease in accordance with Article 40), and (iv) enter or permit entry to the Premises in emergencies or for any other reasonable purpose, or for the purpose of exercising any other rights or remedies expressly granted or reserved to Landlord under this Lease or applicable Law, or to make any repairs, maintenance, improvements or alterations, or other work in or about the Center. Notwithstanding the foregoing, Tenant shall not be deemed to have vacated or abandoned the Premises in connection with the closing of Tenant's school operation for the summer vacation as is customary and standard in the South Florida area (but not to exceed 105 days in length). Nothing herein shall absolve Tenant from its obligations hereunder, including but not limited to, the payment of Rent, Center Expenses and Taxes, maintaining the required levels of insurance year-round and maintaining the Premises in accordance with the terms hereof.

B. Reserved Areas. Landlord reserves all rights to use (or grant other parties the right to use) and Tenant shall have no right, title or interest in: (i) the roof of the Center, (ii) exterior non-storefront portions of the Premises (including, without limitation, demising walls and outer walls of the area of the Center in which the Premises are located), (iii) air rights above the Premises and rights to the land and improvements below the floor level of the Premises, and (iv) areas within the Premises necessary for utilities, services, safety and operation of the Center that will not materially interfere with Tenant's use of the Premises, including the Systems and Equipment, fire stairways, and space between any suspended ceiling of the Premises (or the height where a suspended ceiling would otherwise exist) and the slab of the floor or roof of the Center thereabove.

C. Emergency Closings and Restricted Access. Landlord shall have the right (but not the obligation) to: (i) prevent or restrict access to the Center or designated portions thereof by such security procedures as Landlord may from time to time impose, (ii) control, prevent access by and remove, any person who is loitering or whose presence in the judgment of Landlord's security or management personnel is prejudicial to the safety, character, reputation and interests of the Center, or who in the judgment of such personnel is intoxicated or under the influence of liquor or drugs, and (iii) limit or prevent access to all or any portion of the Center, activate emergency controls or procedures, or otherwise take such action or preventive measures deemed necessary by Landlord for the safety of tenants or other occupants of the Center or the protection of the Center or other property located thereon or therein, in case of fire or other casualty, riot or other civil disorder, strike or labor unrest, public excitement or other dangerous condition, or threat thereof.

D. **Other Tenants.** Landlord reserves the right to lease any portion of the Center to such other tenants as Landlord, in Landlord's sole discretion, deems appropriate, whether or not engaged in the same or similar business for which Tenant is permitted to use the Premises under this Lease. Tenant acknowledges that Landlord has made no representations as to the presence of any specific tenant or number or types of tenants at the Center as of or after the Commencement Date, hours or days that such other tenants shall or may be open for business, or gross sales which may be achieved by Tenant or any other tenants at the Center. A vacation or abandonment of its premises or cessation of business in the Center by any other tenant or occupant shall not release or excuse Tenant from Tenant's obligations under any provision of this Lease.

E. **Changes to the Center.** Landlord reserves the right to: (i) change the name of the Center and the address or designation of the Premises or the building in which the Premises are located; (ii) install, maintain, alter and remove signs on or about the Center; (iii) add land or other interests to or eliminate the same from the Center, and grant interests and rights in the Center to other parties; (iv) add, alter, expand, reduce, eliminate, relocate or change the shape, size, location, character, design, appearance, use, number or height of any permanent or temporary buildings, structures, improvements, parking areas and structures, kiosks, planters, driveways, landscaped areas and other Common Areas, change the striping of parking areas and direction and flow of traffic, and convert Common Areas to leasable areas and leasable areas to Common Areas; (v) enclose any area, or remove any such enclosure, or add one or more additional levels or stories to the Center or any portion thereof, and add structural support columns that may be required within the Premises or Common Areas; (vi) relocate any HVAC equipment serving the Premises installed on the roof or other area outside the Premises if Landlord constructs an additional story or level or otherwise alters the Center; and (vii) in connection with the foregoing matters, or with any other inspections, repairs, maintenance, improvements or alterations in or about the Center, or as a result of any casualty, incident, strike, condemnation, act of God, Law or governmental requirement or request, or any other cause, erect scaffolding, barricades, and other structures reasonably required, and move Tenant's leasehold improvements, fixtures, property and equipment. However, in connection with exercising such rights, Landlord shall: (a) take reasonable steps to minimize or avoid any denial of access to the Premises except when necessary on a temporary basis; (b) take reasonable steps to avoid materially changing the configuration or reducing the square footage of the Premises, unless required by Laws or other causes beyond Landlord's reasonable control (and in the event of any permanent material reduction, the Minimum Rent, Center Expenses and Taxes shall be proportionately reduced); and (c) if Landlord enters the Premises in connection with any of the foregoing matters, take reasonable steps to minimize any interference with Tenant's business, and following completion of the work, return Tenant's leasehold improvements, fixtures, property and equipment to the original locations and conditions to the fullest extent reasonably possible.

ARTICLE 22

LANDLORD'S REMEDIES

A. **Default.** The occurrence of any one or more of the following events shall constitute a "Default" by Tenant and shall give rise to Landlord's remedies set forth in Paragraph (B), below: (i) failure to make when due any payment of Rent, unless such failure is cured within ten (10) days after written notice; (ii) failure to observe or perform any term or condition of this Lease other than the payment of Rent, unless such failure is cured within any period of time following notice expressly provided in other Articles hereof, or otherwise within a reasonable time, but in no event more than thirty (30) days following notice (or such additional time as may be required due to Unavoidable Delays as described in Article 28); or (iii) (a) making by Tenant or the Guarantor of this Lease of any general assignment for the benefit of creditors; (b) filing by or against Tenant or any Guarantor of a petition to have Tenant or such Guarantor adjudged a bankrupt or a petition for reorganization or arrangement under any Law relating to bankruptcy or insolvency (unless, in the case of a petition filed against Tenant or such Guarantor, the same is dismissed within sixty (60) days); (c) appointment of a trustee or receiver to take possession of substantially all of Tenant's assets located in the Premises or of Tenant's interest in this Lease, where possession is not restored to Tenant within thirty (30) days; (d) attachment, execution or other judicial seizure of substantially all of Tenant's assets located on the Premises or of Tenant's interest in this Lease; (e) Tenant's or any Guarantor's convening of a meeting of its creditors or any class thereof for the purpose of effecting a moratorium upon or composition of its debt; (f) Tenant's or any Guarantor's insolvency or admission of an inability to pay its debts as they mature. Failure by Tenant to comply with the same term or condition of this Lease on two occasions during any twelve month period shall cause any failure to comply with such term or condition during the succeeding twelve month period, at Landlord's option, to constitute an incurable Default. The notice and cure periods provided herein are in lieu of, and not in addition to, any notice and cure periods provided by Law; provided, Landlord may at any time and from time to time elect to comply with such notice and cure periods as may be provided by Law in lieu of the notice and cure periods provided herein.

B. **Remedies.** If a Default occurs, Landlord shall have the rights and remedies hereinafter set forth to the extent permitted by Law, which shall be distinct, separate and cumulative with and in addition to any other right or remedy allowed under any Law or other provisions of this Lease:

(1) Landlord may terminate Tenant's right of possession, reenter and repossess the Premises by detainer suit, summary proceedings or other lawful means, with or without terminating this Lease (and if applicable Law permits, and Landlord shall not have expressly terminated this Lease in writing, any such action shall be deemed a termination of Tenant's right to possession only). In such event, Landlord may recover from Tenant: (i) any unpaid Rent as of the termination date; (ii) the amount by which: (a) any unpaid Rent which would have accrued after the termination date during the balance of the Term exceeds (b) the reasonable rental value of the Premises under a lease substantially similar to this Lease for the balance of the Term, taking into account among other things, the condition of the Premises, market conditions and the period of time the Premises may reasonably remain vacant before Landlord is able to re-lease the same to a suitable replacement tenant, and Costs of Reletting (as defined in Paragraph I below)

that Landlord may incur in order to enter such replacement lease; and (iii) any other amounts necessary to compensate Landlord for all damages proximately caused by Tenant's failure to perform its obligations under this Lease. For purposes of computing the amount of Rent herein that would have accrued after the termination date, Tenant's obligations for Taxes and Center Expenses shall be projected, based upon the average rate of increase, if any, in such items from the Commencement Date through the termination date. The amounts computed in accordance with the foregoing subclauses (a) and (b) shall both be discounted in accordance with accepted financial practice at the rate of four percent (4%) per annum to the then present value.

(2) Landlord may terminate Tenant's right of possession, reenter and repossess the Premises by detainer suit, summary proceedings or other lawful means, with or without terminating this Lease (and if applicable Law permits, and Landlord shall not have expressly terminated this Lease in writing, any such action shall be deemed a termination of Tenant's right of possession only). In such event, Landlord may recover from Tenant: (i) any unpaid Rent as of the date possession is terminated; (ii) any unpaid Rent which accrues during the Term from the date possession is terminated through the time of judgment (or, which may have accrued from the time of any earlier judgment obtained by Landlord), less any consideration received from replacement tenants as further described and applied pursuant to Paragraph 1, below; and (iii) any other amounts necessary to compensate Landlord for all damages proximately caused by Tenant's failure to perform its obligations under this Lease, including without limitation, all Costs of Reletting (as defined in Paragraph 1). Tenant shall pay any such amounts to Landlord as the same accrue or after the same have accrued from time to time upon demand. At any time after terminating Tenant's right to possession as provided herein, Landlord may terminate this Lease as provided in clause (1) above by written notice to Tenant, and Landlord may pursue such other remedies as may be available to Landlord under this Lease or applicable Law.

C. Mitigation of Damages. If Landlord terminates this Lease or Tenant's right to possession, Landlord shall have no obligation to mitigate Landlord's damages except to the extent required by applicable Law. If Landlord has not terminated this Lease or Tenant's right to possession, Landlord shall have no obligation to mitigate under any circumstances and may permit the Premises to remain vacant or abandoned. If Landlord is required by applicable Law to mitigate damages under this Lease: (a) Landlord shall be required only to use reasonable efforts to mitigate, which shall not exceed such efforts as Landlord generally uses to lease other space at the Center; (b) Landlord will not be deemed to have failed to mitigate if Landlord leases any other portions of the Center before reletting all or any portion of the Premises; and (c) any failure to mitigate as described herein with respect to any period of time shall only reduce the Rent and other amounts to which Landlord is entitled hereunder by the reasonable rental value of the Premises during such period, taking into account the factors described in clause B(1), above. In recognition that the value of the Center depends on the rental rates and terms of leases therein, Landlord's rejection of a prospective replacement tenant based on an offer of rentals below Landlord's published rates for new leases of comparable space at the Center at the time in question, or at Landlord's option, below the rates provided in this Lease, or containing terms less favorable than those contained herein, shall not give rise to a claim by Tenant that Landlord failed to mitigate Landlord's damages.

D. Reletting. If this Lease or Tenant's right to possession is terminated, or Tenant vacates or abandons the Premises, Landlord may: (i) enter and secure the Premises, change the locks, install barricades, remove any improvements, fixtures or other property of Tenant therein, perform any decorating, remodeling, repairs, alterations, improvements or additions and take such other actions as Landlord shall determine in Landlord's sole discretion to prevent damage or deterioration to the Premises or prepare the same for reletting; and (ii) relet all or any portion of the Premises (separately or as part of a larger space), for any rent, use or period of time (which may extend beyond the Term hereof), and upon any other terms as Landlord shall determine in Landlord's sole discretion, directly or as Tenant's agent (if permitted or required by applicable Law). The consideration received from such reletting shall be applied pursuant to the terms of Paragraph 1 hereof, and if such consideration, as so applied, is not sufficient to cover all Rent and damages to which Landlord may be entitled hereunder, Tenant shall pay any deficiency to Landlord as the same accrues or after the same has accrued from time to time upon demand, subject to the other provisions hereof.

E. Specific Performance and Collection of Rent. Landlord shall at all times have the right without prior demand or notice except as required by applicable Law to: (i) seek any declaratory, injunctive or other equitable relief, and specifically enforce this Lease or restrain or enjoin a violation of any provision hereof, and Tenant hereby waives any right to require that Landlord post a bond in connection therewith; and (ii) sue for and collect any unpaid Rent which has accrued.

F. Late Charges and Interest. Tenant shall pay, as additional Rent, a service charge of Two Hundred Dollars (\$200.00) for bookkeeping and administrative expenses, if any portion of Rent is not received when due. In addition, any Rent not paid when due shall accrue interest from the due date at the Default Rate until payment is received by Landlord; provided that, with respect to the first time in any calendar year, no such interest shall accrue unless Tenant fails to pay the delinquency within ten (10) days after written notice. Such service charges and interest payments shall not be deemed consent by Landlord to late payments, nor a waiver of Landlord's right to insist upon timely payments at any time, nor a waiver of any remedies to which Landlord is entitled as a result of the late payment of Rent.

G. Landlord's Cure of Tenant Defaults. If Tenant fails to perform any obligation under this Lease for thirty (30) days after notice thereof by Landlord (except that no notice shall be required in emergencies), Landlord shall have the right (but not the duty), to perform such obligation on behalf and for the account of Tenant. In such event, Tenant shall reimburse Landlord upon demand, as additional Rent, for all expenses incurred by Landlord in performing such obligation together with an amount equal to ten percent (10%) thereof for Landlord's overhead, and interest thereon at the Default Rate from the date such expenses were incurred. Landlord's performance of Tenant's obligations hereunder shall not be deemed a waiver or release of Tenant therefrom.

H. **Bad Rent Checks.** If during the Term, as It may be extended, Landlord receives two (2) or more checks from Tenant which are returned by Tenant's bank for insufficient funds, Landlord may require that all checks thereafter be bank certified or cashier's checks (without limiting Landlord's other remedies). All bank service charges resulting from any bad checks shall be borne by Tenant.

I. **Other Matters.** No re-entry or repossession, repairs, changes, alterations and additions, reletting, acceptance of keys from Tenant, or any other action or omission by Landlord shall be construed as an election by Landlord to terminate this Lease or Tenant's right to possession, or accept a surrender of the Premises, nor shall the same operate to release the Tenant in whole or in part from any of the Tenant's obligations hereunder, unless express written notice of such intention is sent by Landlord or its agent to Tenant. Landlord may bring suits for amounts owed by Tenant hereunder or any portions thereof, as the same accrue or after the same have accrued, and no suit or recovery of any portion due hereunder shall be deemed a waiver of Landlord's right to collect all amounts to which Landlord is entitled hereunder, nor shall the same serve as any defense to any subsequent suit brought for any amount not theretofore reduced to judgment. Landlord may pursue one or more remedies against Tenant and need not make an election of remedies until findings of fact are made by a court of competent jurisdiction. All rent and other consideration paid by any replacement tenants shall be applied, at Landlord's option: first, to the Costs of Reletting; second, to the payment of all costs of enforcing this Lease against Tenant or any Guarantor; third, to the payment of all interest and service charges accruing hereunder; fourth, to the payment of Rent theretofore accrued; and the residue, if any, shall be held by Landlord and applied to the payment of other obligations of Tenant to Landlord as the same become due (with any remaining residue to be retained by Landlord). "Costs of Reletting" shall include without limitation, all reasonable costs and expenses incurred by Landlord for any repairs, maintenance, changes, alterations and Improvements to the Premises (whether to prevent damage or to prepare the Premises for reletting), brokerage commissions, advertising costs, reasonable attorneys' fees, any economic incentives given to enter leases with replacement tenants, and costs of collecting rent from replacement tenants. Landlord shall be under no obligation to observe or perform any provision of this Lease on its part to be observed or performed which accrues after the date of any Default by Tenant. The times set forth herein for the curing of violations by Tenant are of the essence of this Lease. Tenant hereby irrevocably waives any right otherwise available under any Law to redeem or reinstate this Lease or Tenant's right to possession after this Lease or Tenant's right to possession is terminated based on a Default by Tenant.

ARTICLE 23

LANDLORD'S RIGHT TO CURE

If Landlord shall fail to perform any obligation under this Lease required to be performed by Landlord, Landlord shall not be deemed to be in default hereunder nor subject to claims for damages of any kind, unless such failure shall have continued for a period of thirty (30) days after written notice thereof by Tenant or such additional time as may be required due to Unavoidable Delays (as defined in Article 28 hereof). If Landlord shall fail to cure within the time permitted for cure herein, Landlord shall be subject to such claims for damages and remedies as may be available to Tenant at law or equity (subject to the other provisions of this Lease); provided, Tenant shall have no right of self-help to perform repairs or any other obligation of Landlord, and shall have no right to withhold, set off, or abate Rent.

ARTICLE 24

INDEMNIFICATION

Except to the extent arising from the intentional or negligent acts of Landlord or Landlord's agents or employees, Tenant shall defend, indemnify and hold harmless Landlord from and against any and all claims, demands, liabilities, damages, judgments, orders, decrees, actions, proceedings, fines, penalties, costs and expenses, including without limitation, court costs and reasonable attorneys' fees arising from or relating to any violation of Law, loss of life, diminution in value of the Center as a result of Tenant's negligence, intentional acts or failure to act, damage or injury to persons, property or business occurring in, about or from the Premises, or directly or indirectly caused by or in connection with any violation of this Lease or use of the Premises or Center by, or any other act or omission of, Tenant, any other occupant of the Premises, or any of their respective agents, employees, invitees or contractors. Without limiting the generality of the foregoing, Tenant specifically acknowledges that the indemnity undertaking herein shall apply to claims in connection with or arising out of any "Work" as described in Article 7, the use or consumption of any utilities in the Premises under Article 10, any repairs or other work by or for Tenant under Article 11 and the transportation, use, storage, maintenance, generation, manufacturing, handling, disposal, release or discharge of any "Hazardous Material" as described in Article 26 (whether or not such matters shall have been theretofore approved by Landlord), except to the extent that any of the same arises from the intentional or negligent acts of Landlord or Landlord's agents or employees.

Except to the extent arising out of the intentional or negligent acts of Tenant or Tenant's agents, employees, contractors or invitees, Landlord shall indemnify, defend and hold Tenant harmless from and against any and all claims, liabilities, losses, damages and expenses in connection with all losses, including loss of life and injury to persons or property, arising from or out of any occurrence in the Common Areas, which occurrence arose out of the negligent act or omission of Landlord or Landlord's employees, agents or contractors.

ARTICLE 25

SAFETY AND SECURITY DEVICES, SERVICES AND PROGRAMS

Landlord shall have no obligation to provide any safety or security devices, services or programs for Tenant or the Center and shall have no liability for failure to provide the same or for inadequacy of any measures provided. However, Landlord may institute or continue such safety or security devices, services and programs as Landlord in its sole discretion deems necessary. The risk that any safety or security device, service or program may not be effective, or may malfunction, or be circumvented, is assumed by Tenant with respect to Tenant's property and interests, and Tenant shall obtain insurance coverage to the extent Tenant desires protection against such acts and other losses, beyond that described in Article 13. Tenant agrees to cooperate in any safety or security program developed by Landlord or required by Law.

ARTICLE 26

HAZARDOUS MATERIALS

Tenant shall not transport, use, store, maintain, generate, manufacture, handle, dispose, release, discharge or spill any "Hazardous Material" (as defined below), or permit any of the same to occur, or permit any Hazardous Materials to leak or migrate, on or about the Center or Premises. The term "Hazardous Material" for purposes hereof shall mean any flammable, explosive, toxic, radioactive, biological, corrosive or otherwise hazardous chemical, substance, liquid, gas, device, form of energy, material or waste or component thereof, including, without limitation, petroleum-based products, diesel fuel, paints, solvents, lead, radioactive materials, cyanide, DDT, printing inks, acids, pesticides, ammonia compounds and other chemical products, asbestos, polychlorinated biphenyls (PCB's) and similar compounds, and any other items which now or subsequently are found to have an adverse effect on the environment or the health and safety of persons or animals or the presence of which requires investigation or remediation under any Law or governmental policy. Without limiting the generality of the foregoing, "Hazardous Material" includes any item defined as a "hazardous substance", "hazardous material", hazardous waste", "regulated substance" or "toxic substance" under the Comprehensive Environmental Response, Compensation and Liability Act of 1980, as amended, 42 U.S.C. §9601, et seq., Hazardous Materials Transportation Act, 49 U.S.C. §1801, et seq., Resource Conservation and Recovery Act of 1976, 42 U.S.C. §6901 et seq., Clean Water Act, 33 U.S.C. §1251, et seq., Safe Drinking Water Act, 14 U.S.C. §300f, et seq., Toxic Substances Control Act, 15 U.S.C. §2601, et seq., Federal Insecticide, Fungicide and Rodenticide Act, 7 U.S.C. §136 et seq., Atomic Energy Act of 1954, 42 U.S.C. §2014 et seq., and any similar federal, state or local Laws, and all regulations, guidelines, directives and other requirements thereunder, all as may be amended or supplemented from time to time. Notwithstanding the foregoing, Tenant may maintain at the Premises cleaning solvents, copier fluid, paint and related chemicals provided (i) such materials are stored, used, disposed and remediated in strict accordance with all federal, state and local environmental Laws, rules, regulations, policies and authorities; and (ii) the presence of such materials at the Premises is necessary for the operation of Tenant's business.

If subsequent to the date Tenant accepts possession of the Premises it is determined that there are any asbestos-containing materials (other than vinyl asbestos tile or mastic) or other Hazardous Materials in the Premises which were installed prior to Landlord's delivery of the Premises to Tenant, and such Hazardous Materials were not installed by Tenant or any affiliate of Tenant (or any party acting under Tenant or its affiliate) during a prior occupancy of the Premises or a portion thereof, and such Hazardous Materials are required by applicable law to be removed, encapsulated or otherwise treated ("Remediated"), Landlord, at Landlord's expense, shall as soon as practicable after notice thereof from Tenant, remediate said Hazardous Materials as Landlord deems appropriate so that law is complied with. Such remediation shall be Tenant's sole remedy on account of such Hazardous Materials.

Notwithstanding anything contained herein to the contrary, if any remediation of Hazardous Materials was necessitated by the negligence or intentional act of Tenant or Tenant's agent, employees or contractors, the remediation shall be at Tenant's expense. Tenant shall cooperate with Landlord in connection with any remediation Landlord performs at the Premises.

Radon is a naturally occurring radioactive gas which, when accumulated in a building in sufficient quantities, may present health risks to persons who are exposed to it over time. Levels of radon that exceed federal and state guidelines have been found in buildings in Florida. Additional information regarding radon and radon testing may be obtained from your county public health unit. Pursuant to §404.056(8), Florida Administrative Code.

ARTICLE 27

CAPTIONS AND SEVERABILITY

The captions of the Articles and Paragraphs of this Lease are for convenience of reference only and shall not be considered or referred to in resolving questions of interpretation. If any term or provision of this Lease or portion thereof shall be found invalid, void, illegal, or unenforceable generally or with respect to any particular party, by a court of competent jurisdiction, it shall not affect, impair or invalidate any other terms or provisions or the remaining portion thereof, or its enforceability with respect to any other party.

ARTICLE 28

DEFINITIONS

A. "Center" shall mean the building or structure in which the Premises are located and any other buildings or structures owned or ground leased by Landlord from time to time and operated in conjunction

therewith, whether or not shown on Exhibit A hereto, together with the Common Areas, and all parcels or tracts of land owned or ground leased by Landlord from time to time on which all or any portion of the foregoing items are located and any fixtures, Systems and Equipment, furniture and other personal property owned or leased by Landlord located thereon or therein and used in connection therewith. "Center" shall also include, at Landlord's election from time to time, Majors and other buildings, structures and parcels or tracts of land owned by other parties which adjoin the other areas of the Center or the Common Areas.

B. "Center Expenses" shall mean all amounts of every kind and nature which Landlord shall pay during any calendar year any portion of which occurs during the Term in connection with the Center, including, without limitation, any amounts paid for: (a) utilities; (b) permits, licenses and certificates necessary to operate and manage the Center, and costs of complying with other legal requirements; (c) insurance applicable to the Center, which may include, without limitation, commercial general liability insurance, "all risk" insurance, earthquake, flood, boiler and rent loss coverage, automobile, worker compensation and employer liability insurance; (d) supplies, materials, tools, equipment, and vehicles used in the operation, repair, maintenance and security, cleaning, landscaping, and other services for the Center, including rental, installment purchase and financing agreements therefor and interest thereunder; (e) accounting, legal, consulting and other services; (f) wages, salaries, bonuses, and other compensation and benefits; Social Security payments, unemployment insurance, payroll taxes and other costs for any manager, personnel and other parties engaged in the operation, maintenance, security or other services for the Center, and data or payroll processing expenses relating thereto (if the manager or other personnel are located off-site and handle other properties, the foregoing expenses shall be allocated appropriately between the Center and such other properties); (g) payments under any easement, agreement, or instrument pertaining to the sharing of costs in any development of which the Center is part; (h) alarm monitoring and security service, fire and police protection, trash removal, removal of ice and snow; (i) music programs and equipment (whether rented or purchased), decorations and special lighting (whether seasonal, holiday or otherwise), promotion and advertising programs and events (whether through the media or otherwise), and costs of administering or providing services to any merchants' association for the Center; (j) the costs of operating and maintaining any on site office at the Center, including without limitation; the fair rental value thereof, telephone charges, postage, stationery and photocopying expenses; (k) telephone directory listings for the Center; (l) operation, maintenance, repair, installation, replacement, inspection, testing, painting, decorating and cleaning of: (i) parking, loading and service areas and driveways (including re-stripping, sealing, re-surfacing and replacement); (ii) storm and sanitary drainage systems, (iii) Common Area lighting and other Systems and Equipment; (iv) flowers, shrubbery, trees, grass and other landscaping (including planting and replacement); (v) gutters and downspouts, roof flashings and roofs (including repairs and replacements); (vi) sidewalks and other walkways, exterior walls, foundations and other Common Areas, and decorations, fixtures, improvements and other facilities located in or serving any other Common Areas; and (vii) an amount equal to fifteen percent (15%) of all of the foregoing costs and expenses as a liquidation of Landlord's general off-site overhead (which amount shall be in addition to the compensation and related expenses for the manager and other aforementioned expenses). The foregoing provision is for definitional purposes only and shall not be construed to impose any obligation upon Landlord to incur such expenses. Landlord reserves the right to: (x) determine and bill Tenant's Proportionate Share of Insurance costs relating to the Center separately from other Center Expenses; and (y) include Taxes (to the extent Tenant has a tax liability hereunder as determined in accordance with Article 5(A)) attributable to the Common Areas as a part of Center Expenses rather than determining and billing the same separately. Center Expenses shall not, however, include: interest and amortization of Mortgages, depreciation of buildings and other improvements, or capital expenditures, except those: (1) made primarily to reduce Center Expenses, or to comply with any Laws or other governmental requirements; or (2) for repairs or replacements (as opposed to additions or new improvements, except that Landlord shall be permitted to include new improvements involving the upgrading or addition of lights, signs or security systems for the parking and other Common Areas); provided, all such permitted capital expenditures (together with reasonable finance charges) shall be amortized for purposes of this Lease over the useful life of the item, not to exceed three (3) years.

C. "Common Areas" shall have the meaning specified therefor in Article 12.

D. "Default Rate" shall mean eighteen percent (18%) per annum, or the highest rate permitted by applicable Law, whichever shall be less.

E. Intentionally omitted.

F. "HVAC" shall mean heating, ventilating and air-conditioning.

G. "Landlord" and "Tenant" shall be applicable to one or more parties as the case may be, and the singular shall include the plural, and the neuter shall include the masculine and feminine; and if there be more than one, the obligations thereof shall be joint and several. If Tenant is a partnership, all new general partners admitted to the partnership after this Lease is entered shall be deemed jointly and severally liable for all obligations of Tenant hereunder, along with general partners at the time this Lease is entered, whether such obligations accrue before or after admission of such new partners. For purposes of any provisions indemnifying or limiting the ability of Landlord, the term "Landlord" shall include all of the parties identified in Article 33.

H. "Law" or "Laws" shall mean all federal, state, county and local governmental and municipal laws, statutes, ordinances, rules, regulations, codes, decrees, orders and other such requirements, applicable equitable remedies and decisions by courts in cases where such decisions are binding precedents in the state in which the Center is located, and decisions of federal courts applying the Laws of such state, at the time in question.

I. "Lease Year" shall mean each calendar year or portion thereof during the Term, and any initial or final partial years are sometimes referred to herein as "Partial Lease Years"; provided, Landlord reserves

the right to change the "Lease Year" to each consecutive twelve month period commencing on the Commencement Date or such other date as Landlord shall designate by notice to Tenant.

J. "Lender" shall mean the holder of any Mortgage at the time in question, and where such Mortgage is a ground lease, such term shall refer to the ground lessor.

K. "Major" shall mean any store of any type in excess of 15,000 square feet of rentable area (or such other size as Landlord shall reasonably determine) of rentable area in, or at Landlord's election from time to time adjoining, the Center, whether in buildings or on parcels owned by Landlord or other parties.

L. "Mortgage" shall mean all mortgages, deeds of trust, ground leases and other such encumbrances now or hereafter placed upon the Center or any part thereof, and all renewals, modifications, consolidations, replacements or extensions thereof, and all indebtedness now or hereafter secured thereby and all interest thereon.

M. "Rent" shall have the meaning specified therefor in Article 4.

N. "Systems and Equipment" shall mean any plant, machinery, transformers, ducts, cables, wires, and other equipment, facilities, and systems designed to supply light or any other services or utilities, or comprising or serving as any component or portion of any electrical, plumbing, water, sewer, sprinkler, communications, alarm, security, or other systems or equipment for the Center, except to the extent that any of the same serves any tenant exclusively or is subject to shared tenant use as described in Article 11.

O. "Taxes" shall mean all federal, state, county, or local governmental, special district, improvement district, municipal or other political subdivision taxes, fees, levies, assessments, charges or other impositions of every kind and nature, whether foreseen or unforeseen, general, special, ordinary or extraordinary (unless required to be paid by Tenant under Article 4), respecting the Center, including without limitation, real estate and other ad valorem taxes, general and special assessments, interest on any special assessments paid in installments, transit taxes, water and sewer rents, taxes based upon the receipt of rent including, without limitation, gross receipts taxes applicable to the receipt of rent, personal property taxes imposed upon the fixtures, machinery, equipment, apparatus, Systems and Equipment, appurtenances, furniture and other personal property used in connection with the Center which Landlord shall pay during any calendar year, any portion of which occurs during the Term (without regard to any different fiscal year used by such government or municipal authority except as provided in Article 5). Notwithstanding the foregoing, Taxes shall not include excess profits taxes, franchise taxes, gift taxes, capital stock taxes, inheritance and succession taxes, estate taxes, federal and state income taxes, and other taxes to the extent applicable to Landlord's general or net income (as opposed to rents, receipts or income attributable to operations at the Center). If the method of taxation of real estate prevailing to the time of execution hereof shall be, or has been altered, so as to cause the whole or any part of the taxes now, hereafter or heretofore levied, assessed or imposed on real estate to be levied, assessed or imposed on Landlord, wholly or partially, as a capital levy or otherwise, or on or measured by the rents received therefrom, then such new or altered taxes attributable to the Center shall be included within the term "Taxes", except that the same shall not include any enhancement of said tax attributable to other income of Landlord. To the extent Tenant has a tax liability hereunder (as determined in accordance with Article 5(A)), Tenant shall pay increased Taxes whether Taxes are increased as a result of increases in the assessment or valuation of the Center (whether based on a sale, change in ownership or refinancing of the Center or otherwise), increases in tax rates, reduction or elimination of any rollbacks or other deductions available under current law, scheduled reductions of any tax abatement, elimination, invalidity or withdrawal of any tax abatement, or for any other cause whatsoever. In addition, Landlord may include in Taxes any actual, reasonable out-of-pocket expenses incurred by Landlord in attempting to protest, reduce or minimize Taxes (including without limitation, fees for attorneys, consultants, appraisers and other experts) in the calendar year such expenses are paid.

P. "Tenant's Proportionate Share" shall be a fraction equal to the rentable square footage of the Premises set forth in Article 1 divided by the total square footage of all rentable floor space in the Center. If the Center shall be part of or shall include a group of buildings or structures collectively owned or managed by Landlord or its affiliates, or shall include any space used for office, medical, dental or other non-retail purposes, Landlord may determine separately and allocate Taxes or Center Expenses between such buildings and structures and the parcels on which they are located, and between the retail and non-retail areas of the Center, in accordance with sound accounting and management principles, in which event Tenant's Proportionate Share shall be based on the ratio of the rentable area of the Premises to the rentable floor space of the buildings, structures or areas for which Landlord separately determines such Taxes or Center Expenses, subject to the adjustments set forth above.

Q. "Unavoidable Delays" shall mean delays due to strikes, lockouts, labor troubles, inability to procure labor or materials or reasonable substitutes therefor, failure of power, governmental requirements, restrictions or Laws, fire or other casualty damage, war or civil disorder, or other causes beyond the reasonable control of the party delayed; provided, Unavoidable Delays hereunder shall not include delays resulting from changes in economic or market conditions, or financial or internal problems of the parties or problems that can be satisfied by the payment of money.

ARTICLE 29

RULES

Tenant shall comply with all of the rules which are set forth in Rider One attached to this Lease, as the same may be amended or supplemented hereunder (the "Rules"). Landlord shall have the right by notice to Tenant or by posting at the Center to reasonably amend such Rules and supplement the same

with other reasonable Rules relating to the Center or the promotion of safety, care, cleanliness or good order therein. Nothing herein shall be construed to give Tenant or any other party any claim against Landlord arising out of the violation of such Rules by any other tenant, occupant or visitor of the Center, or out of the enforcement, modification or waiver of the Rules by Landlord in any particular instance.

ARTICLE 30

NO WAIVER

No provision of this Lease will be deemed waived by either party unless expressly waived in writing signed by the waiving party. No waiver shall be implied by delay or any other act or omission of either party. No waiver by either party of any provision of this Lease shall be deemed a waiver of such provision with respect to any subsequent matter relating to such provision, and Landlord's consent respecting any action by Tenant shall not constitute a waiver of the requirement for obtaining Landlord's consent respecting any subsequent action. Acceptance of Rent by Landlord shall not constitute a waiver of any breach by Tenant of any term or provision of this Lease. No acceptance of a lesser amount than the Rent herein stipulated shall be deemed a waiver of Landlord's right to receive the full amount due, nor shall any endorsement or statement on any check or payment or any letter accompanying such check or payment be deemed an accord and satisfaction, and Landlord may accept such check or payment without prejudice to Landlord's right to recover the full amount due. The acceptance of Rent or of the performance of any other term or provision from any party other than Tenant, including any Transferee, shall not constitute a waiver of Landlord's right to approve any Transfer.

ARTICLE 31

ATTORNEYS' FEES, COUNTERCLAIMS, VENUE AND JURY TRIAL

In the event of any litigation between the parties relating to this Lease, the Premises or Center, the prevailing party shall be entitled to recover its reasonable attorneys' fees and costs as part of the judgment or settlement therein. In the event of a breach of this Lease by either party which does not result in litigation but which causes the non-breaching party to incur attorneys' fees or costs, the breaching party shall reimburse such fees and costs to the non-breaching party upon demand. If either party shall be made a party to any litigation commenced by or against the other party and is not found to be at fault, the other party shall pay all costs, expenses and attorneys' fees incurred by such party in connection with such litigation. IN THE INTEREST OF OBTAINING A SPEEDIER AND LESS COSTLY HEARING OF ANY DISPUTE, EACH OF LANDLORD AND TENANT HEREBY EXPRESSLY WAIVES TRIAL BY JURY IN ANY ACTION, PROCEEDING OR COUNTERCLAIM BROUGHT BY EITHER PARTY AGAINST THE OTHER AND ANY RIGHTS TO A TRIAL BY JURY UNDER ANY STATUTE, RULE OF LAW OR PUBLIC POLICY IN CONNECTION WITH ANY MATTER WHATSOEVER ARISING OUT OF OR IN ANY WAY RELATING TO THIS LEASE, THE PREMISES OR THE CENTER. Although such jury waiver is intended to be self-operative and irrevocable, Landlord and Tenant each further agree, if requested, to confirm such waivers in writing at the time of commencement of any such action, proceeding or counterclaim. Any action or proceeding brought by either party against the other for any matter arising out of or in any way relating to this Lease, the Premises or the Center, shall be heard, at Landlord's option, in the County where the Center is located. If Landlord commences any action seeking possession of the Premises, Tenant agrees not to interpose by consolidation of actions, removal to chancery or otherwise, any counterclaim, claim for set-off, recoupment or deduction of Rent, or other claim seeking affirmative relief of any kind (except a mandatory or compulsory counterclaim which Tenant would forfeit if not so interposed).

ARTICLE 32

PERSONAL PROPERTY TAXES

Tenant shall pay before delinquent all taxes, assessments, license fees, charges or other governmental impositions assessed against or levied or imposed upon Tenant's business operations, Tenant's leasehold interest, or based on Tenant's use or occupancy of the Premises, or Tenant's fixtures, furnishings, equipment, leasehold improvements, inventory, merchandise, and personal property located in the Premises (whether or not title shall have vested in Landlord pursuant to any provision hereof). Whenever possible, Tenant shall cause all such items to be assessed and billed separately from the property of Landlord and other parties. If any such items shall be assessed and billed with the property of Landlord or another party, Landlord shall include the same or an appropriate portion thereof in Center Expenses, or shall reasonably allocate the same or an appropriate share thereof between Tenant and such other party (and Tenant shall promptly pay the amount so allocated to Tenant).

ARTICLE 33

CONVEYANCE BY LANDLORD AND LIABILITY

Tenant agrees to look solely to Landlord's interest in the Center for the enforcement of any judgment, order or other remedy under or in connection with this Lease or any related agreement, instrument or document of for any other matter whatsoever relating thereto or to the Center or Premises (collectively, the "Landlord Obligations") and Landlord shall not be personally liable for any such judgment, order or other remedy or deficiency after execution thereon. Without limiting the generality of the foregoing, under no circumstances shall any present or future, direct or indirect, principals or investors, general or limited partners, officers, directors, shareholders, trustees, beneficiaries, participants, advisors, managers,

employees, agents or affiliates of Landlord, or of any of the other foregoing parties, have any liability for any Landlord Obligations. In case Landlord (or any successor owner of the Center) shall convey or transfer the Center, or any portion thereof in which the Premises are contained to another party, such other party shall thereupon be and become landlord hereunder and shall be deemed to have fully assumed all Landlord Obligations, including the return of any Security Deposit. Tenant shall attorn to such other party, and Landlord (or such successor owner) shall, from and after the date of conveyance or transfer, be free of all Landlord Obligations.

ARTICLE 34

NOTICES

Except as expressly provided to the contrary in this Lease, every notice, demand or other communication given by either party to the other with respect hereto or to the Premises or Center, shall be in writing and shall not be effective for any purpose unless the same shall be served personally or by national air courier service, or United States registered or certified mail, return receipt requested, postage prepaid, addressed, if to Tenant, at the address first set forth in the Lease, and if to Landlord, at the address at which the last payment of Rent was required to be made and to Landlord c/o Urban Retail Properties Co., 299 Camino Gardens Boulevard, Suite 100, Boca Raton, Florida 33432 Attn: Director of Lease Administration, or such other address or addresses as Tenant or Landlord may from time to time designate by notice given as above provided. Every notice or other communication hereunder shall be deemed to have been given as of the second business day following the date of such mailing or dispatch by national air courier service (or as of any earlier date evidenced by a receipt from such national air carrier service or the United States Postal Service) or immediately if personally delivered. Notices not sent in accordance with the foregoing shall be of no force or effect until received by the foregoing parties at such addresses required herein.

ARTICLE 35

REAL ESTATE BROKERS

Each party (the "first party") shall defend, indemnify and hold the other party harmless from all damages, judgments, liabilities and expenses (including attorneys' fees) arising from any claims or demands of any broker, agent or finder with whom the first party has dealt for any commission or fee alleged to be due in connection with its participation in the procurement of Tenant or the negotiation of this Lease, other than a broker with whom the other party has signed a written agreement relating to this Lease.

ARTICLE 36

SECURITY DEPOSIT

Tenant shall deposit with Landlord the amount set forth in Article 1 as a Security Deposit upon Tenant's execution and submission of this Lease. The Security Deposit shall serve as security for the prompt, full and faithful performance by Tenant of the terms and provisions of this Lease. If Tenant commits a Default, or owes any amount to Landlord upon the expiration of this Lease, Landlord may use or apply the whole or any part of the Security Deposit for the payment of Tenant's obligations hereunder. The use or application of the Security Deposit shall not prevent Landlord from exercising any other right or remedy available to Landlord and shall not be construed as liquidated damages. If the Security Deposit is reduced by such use or application, Tenant shall deposit with Landlord within ten (10) days after written notice, an amount sufficient to restore the full amount of the Security Deposit. In the event of bankruptcy or other insolvency proceeding against Tenant or Guarantor, the Security Deposit shall be deemed automatically applied to the payment of overdue Rent from the earliest time such Rent became overdue prior to the filing of such proceeding. Landlord shall not be required to keep the Security Deposit separate from Landlord's general funds; however, Landlord shall pay interest on the Security Deposit. Any remaining portion of the Security Deposit shall be returned to Tenant within sixty (60) days after Tenant has vacated the Premises in accordance with Article 16.

ARTICLE 37

MISCELLANEOUS

A. Each of the terms and provisions of this Lease shall be binding upon and inure to the benefit of the parties hereto, their respective heirs, executors, administrators, guardians, custodians, successors and assigns, subject to the provisions of Article 20 respecting Transfers. However, if Tenant is an individual and dies or becomes incapacitated, Landlord reserves the right to terminate this Lease upon thirty (30) days' advance notice to Tenant or Tenant's legal representative.

B. Neither this Lease nor any memorandum of lease or short form lease shall be recorded by Tenant.

C. This Lease shall be construed in accordance with the Laws of the state and county in which the Center is located.

D. All obligations (including indemnity obligations) or rights of either party arising during or attributable to the period prior to expiration or earlier termination of this Lease shall survive such expiration or earlier termination.

E. If the Commencement Date is delayed in accordance with Article 2 for more than one year, Landlord may declare this Lease terminated by notice to Tenant, and if the Commencement Date is so delayed for more than three years, this Lease shall thereupon be deemed terminated without further action by either party.

F. Landlord agrees that if Tenant timely pays the Rent and performs the terms and provisions hereunder, Tenant shall hold and enjoy the Premises during the Term, free of lawful claims by any party acting by or through Landlord, subject to all other terms and provisions of this Lease.

G. The parties agree that they intend hereby to create only the relationship of landlord and tenant. No provision hereof, or act of either party hereunder, shall be construed as creating the relationship of principal and agent, or as creating a partnership, joint venture or other enterprise, or render either party liable for any of the debts or obligations of the other party, except under any indemnity provisions of this Lease.

H. Tenant acknowledges that any site or lease plan of the Center attached as an Exhibit hereto shall not be deemed a representation, warranty or agreement by Landlord respecting the Center or any other matter shown thereon other than the approximate location of the Premises, and that Majors and other parties unrelated to Landlord may own or control portions of the Center shown on such Exhibit.

I. If applicable Laws require that this Lease be in the form of a deed, this Lease shall be deemed a deed of lease for all purposes, and Landlord shall be deemed to have granted and demised the Premises to Tenant for the Term hereof, subject to the other terms and provisions contained herein.

J. This Lease, and any Riders and Exhibits hereto, have been mutually negotiated by Landlord and Tenant, and any ambiguities shall not be interpreted in favor of either party. Any printed provisions that have been deleted shall not be used to interpret the remaining provisions. Tenant shall not disclose the terms of this Lease to any person excepting only attorneys or accountants representing or assisting Tenant to the extent required in conjunction with proper performance of their duties, or as may be compelled by proper process in connection with any judicial or administrative proceeding.

ARTICLE 38

OFFER

The submission and negotiation of this Lease shall not be deemed an offer to enter the same by Landlord, but the solicitation of such an offer by Tenant. Tenant agrees that its execution of this Lease constitutes a firm offer to enter the same which may not be withdrawn for a period of six (6) weeks after delivery to Landlord. During such period and in reliance on the foregoing, Landlord may, at Landlord's option, deposit any Security Deposit and Rent, proceed with any alterations or improvements, and permit Tenant to enter the Premises and make alterations or improvements; however, no such actions shall make this Lease binding, and it shall only become binding when fully executed and delivered by Landlord to Tenant.

ARTICLE 39

AMERICANS WITH DISABILITIES ACT

The parties acknowledge that the Americans with Disabilities Act of 1990 (42 U.S.C. §12101 et seq.) and regulations and guidelines promulgated thereunder, as all of the same may be amended and supplemented from time to time (collectively referred to herein as the "ADA") establish requirements for business operations, accessibility and barrier removal, and that such requirements may or may not apply to the Premises and Center depending on, among other things: (1) Tenant's business is deemed a "public accommodation" or "commercial facility"; (2) whether such requirements are "readily achievable"; and (3) whether a given alteration affects a "primary function area" or triggers "path of travel requirements". The parties agree that: (a) Landlord shall be responsible for ADA Title III compliance for the Common Areas, except for the Common Areas exclusively serving the Premises and as provided below; (b) Tenant shall be responsible for ADA Title III compliance for the Premises, including any leasehold improvements or other work to be performed in the Premises under or in connection with this Lease; and (c) Landlord may perform, or require that Tenant perform, and Tenant shall be responsible for the cost of, ADA Title III "path of travel" requirements triggered by alterations in the Premises. The parties shall each be solely responsible for requirements under Title I of the ADA relating to their respective employees.

ARTICLE 40

OPTION TO EXTEND

Tenant shall have the option to extend (the "Option") the Term for an additional period of five (5) years (the "Extension Period") upon all terms and conditions of the Lease, except that Tenant shall have no further right to extend the Term, and the Minimum Rent shall be increased to \$7.00 per square foot or \$325,633.00 per annum (\$27,136.08 per month). The Option may be exercised only by Tenant giving Landlord irrevocable and unconditional written notice thereof no later than one hundred eighty (180) days before the commencement of the Extension Period. Said exercise shall, at Landlord's election, be null and

void if Tenant has failed to faithfully, diligently and consistently comply with all material obligations under the Lease during the Term, or if Tenant is in default under the Lease at the date of said notice or at any time thereafter and prior to commencement of said Extension Period.

If Tenant shall fail to exercise the Option in accordance with the terms hereof, the Option shall terminate and be null and void. Tenant's exercise of the Option shall not operate to cure any default by Tenant of any of the terms or provisions in the Lease, nor to extinguish or impair any rights or remedies of Landlord arising by virtue of such default. If the Lease or Tenant's right to possession of the Premises shall terminate in any manner whatsoever before Tenant shall exercise the Option, or before the commencement of the Extension Period, or if Tenant shall have assigned the Lease or subleased all or any portion of the Premises before Tenant shall have exercised the Option, then immediately upon such termination, sublease or assignment, the Option shall simultaneously terminate and become null and void. If the term of the Lease shall terminate for any reason prior to the expiration of the initial Term, then the Option shall become null and void, whether or not it has been previously exercised. Time is of the essence of this provision.

Without limitation, all provisions contained in the Lease for annual or other adjustment to charges shall remain in full force and effect during the Extension Period.

ARTICLE 41

ENTIRE AGREEMENT

This Lease, together with Rider One and Exhibit A and B (WHICH COLLECTIVELY ARE HEREBY INCORPORATED WHERE REFERRED TO HEREIN AND MADE A PART HEREOF AS THOUGH FULLY SET FORTH), contains all the terms and provisions between Landlord and Tenant relating to the matters set forth herein and no prior or contemporaneous agreement or understanding pertaining to the same shall be of any force or effect. Without limiting the generality of the foregoing, Tenant hereby acknowledges and agrees that Landlord's leasing and field personnel are only authorized to show the Premises and negotiate terms and conditions for leases subject to Landlord's final approval, and are not authorized to make any agreements, representations, understandings or obligations binding upon Landlord, respecting the present or future condition of the Premises or Center, suitability of the same for Tenant's business, restrictions on other tenants using their premises for purposes that are the same or similar to Tenant's permitted use, or respecting any other matter, and no such agreements, representations, understandings or obligations not expressly contained herein shall be of any force or effect. TENANT HAS RELIED ON TENANT'S INSPECTIONS AND DUE DILIGENCE IN ENTERING THIS LEASE AND NOT ON ANY REPRESENTATIONS OR WARRANTIES CONCERNING THE CONDITION OR SUITABILITY OF THE PREMISES OR CENTER FOR ANY PARTICULAR PURPOSE OR CONCERNING ANY OTHER MATTER. Neither this Lease, nor any Riders or Exhibits referred to above may be modified, except in writing signed by both parties.

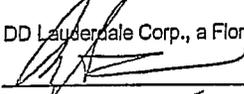
[REMAINDER OF PAGE INTENTIONALLY LEFT BLANK]

IN TESTIMONY WHEREOF, the parties have caused this Lease to be signed under seal by their respective representatives designated below, or if either party is a corporation, it has caused these presents to be signed by its president or other officer designated below, attested by its secretary, as of the day and year first above written.

LANDLORD: **DD NORTH LAUDERDALE LIMITED PARTNERSHIP**

By: North Lauderdale, LLC, its sole general partner

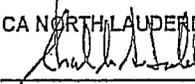
By: DD Lauderdale Corp., a Florida corporation

By: 

Name: Brian T. Summers

Title: V.P.

TENANT: **CA NORTH LAUDERDALE LLC**

By: 

Name: Charles M. Andolsek

Title: Chief Financial Officer

RIDER ONE

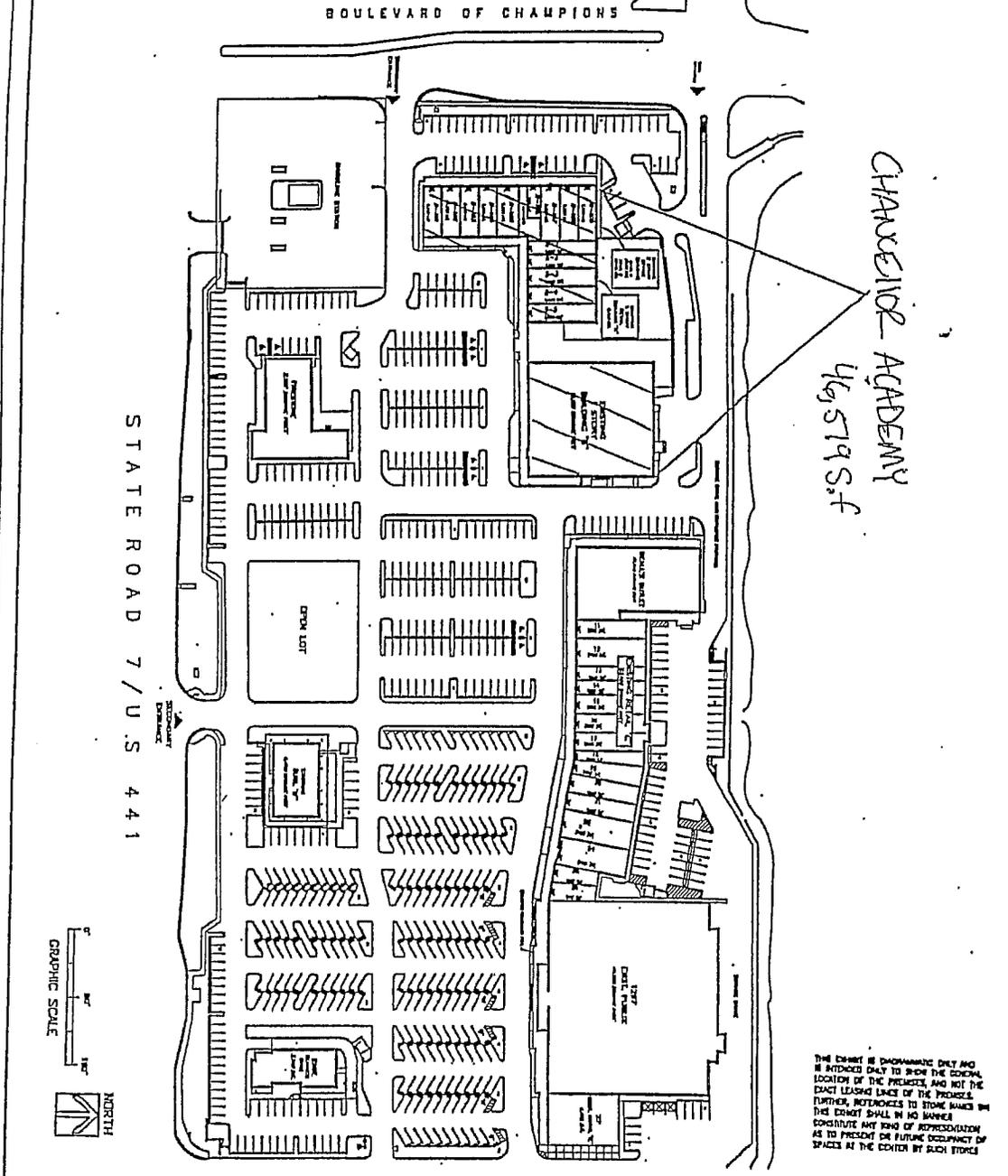
Rules

1. **Common Areas.** Tenant shall not use the Common Areas, including areas adjacent to the Premises, for any purpose other than ingress and egress, and any such use thereof shall be subject to the other provisions of this Lease, including these Rules. Without limiting the generality of the foregoing, Tenant shall not use the Common Areas to canvass, solicit business or information from, or distribute any article or material to, other tenants, occupants or invitees of the Center. Utility closets and other such areas shall be used only for the purposes and in the manner designated by Landlord, and may not be used by Tenant, or its contractors, agents, employees, or other parties without Landlord's prior written consent.
2. **Deliveries.** Furniture, inventory and all other deliveries may be brought into the Center only at times and in the manner designated by Landlord, in compliance with all Laws, and always at Tenant's sole risk. Tenant shall move all inventory, supplies, furniture, equipment and other items as soon as received directly to the Premises.
3. **Trash, Pest Control and Fire Protection.** All garbage, refuse, trash and other waste shall be kept in the kind of container, placed in the areas, and prepared for collection in the manner and at the times and places specified by Landlord. If Landlord designates a service to pick up such items, Tenant shall also use the same at Tenant's cost. Tenant shall use, at Tenant's reasonable cost, such pest and rodent extermination contractor as Landlord may direct and at such intervals as Landlord may require; Tenant shall provide Landlord with evidence of Tenant's compliance with this provision within five (5) days after Landlord's written request. Notwithstanding the foregoing, Landlord may provide or arrange for trash collection, pest control and/or supervised fire sprinkler and/or alarm service for the Center; in such case, Tenant shall pay Tenant's Proportionate Share of the cost thereof (or such other share as Landlord may fairly and reasonably determine) to Landlord on or before the first day of each calendar month in advance, or Landlord may include such charges in Center Expenses. Landlord reserves the right to require that Tenant participate in any recycling program designated by Landlord.
4. **Signs and Display Windows.** Tenant shall not place any sign or other thing of any kind outside the Premises (including without limitation, exterior walls and roof), or on the interior or exterior surfaces of glass panes or doors, except such single sign as Landlord shall expressly approve in writing for or in connection with Tenant's storefront. Within the Premises, Tenant shall not: (i) install any sign that advertises any product; (ii) install any sign within 24 inches of any window; or (iii) install any sign that is visible from outside the Premises or that is illuminated, without Landlord's prior written approval. If Landlord approves or requires illuminated signs, Tenant shall keep the same illuminated each day of the Term during the hours designated by Landlord from time to time. All Tenant's signs shall be professionally designed, prepared and installed and in good taste so as not to detract from the general appearance of the Premises or the Center and shall comply with the sign criteria attached hereto as Exhibit B or otherwise developed by Landlord from time to time. After the initial installation of Tenant's storefront sign as approved in writing by Landlord in accordance with these provisions, Landlord reserves the right to require from time to time that Tenant change or replace such sign in order to comply with any new sign criteria developed by Landlord, at Landlord's expense. The term "sign" in this Rule shall mean any sign, placard, picture, name, direction, lettering, insignia or trademark, advertising material, advertising display, awning or other such item, except that Tenant's storefront sign shall be an actual sign. Blinds, shades, drapes or other such items shall not be placed in or about the windows in the Premises except to the extent, if any, that the character, shape, design, color, material and make thereof is first approved by Landlord in writing.
5. **Display of Merchandise.** Tenant shall not place or maintain any permanent or temporary fixture or item or display any merchandise: (i) outside the Premises; or (ii) anywhere inside the Premises within six (6) feet of any entrance to the Premises (except that for any recessed entry of the Premises, Tenant shall not so place or maintain fixtures within three (3) feet of such entrance). All displays of merchandise shall be tasteful and professional.
6. **Plumbing Equipment.** The toilet rooms, urinals, wash bowls, drains and sewers and other plumbing fixtures, equipment and lines shall not be misused or used for any purpose other than that for which they were constructed and no foreign substance of any kind whatsoever shall be thrown therein, and Tenant shall properly install, maintain, clean, repair and replace adequate grease traps.
7. **Roof; Awnings and Projections.** Tenant shall not install any aerial, antennae, satellite dish or any other device on the roof, exterior walls or Common Areas of the Center. Tenant may install and have access to rooftop HVAC equipment only to the extent approved or required by Landlord from time to time in connection with Tenant's obligations under Articles 10 and 11 of this Lease. No awning or other projection shall be attached by or for Tenant to the exterior walls of the Premises or the building of which it is a part.
8. **Locks and Keys.** Upon termination of the Lease or Tenant's right to possession, Tenant shall: (i) return to Landlord all keys, parking stickers or cards, and in the event of loss of any such items shall pay Landlord therefor; and (ii) advise Landlord as to the combination of any vaults or locks that Landlord permits to remain in the Premises.
9. **Unattended Premises.** Before leaving the Premises unattended, Tenant shall close and securely lock all doors or other means of entry to the Premises and shut off all lights (except signs required to be illuminated hereunder), water faucets and other utilities in the Premises (except heat to the extent necessary to prevent the freezing or bursting of pipes). This provision shall not imply that Tenant may

leave the Premises unattended in violation of the operating requirements set forth elsewhere in this Lease.

10. **Energy Conservation.** Subject to Rule (6) concerning Illumination, Tenant shall not waste electricity, water, heat or air conditioning, or other utilities or services, and agrees to cooperate fully with Landlord and comply with any Laws to assure the most effective and energy efficient operation of the Center.
11. **Food, Beverages, Game and Vending Machines.** Except to the extent expressly permitted under Article 1 of this Lease, Tenant shall not: (i) use the Premises for the manufacture, preparation, display, sale, barter, trade, gift or service of food or beverages, including without limitation, intoxicating liquors; or (ii) install, operate or use any video, electronic or pinball game or machine, or any coin or token operated vending machine or device to provide products, merchandise, food, beverages, candy, cigarettes or other commodities or services including, but not limited to, pay telephones, pay lockers, pay toilets, scales, and amusement devices. Notwithstanding the foregoing, nothing herein shall preclude Tenant from providing meals and food service in connection with its school lunch program; provided, however, said lunch program is operated in accordance with all applicable laws governing such food service.
12. **Going-Out-Of-Business Sales and Auctions.** Tenant shall not use, or permit any other party to use, the Premises for any distress, fire, bankruptcy, closeout, "lost our lease" or going-out-of-business sale or auction. Tenant shall not display any signs advertising the foregoing anywhere in or about the Premises. This prohibition shall also apply to Tenant's creditors.
13. **Labor Relations.** Tenant shall conduct its labor relations and relations with employees so as to avoid strikes, picketing, and boycotts of, on or about the Premises or Center. If any employees strike, or if picket lines or boycotts or other visible activities objectionable to Landlord are established, conducted or carried out against Tenant, its employees, agents, contractors, or subcontractors in or about the Premises or Center, Tenant shall immediately close the Premises and remove or cause to be removed all such employees, agents, contractors, and subcontractors until the dispute has been settled.
14. **Landlord's Tradename and Trademarks.** No symbol, design, name, mark or insignia adopted by Landlord for the Center or picture or likeness of the Center shall be used by Tenant without the prior written consent of Landlord; except as provided in Article 9 of this Lease.
15. **Prohibited Activities.** Tenant shall not: (i) use strobe or flashing lights in or on the Premises or in any signs therefor; (ii) use, sell or distribute any leaflets, handbills, bumper stickers, other stickers or decals, balloons or other such articles in the Premises (or other areas of the Center); (iii) operate any loudspeaker, television set, phonograph, radio, CD player or other musical or sound producing instrument or device so as to be heard outside the Premises; (iv) operate any electrical or other device which interferes with or impairs radio, television, microwave, or other broadcasting or reception from or in the Center or elsewhere; (v) bring or permit any bicycle (except for students commuting by bicycle) or other vehicle, or dog (except in the company of a blind party) or other animal, fish or bird in the Center; (vi) make or permit objectionable noise, vibration or odor to emanate from the Premises that is unlawful, immoral, obscene, pornographic, or which tends to create or maintain a nuisance or do any act tending to injure the reputation of the Center; (vii) use or permit upon the Premises anything that violates the certificates of occupancy issued for the Premises or the Center, or causes a cancellation of Landlord's insurance policies or increases Landlord's insurance premiums (and Tenant shall comply with all requirements of Landlord's insurance carriers, the American Insurance Association, and any board of fire underwriters); (ix) use the Premises for any purpose, or permit upon the Premises anything, that may be dangerous to parties or property (including but not limited to flammable oils, fluids, paints, chemicals, firearms or any explosive articles or materials); provided, however, Tenant may maintain at the Premises cleaning solvents, copier fluid, paint and related chemicals provided (a) such materials are stored, used, disposed and remediated in strict accordance with all federal, state and local environmental Laws, rules, regulations, policies and authorities; and (b) the presence of such materials at the Premises is necessary for the operation of Tenant's charter school; (x) permit any of its employees or customers to loiter in any Common Areas; nor (xi) do or permit anything to be done upon the Premises in any way tending to disturb, bother or annoy any other tenant at the Center or the occupants of neighboring property.
16. **Parking.** Tenant and Tenant's employees shall park their cars only in those portions of the parking area designated by Landlord for tenant and employee parking and shall use such areas only for parking cars (or at Landlord's option, Landlord may require that any or all such employees park off-site). Tenant shall furnish Landlord with a list containing the description and automobile license numbers (and State of issuance) of the cars of Tenant and its employees within five (5) days of any request by Landlord, and shall thereafter advise Landlord of any changes, additions or deletions to such list. Landlord reserves the right to: (i) adopt additional requirements pertaining to parking, including, without limitation, posting and enforcing time limits, and establishing a parking system with charges favoring carpooling for tenants and their employees, and any other parking system by validation, metering or otherwise; (ii) assign specific spaces, and reserve spaces for small cars, handicapped individuals, and other tenants, customers of tenants or other parties (and Tenant and its employees and visitors shall not park in any such assigned or reserved spaces); and (iii) restrict or prohibit full size vans and other large vehicles. In case of any violation of these provisions or any applicable Laws, Landlord may: (a) refuse to permit the violator to park, and remove the vehicle owned or driven by the violator from the Center without liability whatsoever, at such violator's risk and expense; and/or (b) charge Tenant such reasonable rates as Landlord may from time to time establish for such violations, which shall be at least \$50.00 per day for each vehicle that is parked in violation of these Rules. These provisions shall be in addition to any other remedies available to Landlord under this Lease or otherwise.

17. **Responsibility for Compliance.** Tenant shall be responsible for ensuring compliance with these Rules, as they may be amended, by Tenant's employees and as applicable, by Tenant's agents, invitees, contractors, subcontractors, and suppliers.



| | | | |
|--|---|--------------------------|--|
| <p>2000 State Road 7 / U.S. 441 North Lauderdale, FL 33068 33068 JULY 2000</p> | <p>URBAN REALTY PARTNERS, INC. LEASING & MANAGEMENT AGENTS</p> | <p>LEASE PLAN</p> | <p>CYPRESS LAKES NORTH LAUDERDALE, FLORIDA 33068</p> |
|--|---|--------------------------|--|

CYPRESS LAKES TOWN CENTER

Exhibit B

STANDARD SIGN CRITERIA

These criteria have been established for the purpose of assuring an outstanding shopping center for the mutual benefit of all tenants. All signs are subject to the prior written approval of Landlord with regard to materials, contents, size, construction, color, face type and location. Any sign installed, placed or erected on the Premises must be approved in writing by Landlord, but such approval shall not be unreasonably withheld or delayed provided that the sign for which such approval is requested complies with the criteria set forth below. Tenant covenants not to begin installation of any sign until Landlord has given its approval. Landlord reserves the right to inspect all signs at the proposed site of installation, placement or erection, and to remove or cause to be removed all unapproved signs, such removal to be at the sole cost and expense of the person or persons responsible for the installation, placement or erection of each unapproved sign. The criteria applicable to any sign from time to time located on the Premises are:

a) GENERAL REQUIREMENTS

1. Tenant's sign contractor must submit to Landlord for approval before fabrication two (2) copies of detailed sign shop drawings showing the location, size, layout, design, color, fabrication and installation technique of the proposed sign, including all lettering and/or graphics.
2. All permits for signs and their installation shall be obtained by Tenant, or tenant's representative, from the Community Development Department, City of North Lauderdale, 701 SW 71st Avenue, North Lauderdale, Florida 33068-2395, (T) 954.722.0900, (F) 954.720.2064.
3. Tenant shall be responsible for the fulfillment of all requirements and specifications.
4. All electrical signs and their installation must comply with all local building and electrical codes.
5. Each Tenant is limited to one sign per storefront.
6. All signs shall be well maintained and fully operable at all times at the expense of Tenant.
7. Signs may be illuminated, except that none of the following illumination methods may be used: moving, flashing, scintillating or blinking lights, painted fluorescent signs, glowing fluorescent plastic signs, or signs utilizing exposed lighting tubes or exposed neon lighted tubes.
8. All Tenant signage is to be mounted on fascia and centered where possible above the frontage of Tenant's premises.

b) CONSTRUCTION REQUIREMENTS

1. All exterior signs, bolts, fastenings and clips shall be of hot dipped galvanized iron or stainless steel. No black iron materials of any type shall be permitted.
2. No labels shall be permitted on the exposed surface of signs, except those required by local ordinance but shall be applied in an inconspicuous location.
3. All wiring, ballasting starters, and related equipment on all signs shall be concealed from view unless otherwise required by law.
4. All penetrations of the building structure required for sign installation shall be neatly sealed in a watertight manner and shall be patched and painted to match the material, texture and color of the finish of the fascia. Sign contractor shall repair any damage to the building caused by its work. Tenant shall be fully responsible for the work performed by Tenant's sign contractor.
5. Final electrical connection shall be performed by Tenant.

c) DESIGN REQUIREMENTS

1. All signs shall consist of individual pan-channel metal letters with Plexiglas faces.
2. 30 MA internal neon illuminations shall be used on all signs.
3. 5" letter returns shall be dark bronze with raceways to match fascia.
4. Provide 3/4" trim cap at front edge of each letter with colors to match letter faces. Painted screws will be used to attach the trim cap to the channel letter.
5. Acrylic face color shall be 211-1 Red.
6. Maximum letter height of signs installed on "center sign band" shall be 24" or 10" with a 4" space in the case of two lines. Maximum length of same shall be 80% of storefront width.
7. Logos shall not exceed 25% of sign area.
8. All high voltage wiring will be 15,000 volt wiring. All high voltage wiring penetrating the fascia shall be inside heavy-wall glass insulation inside a metal conduit.

APPROVALS BY LANDLORD

For the purposes of these restrictive covenants the person to whom all requests for approval by Landlord are to be submitted, and the person authorized by Landlord to grant all such approvals, is Urban Retail Properties (hereinafter referred to as the "Landlord Representative"), whose address is 900 N. Michigan Avenue, Suite 1300, Chicago, Illinois 60611, Attn: Tenant Coordination Dept.

Fire Drill Form

DATE: 8/26/11
TO: CHARTER SCHOOLS SUPPORT DIRECTOR
FROM: Elaine Roberts
SUBJECT: Fire Drill

In accordance with Florida Administrative Code, A FIRE DRILL was conducted at our school.

PLEASE SUBMIT ONE FORM FOR EACH SCHOOL LOCATION.

School Number: 5171

School Name: Imagine Charter School @ North Lauderdale

Date of Drill: 8/26/11

Time of Drill: 9:30 a.m.

Length of Time to Evacuate Building: 4 min. 24 sec.

Number of Students Taking Part: 425

Route Utilized: (Check One)

Primary: X

Secondary:

Supervised by Local Fire Department: Yes: No: X

Comments:

Signature: Elaine Roberts

NOTE: A TORNADO DRILL IS NOT CONSIDERED AS ONE OF THE MANDATORY TEN (10) EVACUATIONS

Fire Drill Form

DATE: 9/1/11
TO: CHARTER SCHOOLS SUPPORT DIRECTOR
FROM: Elaine Roberts
SUBJECT: Fire Drill

In accordance with Florida Administrative Code, A FIRE DRILL was conducted at our school.

PLEASE SUBMIT ONE FORM FOR EACH SCHOOL LOCATION.

School Number: 5171

School Name: Imagine Charter School @ North Lauderdale

Date of Drill: 9/1/11

Time of Drill: 2:00 p.m.

Length of Time to Evacuate Building: 4 min. 01 sec.

Number of Students Taking Part: 421

Route Utilized: (Check One)

Primary: X

Secondary:

Supervised by Local Fire Department: Yes: No: X

Comments:

Signature: Elaine Roberts

NOTE: A TORNADO DRILL IS NOT CONSIDERED AS ONE OF THE MANDATORY TEN (10) EVACUATIONS

Fire Drill Form

DATE: 10/27/11
TO: CHARTER SCHOOLS SUPPORT DIRECTOR
FROM: Elaine Roberts
SUBJECT: Fire Drill

In accordance with Florida Administrative Code, A FIRE DRILL was conducted at our school.

PLEASE SUBMIT ONE FORM FOR EACH SCHOOL LOCATION.

School Number: 5171

School Name: Imagine Charter School @ North Lauderdale

Date of Drill: 10/27/11

Time of Drill: 9:30 a.m.

Length of Time to Evacuate Building: 3 min. 47 sec.

Number of Students Taking Part: 379

Route Utilized: (Check One)

Primary: X

Secondary:

Supervised by Local Fire Department: Yes: No: X

Comments:

Signature: Elaine Roberts

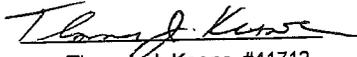
NOTE: A TORNADO DRILL IS NOT CONSIDERED AS ONE OF THE MANDATORY TEN (10) EVACUATIONS

Comprehensive Safety Inspection Audit
State Requirements for Educational Facilities

Safety Department
 4200A N.W. 10th Avenue
 Oakland Park, FL 33309
 (754) 321-4200

Fiscal Year: 2011-2012
 Broward County School District - Charter Schools
 Imagine at North Lauderdale - Elem Loc. No: 5171
 1395 S State Road #7
 North Lauderdale, FL 33068
 (954) 973-8900

N. Lauderdale Fire Rescue
 7700 Hampton Boulevard
 No. Lauderdale, FL 33068
 (954) 720-4315


 Thomas J. Keane #41712
 Municipal Firesafety Inspector

Fire Safety Casualty Sanitation


 * Steve Springs #808370
 Municipal Firesafety Inspector
 (Fire Violations only)

| 69A-58 No. Sub Para. | Pri | Location | | Type Def. M-O-C | Est. Cost | Deficiency Description and Corrective Action Required | # of Times Cited | Scheduled for Correction Not Later Than | Current Year Status | Work Order # |
|----------------------------|-----|-------------|-------------|-----------------------|--------------|--|------------------------|---|---------------------------|--------------|
| | | Bldg No. | Room No. | | | | | | | |
| * 10 a5 1 | B | 1 | 000 | | | repair door closure <i>Reattach all removed door closers.</i> | | | | |
| 00 00 50 | A | 1 | 101 | | | Remove Guillotine Paper Cutters | | | | |
| * 16 c 1 | C | 1 | 105 | | | Repair battery lighting | | | | |
| * 16 f1 02 | B | 1 | 106 | | | install electric receptacle cover | | | | |
| * 16 c 1 | C | 1 | 112 | | | Repair battery lighting | | | | |
| 01 02 01 | B | 1 | 113 | | | Strap TV's to mobile cart | | | | |
| * 16 c 1 | C | 1 | 114 | | | Repair battery lighting | | | | |
| 09 a 29 | B | 1 | 114 | | | remove unrated cloth/paper covering window | | | | |
| * 16 a 21 | F | 1 | 115 | | | Repair electric exit sign (bulbs) <i>Exit lgt. out in normal mode.</i> | | | | |
| * 11 a8 01 | F | 1 | 115 | | | reinspect fire extinguishers <i>Fire exting. in kitchen expired tag 2009 Aug.</i> | | | | |
| * 16 c 1 | C | 1 | 116 | | | Repair battery lighting | | | | |
| * 16 c 1 | C | 1 | 116 | | | Repair battery lighting <i>Outside room 116.</i> | | | | |
| 08 a 03 | B | 1 | 124 | | | repair/replace threshold <i>At doorway broken tile threshold.</i> | | | | |
| * 09 b0 01 | B | 1 | 127 | | | repair ceiling tiles | | | | |
| * 11 11 03 | F | 1 | 128 | | | Cut and raise fire sprinkler drop <i>In small custodial rm. off toilet room.</i> | | | | |
| * 16 c 1 | C | 1 | 201 | | | Repair battery lighting | | | | |
| 09 a 29 | B | 1 | 203 | | | remove unrated cloth/paper covering window | | | | |
| * 10 a6 1 | B | 1 | 204 | | | Install Door Closure | | | | |
| * 10 a5 1 | B | 1 | 212 | | | repair door closure <i>Adjust door closer to close dr. properly.</i> | | | | |
| 13 p2 9 | F | 1 | 214B | | | clean floor area <i>CER Room Needs Cleanout.</i> | | | | |
| * 12 a | F | 1 | 214B | | | remove combustible materials <i>DATA Room</i> | 2 | | | |
| * 09 b0 01 | B | 1 | 214B | | | repair ceiling tiles <i>DATA Room</i> | 2 | | | |
| * 10 g 9 | B | 1 | 214B | | | replace missing escutcheon plate <i>Repair escutcheon for sprklr. head.</i> | | | | |
| * 10 a6 1 | B | 1 | 502 | | | Install Door Closure | | | | |
| * 10 a6 1 | B | 1 | 503 | | | Install Door Closure | | | | |
| * 10 e 5 | E | 1 | 901 | | | seal vertical openings <i>Fire caulk hole in floor slab near door.</i> | | | | 774 |

Safety Department
 4200A N.W. 10th Avenue
 Oakland Park, FL 33309
 (754) 321-4200

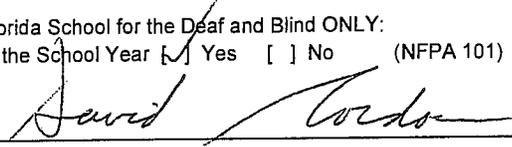
Fiscal Year: 2011-2012
 Broward County School District - Charter Schools
 Imagine at North Lauderdale - Elem Loc. No: 5171
 1395 S State Road #7
 North Lauderdale, FL 33068
 (954) 973-8900

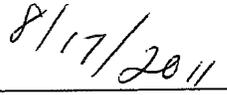
N. Lauderdale Fire Rescue
 7700 Hampton Boulevard
 No. Lauderdale, FL 33068
 (954) 720-4315

| 69A-58 No. Sub Para. | Pri | Location | | Type Def. M-O-C | Est. Cost | Deficiency Description and Corrective Action Required | # of Times Cited | Scheduled for Correction Not Later Than | Current Year Status | Work Order # |
|----------------------------|-----|-------------|-------------|-----------------------|--------------|---|------------------------|---|---------------------------|--------------|
| | | Bldg No. | Room No. | | | | | | | |
| 05 2D 04 | E | 1 | 9599 | | | Provide fence separation from water > 1 ft deep <i>Fence open canal area at rear of school.</i> | | | | |
| 02 I 6 | B | 1 | 9699 | | | Playground: Add sand to 12" depth <i>Add mulch to entry & exit fall zones of equip.</i> | 1 | | | |
| 09 a 29 | B | 1 | 205/207 | | | remove unrated cloth/paper covering window | | | | |
| * 10 a6 1 | B | 1 | 702/202 | | | Install Door Closure | | | | |
| ** 2 a 3 | F | 1 | CORR.001 | | | LSC: Remove padlocks/chains on exit doors <i>Thumb latch/key deadbolt exit dr. o/s main ofc.</i> | 1 | | | |
| * * * | * | 2 | * | | | *No violations for this building | | | * | |
| * 10 g 1 | F | 1395 | 8088 | | | inspect fire sprinkler system <i>Sprklr. system needs correct insp. date punched.</i> | | | C | |

Total Non-Fire Safety Deficiencies 9
 Total Fire Safety Deficiencies(*): 22 (Includes 1 Serious Life Safety Deficiencies**)
 Total Deficiencies Cited: 31

For N, PK, KG-12 and Florida School for the Deaf and Blind ONLY:
 Ten Fire Exit Drills during the School Year Yes [] No (NFPA 101)





Signature of Facility Administrator Attesting to Fire Exit Drills
 and Review of Report Acknowledging Awareness of Discovered Deficiencies.

Signature Date

Signature of the respective authority having jurisdiction's firesafety inspector signifies compliance with Section 1013.12(2)(c), F. S.
 Signature of the respective school district's firesafety inspector signifies compliance with Section 1013.12(1)(c), F.S.

Scheduled Re-inspection Date no later than: Jun 20, 2012

TORNADO DRILL FORM

Date: 8/25/11

TO: Charter Schools Support Director

RE: Tornado Drill

PLEASE SUBMIT ONE FORM FOR EACH SCHOOL LOCATION.

In accordance with School Board and State procedures, a tornado drill was conducted at our school:

School Number 5171

School Name Imagine Charter School @ North Lauderdale

Date of drill 8/25/11

Length of time required 4 minutes, 41 seconds

Number of students taking part 408

Comments: _____

NOTE: Two (2) tornado drills are required each school term; the first during the first two (2) weeks of school and the second drill during Hazardous Weather Awareness Week in February.

NOTE: A tornado drill is not considered, as one (1) of the mandatory ten (10) evacuation drills required each school year.

Signature: Elaine Roberts

EMAIL THIS FORM TO: maryann.howe@browardschools.com

BYLAWS
OF
LEARNING EXCELLENCE FOUNDATION OF
EAST BROWARD COUNTY, INC.

Adopted February 26, 2001

ARTICLE 1
Name, Seal, and Offices

1.1. **Name**. The name of this corporation is Learning Excellence Foundation of East Broward County, Inc. (hereinafter referred to as the "Corporation").

1.2. **Seal**. The seal of the Corporation shall be circular in form and shall bear on its outer edge the words "Learning Excellence Foundation of East Broward County, Inc." and in the center the words and figures "Corporation Not For Profit 2000 Florida." The Board of Directors may change the form of the seal or the inscription thereon at its pleasure.

1.3. **Offices**. The registered office of the Corporation shall be at such location in the State of Florida as may be appointed by the Board of Directors. The Corporation also may have offices at such other places as the Board of Directors from time to time may appoint or the purposes of the Corporation may require.

ARTICLE 2
Guiding Principles

The Corporation exists and operates for the purposes described in its Articles of Incorporation.

ARTICLE 3
Members

The Corporation shall not have members.

ARTICLE 4
Directors

4.1. **Generally**. All power and authority of the Corporation shall be vested exclusively in the Board of Directors, which shall manage and direct the affairs of the Corporation. The members of the Board of Directors shall be referred to as "directors"

The Board of Directors, by general resolution, may delegate to committees of its own members or to officers of the Corporation such powers as it may see fit.

4.2. Number and Qualification. The number of directors of the Corporation shall be determined and may be increased or decreased from time to time by the Board of Directors, but in no event shall there be fewer than three directors. There shall be two classes of directors, Class A and Class B. When the number of directors is decreased, each director in office shall continue to serve until his or her term expires, or until his or her resignation or removal. If the number of directors is increased, the Board of Directors shall assign such new directors to Class A or Class B. Directors shall be of legal age and need not be residents of the State of Florida. The following persons shall be the initial directors:

Class A
Virginia Braddock

Class B
Charles Dodge
Maria Bilbao

4.3. Election of Directors: Term of Office.

(a) The initial Class A Director shall have a term of office of two years. The initial Class B Directors shall have a term of one year. Thereafter, directors shall be elected for a term of two years, provided that all directors shall hold office until their successors are duly elected and qualified or their earlier death, resignation or removal.

(b) Directors shall be elected at the annual meeting of directors by a majority vote of a quorum of directors.

(c) There shall be no limit on the number of terms each director may serve on the Board of Directors. Any director may nominate and vote for himself or herself for re-election.

4.4. Resignation. Any director may resign at any time by giving written notice of such resignation to the Board of Directors.

4.5. Removal. Any director may be removed from office for any reason by the affirmative vote of a majority of all the votes that all directors then in office are entitled to cast at any regular or special meeting called for that purpose. Any director proposed to be removed shall be entitled to at least five days' notice in writing, by any method described in Section 4.10. hereof, of the meeting of the Board of Directors at which such removal is to be voted upon and shall be entitled to appear before and be heard by the Board of Directors at such meeting. The presence or absence of the director proposed to be removed shall not be taken into account for the purpose of determining whether a

quorum is present, and such director shall not be entitled to cast a vote on the question of his or her removal from office.

4.6. Vacancies. Any vacancy in the Board of Directors occurring during any term of office, including a vacancy created by an increase in the number of directors made by the Board of Directors, may be filled as provided in Section 4.11. hereof, for the unexpired portion of the term by the directors then serving. Any director so elected by the Board of Directors shall hold office until the succeeding annual meeting of the Board of Directors and until the election and qualification of his or her successor.

4.7. Annual Meetings. The annual meeting of the Board of Directors shall be held each year at the principal office of the Corporation at 10 o'clock in the morning on the second Tuesday in December or at such other location and/or date and/or time as may be fixed by the Board of Directors, for the purpose of election of directors, organization, election of officers, and the transaction of other business.

4.8. Regular and Special Meetings. Regular meetings of the Board of Directors may be held at such times and place or places as shall be determined by the Board of Directors. Special meetings of the Board of Directors may be called by the President as he or she sees fit and must be called by the President upon the written request of any two members of the Board of Directors. Except as otherwise required by law, the Articles of Incorporation or these Bylaws, any business may be transacted at any directors' meeting.

4.9. Notice of Meetings. Notice of the time, place and purposes of the annual meeting shall be given to each director not less than 10 nor more than 30 days before the date thereof. Notice of all special meetings of the Board of Directors, except as otherwise provided, shall be given to each director not less than 5 nor more than 30 days before the date thereof. Regular meetings of the Board of Directors, held pursuant to a schedule previously adopted by the Board of Directors and made known to all directors, may be held without additional notice. Notice of any meeting may be waived by any director. At any meeting at which every director shall be present, even though without any notice or waiver, any business may be transacted.

4.10. Method of Giving Notice. Notices shall be deemed given immediately upon personal delivery, five days following the date of dispatch, postage prepaid, via United States registered or certified mail, return receipt requested, on the next business day following the date of dispatch, delivery charges prepaid, via United States Express Mail, Federal Express Priority Service or other reputable overnight delivery service, or on the date of transmission via telephone electronic facsimile ("fax"), provided that written confirmation of completed transmission is received at the transmitting fax machine. Notices that are given by mail, overnight delivery service or fax shall be deemed received hereunder only if addressed to the director at the last address or fax number, as the case may be, that the director shall have provided in writing to the Secretary of the Corporation for receipt of notices.

4.11. Quorum. At all meetings of the Board of Directors, the presence of directors entitled to cast a majority of all votes that can be cast by all of the directors (including vacant director positions) shall be sufficient to constitute a quorum for the transaction of business. The presence of directors entitled to cast a majority of all votes that can be cast by all of the directors then in office (even if less than a majority of all votes if all director positions were filled) shall be sufficient to constitute a quorum for the sole purpose of filling vacant seats on the Board of Directors or vacant offices of the Corporation. The act of directors casting a majority of the votes cast by directors present at any meeting at which there is a quorum shall be the act of the Board of Directors, except as otherwise specifically may be provided by statute, the Articles of Incorporation of the Corporation or these Bylaws. If at any meeting there is less than a quorum present, a majority of those present may adjourn the meeting without further notice to any absent director.

4.12. Electronic Presence at a Meeting. Any or all directors may participate in any annual, regular or special meeting of the Board of Directors by, or conduct the meeting through the use of, any means of communication by which all directors participating may hear each other simultaneously during the meeting. A director participating in a meeting by this means shall be deemed to be present in person at the meeting.

4.13. Compensation. Directors may receive compensation of \$2000 annually for their services as determined by the Board. The Board may also fix a reasonable sum for expenses of attendance, if any, for attendance at each regular or special meeting of the Board. The Board of Directors shall have power in its discretion to contract for and to pay to directors rendering unusual or exceptional services to the Corporation special compensation appropriate to the value of such services.

4.14. Action Without Meeting. Any action required by law to be taken at a meeting of the Board of Directors, or any action that may be taken at a meeting of the Board of Directors, may be taken without a meeting or notice if a consent in writing, setting forth the action so taken, shall be signed by all of the members of the Board of Directors, and such consent shall have the same force and effect as a unanimous vote at a meeting. Action taken under this Section is effective when the last director signs the consent, unless the consent specifies a different effective date. A consent signed under this Section 4.14. shall have the effect of a meeting vote and may be described as such in any document.

ARTICLE 5 Officers

5.1. Number and Titles. The officers of the Corporation shall be the President, Secretary, Treasurer and such other officers, including any number of Vice Presidents, with such titles, powers and duties not inconsistent with these Bylaws as may be appointed and determined by the Board of Directors. Any combination of offices may be held by the same person, except that the President shall not hold any office that has the title of Vice President.

5.2. Election, Term of Office, and Qualifications. The officers shall be elected annually by the Board of Directors at the annual meeting of the Board of Directors. The President shall be elected from among the members of the Board of Directors, and all other officers shall be elected from among the members of the Board of Directors or such other persons as the Board of Directors may see fit.

5.3. Vacancies. In the event that any office of the Corporation shall become vacant by death, resignation, retirement, disqualification, or any other cause, the majority of the directors then in office, although less than a quorum, may elect an officer to fill such vacancy, and the officer so elected shall hold office and serve until the election and qualification of his or her successor.

5.4. President. The President shall preside at all meetings of the Board of Directors. He or she shall have general charge and supervision of the business and affairs of the Corporation, subject to the direction of the Board of Directors, and shall perform such other duties as may be assigned to him or her by the Board of Directors.

5.5. Vice Presidents. At the request of the President, or in the event of his or her absence or disability, any Vice President, if any shall then be in office, shall perform the duties and possess the powers of the President; and to the extent authorized by law each Vice President, if any shall then be in office, shall have such other powers as the Board of Directors may determine, and shall perform such other duties as may be assigned to him or her by the Board of Directors.

5.6. Secretary. The Secretary shall have charge of books, documents, and papers as the Board of Directors may determine and shall have the custody of the corporate seal. He or she shall attend, or cause to be attended, and keep, or cause to be kept, the minutes of all the meetings of the Board of Directors and committees having the delegated authority of the Board of Directors, and he or she shall be responsible for the Corporation's compliance with all requirements under Section 8.1. of these Bylaws relating to such minutes. He or she may sign with the President or an authorized Vice President, in the name and on behalf of the Corporation, any contracts or agreements authorized by the Board of Directors, and when so authorized or ordered by the Board of Directors, he or she may affix the seal of the Corporation. He or she shall, in general, perform all the duties incident to the office of Secretary, subject to the control of the Board of Directors, and shall perform such other duties as may be assigned to him or her by the Board of Directors.

5.7. Treasurer. The Treasurer shall have the custody of all funds, property, and securities of the Corporation, subject to such regulations as may be imposed by the Board of Directors. He or she may be required to give bond for the faithful performance of his or her duties, in such sum and with such sureties as the Board of Directors may require. He or she shall be responsible for managing the funds of the Corporation and for creating and managing a yearly budget for the Corporation. He or she may endorse on behalf of the Corporation for collection checks, notes, and other obligations, and shall

deposit the same to the credit of the Corporation at such banks or depositories as the Board of Directors may designate. He or she shall sign all receipts and vouchers. He or she shall make such payments as may be necessary on behalf of the Corporation. He or she shall enter regularly on the books of the Corporation to be kept by him or her for that purpose full and accurate account of all moneys and obligations received and paid or incurred by him or her for or on account of the Corporation. He or she shall be responsible for the Corporation's compliance with all requirements under Section 8.1. of these Bylaws relating to such books and records of account. He or she shall exhibit such books at all reasonable times to any director on application at the offices of the Corporation, and he or she shall submit the books and records of the Corporation for annual review by the Board of Directors. He or she shall perform, in general, all the duties incident to the office of Treasurer, subject to the control of the Board of Directors.

5.8. Compensation. The salaries of all officers shall be fixed by the Board of Directors and shall be reasonable in amount. The fact that any officer is a director of the Corporation or a member of one or more committees of directors, shall not preclude his or her receiving a salary or voting on the resolution providing for the same.

5.9. Removal. Any officer may be removed from office by the affirmative vote of directors entitled to cast a majority of all of the votes that may be cast at any regular or special meeting called for that purpose, with or without cause. Any officer proposed to be removed shall be entitled to at least five days' notice in writing, by any method described in Section 4.10. hereof, of the meeting of the Board of Directors at which such removal is to be voted upon and shall be entitled to appear before and be heard by the Board of Directors at such meeting. If the officer proposed to be removed is also a director, then the presence or absence of such director shall not be taken into account for the purpose of determining whether a quorum is present, and such director shall not be entitled to cast a vote on the question of his or her removal from office.

ARTICLE 6 Committees

6.1. Committees of the Board of Directors. By resolution duly adopted, the Board of Directors may establish one or more committees of the Board of Directors, each of which shall consist of two or more directors. To the extent provided by such resolution, such committees shall have and may exercise the authority of the Board of Directors in the management of the Corporation; provided, however, that the designation of such committees and delegations of authority thereto shall not operate to relieve the Board of Directors, or any director individually, of any responsibility imposed upon it, him or her by law, the Articles of Incorporation or these Bylaws. Any member of any such committee may be removed by the Board of Directors whenever, in the judgment of the Board of Directors, the interests of the Corporation would be served best by such removal.

6.2. Advisory Committees. Advisory committees not having and exercising the managerial authority of the Board of Directors may be established by resolution duly

adopted by the Board of Directors. Membership of such committees shall not be limited to directors of the Corporation. Except as otherwise may be provided by resolution, members of such committees shall be selected by appointment of the President. Any member of any such committee may be removed by the person or persons authorized to appoint such member whenever, in the judgment of such appointing person or persons, the interests of the Corporation would be served best by such removal.

6.3. Terms of Office. Each member of a committee shall continue as such until the next annual meeting of the Board of Directors and until his or her successor is appointed, unless such committee shall be abolished sooner or unless such committee member shall resign, be removed, or cease to qualify as a member thereof.

6.4. Chairperson. One member of each committee shall be designated as chairperson by the person or persons authorized to appoint the members of the committee (subject to Section 6.1. hereof).

6.5. Vacancies. Vacancies in the membership of any committee shall be filled by appointments made in the same manner as provided in the case of original appointments, and any member so elected shall be elected for the unexpired term of his or her predecessor.

6.6. Voting and Quorum. Each member of each committee shall have the right to cast one (1) vote upon all matters voted upon by the committee. The presence of members of a committee having the power to cast a majority of the votes that can be cast by the whole committee shall constitute a quorum, and the act of the members of the committee having the power to cast a majority of the votes that can be cast by all of the members present at a meeting at which a quorum is present shall be an act of the committee.

6.7. Rules. Each committee may adopt such rules and regulations for its meetings and the conduct of its activities as it may deem appropriate; provided, however, that such rules and regulations shall be consistent with these Bylaws. The rules set forth in Section 4.12. of these Bylaws, regarding electronic presence at meetings of the Board of Directors, shall be applicable to committees of the Board of Directors.

6.8. Compensation. The members of any committee shall not receive any stated salary for their services, but by resolution of the Board of Directors a fixed reasonable sum or expenses of attendance, if any, or both, may be allowed for attendance at each regular or special meeting of such committee. The Board of Directors shall have power in its discretion to contract for and to pay to any member of a committee rendering unusual or exceptional services to the Corporation special compensation appropriate to the value of such services.

ARTICLE 7 Agents and Representatives

The Board of Directors may appoint agents and representatives of the Corporation with powers and to perform acts or duties on behalf of the Corporation as the Board of Directors may see fit, so far as may be consistent with these Bylaws, to the extent authorized by law.

ARTICLE 8
Books, Records and Reports

8.1. **Books and Records.** In compliance with Section 617.1601 of Florida Statutes, as amended, or any successor thereto, the Corporation shall keep as permanent records correct and complete books and records of accounts and shall keep minutes of the proceedings of the Board of Directors and committees having any of the authority of the Board of Directors. All books and records of the corporation shall be kept in written form or in another form capable of conversion into written form within a reasonable time.

8.2. **Annual Reports.** The Corporation shall file with the Department of State of the State of Florida, on or after January 1st and on or before July 1st of each year, a sworn annual report on such forms and containing such information as the Department of State may prescribe.

ARTICLE 9
Contracts, Deposits, Checks and Contributions

9.1. **Contracts.** Except as otherwise provided in these Bylaws, the Board of Directors may authorize any officer or agent to enter into any contract or execute and deliver any instrument in the name and on behalf of the Corporation, and such authority may be general or confined to a specific instance. Unless so authorized by the Board of Directors, no officer, employee, agent or representative shall have any power or authority to bind the Corporation by any contract or engagement, or to pledge its credit, or render it liable pecuniarily for any purpose or to any amount.

9.2. **Deposits.** All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories or, invested from time to time for and on behalf of the Corporation, as the Board of Directors may elect.

9.3. **Checks, Drafts, Orders for Payment.** All checks, drafts or orders for the payment of money, notes, or other evidences of indebtedness issued in the name of the Corporation shall be signed by such officer or officers, agent or agents of the Corporation and in such manner as the Board of Directors from time to time shall determine by resolution. In the absence of such determination, such instruments shall require the signatures of both of the President and the Treasurer of the Corporation.

9.4. **Contributions.** The Board of Directors may accept on behalf of the Corporation any contribution, gift, bequest, or devise of any property whatsoever, for the purposes of the Corporation (subject to Section 12.2. hereof).

ARTICLE 10

Voting Upon Shares of Other Corporations

Unless otherwise ordered by the Board of Directors, the President shall have full power and authority on behalf of the Corporation to vote either in person or by proxy at any meeting of shareholders of any corporation in which this Corporation may hold shares, and at any such meeting may possess and exercise all of the rights and powers incident to the ownership of such shares that, as the owner, this Corporation might have possessed and exercised if present. The Board of Directors may confer like powers upon any other person and may revoke any such powers as granted at its pleasure.

ARTICLE 11

Fiscal Year

The fiscal year of the Corporation shall commence on January 1 of each year and end on December 31.

ARTICLE 12

Prohibited Acts

12.1. Sharing in Corporate Earnings. No director, officer, employee, agent, representative or member of a committee of or person connected with the Corporation, or any other private individual shall receive at any time any of the net earnings or pecuniary profit from the operations of the Corporation, provided that this shall not prevent the payment to any such person of such reasonable compensation as shall be fixed by the Board of Directors for services rendered to or for the Corporation in effecting any of its purposes; and no such person or persons shall be entitled to share in the distribution of any of the corporate assets upon the dissolution of the Corporation.

12.2. Permissible Investments. The Corporation shall have the right to retain all or any part of any securities or property acquired by it in whatever manner, and to invest and reinvest any funds held by it, according to the judgment of the Board of Directors, without being restricted to the class of investments that a director is or may be permitted by law to make or any similar restriction.

ARTICLE 13

Indemnification

The Corporation shall indemnify and advance expenses on behalf of its directors and officers to the fullest extent permitted under Section 617.0831 of Florida Statutes, as amended, or any successor thereto. Said indemnification shall extend to any and all liabilities of the directors and officers arising from their relationships with the Corporation in any and all capacities. By resolution duly adopted, the Board of Directors may authorize the corporation to (i) indemnify any or all of its employees and agents who are not directors to any extent that the Board of Directors may determine, up to and

including the fullest extent permitted under Section 617.0831 of Florida Statutes, as amended, or any successor thereto, and/or (ii) provide insurance coverage to any or all of its directors, officers, employees and agents against any or all risks or liabilities that such persons may incur by virtue of their relationships with the Corporation.

ARTICLE 14
Parliamentary Authority

Robert's Rules of Order shall be the governing authority for conduct of all meetings of the Board of Directors and all committees, except where inconsistent with law, the Articles of Incorporation, these Bylaws or the rules adopted by any such committee for the conduct of its meetings.

ARTICLE 15
Amendments

These Bylaws may be altered, amended, or repealed, or new bylaws may be adopted, only by the affirmative vote of a majority of the votes cast at a meeting of the Board of Directors at which a quorum is present.

The Learning Excellence Foundation of East Broward County, Inc.
Governing Board Meeting
August 11, 2011
Agenda

1. Call to Order – Roll Call

2. Notice of Public Meeting

3. Approval of Minutes

4. Executive Summary

New School Leader

SIG Grant

School Improvement Plan

5. Board Input

6. Dates of Future meetings

7. Adjournment

The Learning Excellence Foundation of East Broward County, Inc.
Governing Board Meeting
Minutes from August 11, 2011

The Governing Board Meeting for the Learning Excellence Foundation of East Broward County, Inc. was called to order at 7:05 pm by Faye Douglas, Board Chairperson. Present at the meeting were Ms. Faye Douglas, Board Chair, Ms. Melvern Atencio, Janie Gadson, and Julie Klahr, board attorney.

Ms. Douglas inquired about the meeting being advertised and Ms. Vernon affirmed notices were posted and a Parent Voice Link was issued.

The first action item was Board approval of the new school leader, Mr. David Gordon. Mr. Gordon was recommended to the Board because of his proven track record for turning around Title I schools. Mr. Gordon worked as an administrator for 12 years at Northeast High School. He then moved to Miramar High School, where he facilitated improving the school grade from a D to a high C. Next, he transferred to Pompano Beach High School, a nationally ranked magnet school, where he worked to create a culture of going "above and beyond" in order to continuously challenge advanced learners. Throughout his administrative career, Mr. Gordon built relationships with all types of stakeholders and demonstrated that collaborative relationships effectively impact student achievement, regardless of school demographics.

Mr. Gordon emphasized his commitment to hiring experienced teachers with documented student achievement data that validates their instructional effectiveness. While at Miramar High School, Mr. Gordon hired 32 new teachers who were a part of the team that increased Miramar's school grade. Mr. Gordon's track record demonstrates he can successfully hire new staff members and lead them to increase academic achievement.

Ms. Vernon discussed Imagine South Florida's commitment to increasing student achievement at Imagine North Lauderdale. Judy Muth, Imagine South Florida's Curriculum Coordinator, will be support curriculum and professional development at Imagine North Lauderdale. Erin Kelly, a teacher with a proven track record of increasing Title I students' achievement, moved from Imagine Broward and will be working as the elementary Curriculum Specialist.

The motion to approve Mr. David Gordon as school leader was made by Mrs. Atencio and was seconded by Ms. Gadson.

The next item up for discussion was the School Improvement Grant, and Board approval of the Grant Assurance page. The Grant Assurance page was given to Ms. Vernon and Mr. Gordon on August 2, 2011. Imagine North Lauderdale was identified by the state as one of the lowest elementary schools in the state. The School Improvement Grant will bring about \$600,000 over the next three years to implement our School Improvement Plan and raise the school grade. The money is strictly allocated for initiatives that will increase student achievement – academic coaches, teacher pay for performance, extended learning opportunities, technology, and teacher professional development.

In order to comply with the SIG, the Governing Board will begin meeting monthly and Mr. Gordon will report what is being to done to comply with the grant, line item by line item. Louise Burgess, the Parent Teacher Organization (PTO) President is willing to hold her meetings during Governing Board times. She will submit PTO minutes in order to comply with SIG guidelines. The district will provide SIG schools with an informational PowerPoint, which will be shared with parents during Open House.

The motion to authorize and execute the SIG Grant II Assurance page was made by Ms. Gadson and seconded by Ms. Atencio.

The third action item was approval of the School Improvement Plan draft. The final draft is due on September 30, 2011. The mathematics, focus is to increase the amount of hands-on, manipulative-centered instruction. Teachers will use student achievement data and collaborate in order to improve the implementation of Go Math. In reading, teachers will be trained to teach comprehension, fluency, and vocabulary strategies. There are differentiated instruction strategies embedded in all subject areas. Board members were encouraged to email Mr. Gordon with SIP questions and/or feedback.

The motion to approve the School Improvement Plan draft was made by Ms. Atencio and seconded by Ms. Gadson.

The Board gave input that it is helpful to receive meeting information in advance, with important bullet points highlighted. Mr. Gordon and Ms. Vernon will try to forward all documents to Board members on the Friday before each meeting.

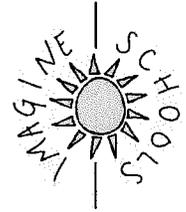
Public input included parents who expressed their support of Mr. Gordon's commitment to implementing SIP goals and objectives.

The next Board Meeting was set for August 25 at 7:00 pm.

The meeting was adjourned at 8:40 pm.

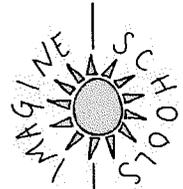
Jay Wilson 8/29/11
Board Chair

Imagine Charter School at North Lauderdale
Spring 2010
Family Survey By Grade Level



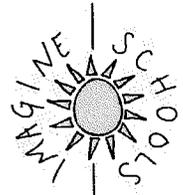
| Questions | Data Filter | Count | Mean | 1 | 2 | 3 | 4 | 5 | 6 | 7 or more | |
|---|-------------|-------|-------|-------------------------------------|-------|-------|--------|-------|-----------|-----------|-------|
| Number of years my children have attended an Imagine School : (Mark one) | All Data | 285 | 6.24 | 49.8% | 38.2% | 5.6% | 2.5% | 1.4% | 0.7% | 1.8% | |
| | K | 81 | 6.59 | 70.4% | 23.5% | 4.9% | 0.0% | 0.0% | 0.0% | 1.2% | |
| | 1 | 36 | 6.39 | 41.7% | 55.6% | 2.8% | 0.0% | 0.0% | 0.0% | 0.0% | |
| | 2 | 48 | 6.19 | 35.4% | 56.3% | 6.3% | 0.0% | 0.0% | 0.0% | 2.1% | |
| | 3 | 35 | 6.26 | 54.3% | 28.6% | 14.3% | 0.0% | 0.0% | 0.0% | 2.9% | |
| | 4 | 21 | 6.48 | 57.1% | 33.3% | 9.5% | 0.0% | 0.0% | 0.0% | 0.0% | |
| | 5 | 46 | 6.09 | 37.0% | 47.8% | 10.9% | 0.0% | 2.2% | 0.0% | 2.2% | |
| | 6 | 4 | 6.50 | 50.0% | 50.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | |
| | 7 | 5 | 6.40 | 60.0% | 20.0% | 20.0% | 0.0% | 0.0% | 0.0% | 0.0% | |
| 8 | 16 | 5.94 | 50.0% | 25.0% | 6.3% | 6.3% | 12.5% | 0.0% | 0.0% | | |
| Questions | Data Filter | Count | Mean | Mean as a percent of possible score | | | Always | Often | Sometimes | Rarely | Never |
| | | | | 0 | 20 | 40 | 60 | 80 | 100 | | |
| The school building and grounds are well maintained. | All Data | 265 | 4.65 | 91% | | | 74.0% | 18.9% | 5.3% | 1.5% | 0.4% |
| | K | 76 | 4.62 | 91% | | | 73.7% | 17.1% | 6.6% | 2.6% | 0.0% |
| | 1 | 38 | 4.68 | 92% | | | 76.3% | 15.8% | 7.9% | 0.0% | 0.0% |
| | 2 | 44 | 4.73 | 93% | | | 81.8% | 11.4% | 4.5% | 2.3% | 0.0% |
| | 3 | 34 | 4.50 | 88% | | | 67.6% | 17.6% | 11.8% | 2.9% | 0.0% |
| | 4 | 19 | 4.53 | 86% | | | 73.7% | 10.5% | 10.5% | 5.3% | 0.0% |
| | 5 | 44 | 4.84 | 95% | | | 84.1% | 15.9% | 0.0% | 0.0% | 0.0% |
| | 6 | 5 | 5.00 | 100% | | | 100.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| | 7 | 5 | 4.80 | 95% | | | 80.0% | 20.0% | 0.0% | 0.0% | 0.0% |
| 8 | 12 | 4.83 | 83% | | | 83.3% | 16.7% | 0.0% | 0.0% | 0.0% | |
| I feel comfortable speaking to teachers about problems regarding my children's education. | All Data | 274 | 4.58 | 90% | | | 71.9% | 16.8% | 9.5% | 1.5% | 0.4% |
| | K | 83 | 4.89 | 91% | | | 90.4% | 8.4% | 1.2% | 0.0% | 0.0% |
| | 1 | 37 | 4.62 | 91% | | | 70.3% | 21.6% | 8.1% | 0.0% | 0.0% |
| | 2 | 43 | 4.60 | 90% | | | 69.8% | 23.3% | 4.7% | 2.3% | 0.0% |
| | 3 | 35 | 4.46 | 87% | | | 65.7% | 17.1% | 14.3% | 2.9% | 0.0% |
| | 4 | 20 | 4.50 | 88% | | | 65.0% | 25.0% | 5.0% | 5.0% | 0.0% |
| | 5 | 41 | 4.66 | 92% | | | 80.5% | 9.8% | 7.3% | 0.0% | 2.4% |
| | 6 | 5 | 4.20 | 80% | | | 20.0% | 80.0% | 0.0% | 0.0% | 0.0% |
| | 7 | 6 | 4.33 | 83% | | | 50.0% | 33.3% | 16.7% | 0.0% | 0.0% |
| 8 | 11 | 4.00 | 75% | | | 45.5% | 18.2% | 27.3% | 9.1% | 0.0% | |
| The people who work in the front office are friendly and helpful. | All Data | 283 | 4.58 | 90% | | | 71.4% | 18.7% | 7.4% | 1.8% | 0.7% |
| | K | 79 | 4.66 | 92% | | | 75.9% | 15.2% | 7.6% | 1.3% | 0.0% |
| | 1 | 38 | 4.37 | 84% | | | 55.3% | 28.9% | 13.2% | 2.6% | 0.0% |
| | 2 | 48 | 4.56 | 89% | | | 72.9% | 16.7% | 4.2% | 6.3% | 0.0% |
| | 3 | 35 | 4.46 | 87% | | | 65.7% | 20.0% | 8.6% | 5.7% | 0.0% |
| | 4 | 21 | 4.48 | 87% | | | 71.4% | 14.3% | 4.8% | 9.5% | 0.0% |
| | 5 | 47 | 4.55 | 89% | | | 70.2% | 19.1% | 8.5% | 0.0% | 2.1% |
| | 6 | 4 | 4.75 | 94% | | | 75.0% | 25.0% | 0.0% | 0.0% | 0.0% |
| | 7 | 6 | 5.00 | 100% | | | 100.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| 8 | 14 | 4.93 | 98% | | | 92.9% | 7.1% | 0.0% | 0.0% | 0.0% | |
| This school provides an inviting atmosphere for families and visitors. | All Data | 271 | 4.52 | 88% | | | 66.4% | 22.5% | 8.5% | 1.8% | 0.7% |
| | K | 80 | 4.70 | 93% | | | 77.5% | 16.3% | 5.0% | 1.3% | 0.0% |
| | 1 | 38 | 4.55 | 89% | | | 68.4% | 18.4% | 13.2% | 0.0% | 0.0% |
| | 2 | 44 | 4.45 | 86% | | | 63.6% | 25.0% | 6.8% | 2.3% | 2.3% |
| | 3 | 33 | 4.42 | 86% | | | 66.7% | 15.2% | 15.2% | 0.0% | 3.0% |
| | 4 | 21 | 4.48 | 87% | | | 76.2% | 4.8% | 14.3% | 0.0% | 4.8% |
| | 5 | 42 | 4.67 | 92% | | | 73.8% | 23.8% | 0.0% | 0.0% | 2.4% |
| | 6 | 5 | 4.40 | 85% | | | 60.0% | 20.0% | 20.0% | 0.0% | 0.0% |
| | 7 | 6 | 4.50 | 88% | | | 50.0% | 50.0% | 0.0% | 0.0% | 0.0% |
| 8 | 11 | 4.55 | 89% | | | 63.6% | 27.3% | 9.1% | 0.0% | 0.0% | |
| I understand and agree with this school's homework policy. | All Data | 282 | 4.51 | 88% | | | 66.7% | 21.3% | 9.6% | 1.4% | 1.1% |
| | K | 81 | 4.83 | 93% | | | 85.2% | 12.3% | 2.5% | 0.0% | 0.0% |
| | 1 | 36 | 4.58 | 90% | | | 72.2% | 19.4% | 5.6% | 0.0% | 2.8% |
| | 2 | 44 | 4.41 | 85% | | | 56.8% | 27.3% | 15.9% | 0.0% | 0.0% |
| | 3 | 36 | 4.47 | 87% | | | 63.9% | 22.2% | 11.1% | 2.8% | 0.0% |
| | 4 | 19 | 4.32 | 83% | | | 63.2% | 10.5% | 21.1% | 5.3% | 0.0% |
| | 5 | 45 | 4.69 | 92% | | | 75.6% | 17.8% | 6.7% | 0.0% | 0.0% |
| | 6 | 5 | 4.60 | 90% | | | 60.0% | 40.0% | 0.0% | 0.0% | 0.0% |
| | 7 | 6 | 4.33 | 83% | | | 50.0% | 33.3% | 16.7% | 0.0% | 0.0% |
| 8 | 15 | 4.67 | 82% | | | 80.0% | 6.7% | 13.3% | 0.0% | 0.0% | |

Imagine Charter School at North Lauderdale
Spring 2010
Family Survey By Grade Level



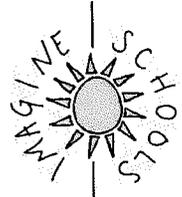
| Questions | Data Filter | Count | Mean | Mean as a percent of possible score | Always | Often | Sometimes | Rarely | Never |
|--|-------------|-------|------|-------------------------------------|--------|-------|-----------|--------|-------|
| | | | | 0 20 40 60 80 100 | | | | | |
| Teachers and staff are caring and supportive of one another. | All Data | 275 | 4.51 | | 65.1% | 22.2% | 11.6% | 0.7% | 0.4% |
| | K | 81 | 4.73 | | 80.2% | 13.6% | 4.9% | 1.2% | 0.0% |
| | 1 | 37 | 4.32 | | 51.4% | 32.4% | 13.5% | 2.7% | 0.0% |
| | 2 | 47 | 4.47 | | 61.7% | 25.5% | 10.6% | 2.1% | 0.0% |
| | 3 | 32 | 4.53 | | 65.6% | 25.0% | 6.3% | 3.1% | 0.0% |
| | 4 | 20 | 4.40 | | 60.0% | 25.0% | 10.0% | 5.0% | 0.0% |
| | 5 | 45 | 4.53 | | 66.7% | 20.0% | 13.3% | 0.0% | 0.0% |
| | 6 | 4 | 4.50 | | 50.0% | 50.0% | 0.0% | 0.0% | 0.0% |
| | 7 | 6 | 4.50 | | 66.7% | 16.7% | 16.7% | 0.0% | 0.0% |
| 8 | 12 | 4.25 | | 66.7% | 8.3% | 16.7% | 0.0% | 8.3% | |
| The school offers me opportunities to get involved in my children's education. | All Data | 276 | 4.50 | | 69.2% | 16.7% | 10.9% | 1.8% | 1.4% |
| | K | 80 | 4.84 | | 87.5% | 8.8% | 3.8% | 0.0% | 0.0% |
| | 1 | 37 | 4.59 | | 70.3% | 18.9% | 10.8% | 0.0% | 0.0% |
| | 2 | 43 | 4.47 | | 65.1% | 25.6% | 4.7% | 0.0% | 4.7% |
| | 3 | 34 | 4.44 | | 73.5% | 5.9% | 14.7% | 2.9% | 2.9% |
| | 4 | 19 | 4.32 | | 68.4% | 10.5% | 10.5% | 5.3% | 5.3% |
| | 5 | 43 | 4.67 | | 76.7% | 14.0% | 9.3% | 0.0% | 0.0% |
| | 6 | 5 | 4.20 | | 40.0% | 40.0% | 20.0% | 0.0% | 0.0% |
| | 7 | 5 | 4.40 | | 60.0% | 20.0% | 20.0% | 0.0% | 0.0% |
| 8 | 14 | 4.14 | | 57.1% | 21.4% | 7.1% | 7.1% | 7.1% | |
| I am aware that our school staff is attempting to live out the Imagine Schools shared values of integrity, justice, and fun. | All Data | 289 | 4.50 | | 66.8% | 21.1% | 9.0% | 1.4% | 1.7% |
| | K | 83 | 4.72 | | 79.5% | 15.7% | 2.4% | 2.4% | 0.0% |
| | 1 | 39 | 4.38 | | 53.8% | 33.3% | 10.3% | 2.6% | 0.0% |
| | 2 | 46 | 4.65 | | 71.7% | 21.7% | 6.5% | 0.0% | 0.0% |
| | 3 | 36 | 4.53 | | 63.9% | 25.0% | 11.1% | 0.0% | 0.0% |
| | 4 | 21 | 4.38 | | 66.7% | 14.3% | 9.5% | 9.5% | 0.0% |
| | 5 | 46 | 4.63 | | 76.1% | 15.2% | 6.5% | 0.0% | 2.2% |
| | 6 | 4 | 4.75 | | 75.0% | 25.0% | 0.0% | 0.0% | 0.0% |
| | 7 | 6 | 4.33 | | 50.0% | 33.3% | 16.7% | 0.0% | 0.0% |
| 8 | 15 | 4.13 | | 60.0% | 20.0% | 6.7% | 0.0% | 13.3% | |
| Staff at this school cares about my children's progress. | All Data | 272 | 4.48 | | 63.6% | 24.6% | 8.8% | 2.2% | 0.7% |
| | K | 80 | 4.70 | | 81.3% | 11.3% | 5.0% | 1.3% | 1.3% |
| | 1 | 33 | 4.30 | | 51.5% | 27.3% | 21.2% | 0.0% | 0.0% |
| | 2 | 43 | 4.53 | | 67.4% | 23.3% | 7.0% | 0.0% | 2.3% |
| | 3 | 34 | 4.26 | | 55.9% | 26.5% | 11.8% | 0.0% | 5.9% |
| | 4 | 20 | 4.20 | | 60.0% | 10.0% | 25.0% | 0.0% | 5.0% |
| | 5 | 40 | 4.53 | | 72.5% | 10.0% | 15.0% | 2.5% | 0.0% |
| | 6 | 5 | 4.00 | | 20.0% | 60.0% | 20.0% | 0.0% | 0.0% |
| | 7 | 6 | 4.50 | | 66.7% | 16.7% | 16.7% | 0.0% | 0.0% |
| 8 | 15 | 4.27 | | 60.0% | 13.3% | 20.0% | 6.7% | 0.0% | |
| My children receive quality instruction in writing at this school. | All Data | 277 | 4.45 | | 61.4% | 26.0% | 9.7% | 2.5% | 0.4% |
| | K | 82 | 4.76 | | 85.4% | 8.5% | 2.4% | 3.7% | 0.0% |
| | 1 | 36 | 4.31 | | 52.8% | 30.6% | 11.1% | 5.6% | 0.0% |
| | 2 | 46 | 4.43 | | 60.9% | 26.1% | 10.9% | 0.0% | 2.2% |
| | 3 | 36 | 4.44 | | 61.1% | 27.8% | 8.3% | 0.0% | 2.8% |
| | 4 | 19 | 4.32 | | 63.2% | 21.1% | 5.3% | 5.3% | 5.3% |
| | 5 | 43 | 4.37 | | 55.8% | 30.2% | 9.3% | 4.7% | 0.0% |
| | 6 | 5 | 4.20 | | 40.0% | 40.0% | 20.0% | 0.0% | 0.0% |
| | 7 | 6 | 4.33 | | 50.0% | 33.3% | 16.7% | 0.0% | 0.0% |
| 8 | 13 | 3.85 | | 23.1% | 46.2% | 23.1% | 7.7% | 0.0% | |
| Teachers and staff model and teach positive character attributes to students. | All Data | 283 | 4.45 | | 60.4% | 26.5% | 10.6% | 2.5% | 0.0% |
| | K | 81 | 4.72 | | 75.3% | 22.2% | 1.2% | 1.2% | 0.0% |
| | 1 | 38 | 4.37 | | 52.6% | 34.2% | 10.5% | 2.6% | 0.0% |
| | 2 | 48 | 4.33 | | 50.0% | 35.4% | 12.5% | 2.1% | 0.0% |
| | 3 | 35 | 4.51 | | 65.7% | 22.9% | 8.6% | 2.9% | 0.0% |
| | 4 | 20 | 4.45 | | 65.0% | 20.0% | 10.0% | 5.0% | 0.0% |
| | 5 | 43 | 4.51 | | 62.8% | 25.6% | 11.6% | 0.0% | 0.0% |
| | 6 | 4 | 4.50 | | 50.0% | 50.0% | 0.0% | 0.0% | 0.0% |
| | 7 | 6 | 4.50 | | 66.7% | 16.7% | 16.7% | 0.0% | 0.0% |
| 8 | 14 | 4.21 | | 57.1% | 14.3% | 21.4% | 7.1% | 0.0% | |

Imagine Charter School at North Lauderdale
Spring 2010
Family Survey By Grade Level



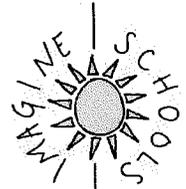
| Questions | Data Filter | Count | Mean | Mean as a percent of possible score | Always | Often | Sometimes | Rarely | Never |
|---|-------------|-------|------|-------------------------------------|--------|-------|-----------|--------|-------|
| | | | | | | | | | |
| Students are treated with respect and dignity at school. | All Data | 280 | 4.45 | 86% | 60.4% | 25.7% | 12.5% | 1.1% | 0.4% |
| | K | 82 | 4.62 | 91% | 68.3% | 25.6% | 6.1% | 0.0% | 0.0% |
| | 1 | 37 | 4.24 | 81% | 48.6% | 27.0% | 24.3% | 0.0% | 0.0% |
| | 2 | 46 | 4.33 | 83% | 52.2% | 30.4% | 15.2% | 2.2% | 0.0% |
| | 3 | 34 | 4.18 | 80% | 41.2% | 35.3% | 23.5% | 0.0% | 0.0% |
| | 4 | 22 | 4.41 | 85% | 63.6% | 13.6% | 22.7% | 0.0% | 0.0% |
| | 5 | 44 | 4.55 | 89% | 61.4% | 31.8% | 6.8% | 0.0% | 0.0% |
| | 6 | 4 | 4.75 | 94% | 75.0% | 25.0% | 0.0% | 0.0% | 0.0% |
| | 7 | 6 | 4.50 | 88% | 66.7% | 16.7% | 16.7% | 0.0% | 0.0% |
| 8 | 12 | 4.17 | 79% | 50.0% | 25.0% | 16.7% | 8.3% | 0.0% | |
| My children receive quality instruction in reading at this school. | All Data | 276 | 4.45 | 86% | 60.1% | 27.2% | 10.1% | 2.2% | 0.4% |
| | K | 81 | 4.67 | 92% | 76.5% | 17.3% | 2.5% | 3.7% | 0.0% |
| | 1 | 37 | 4.30 | 83% | 51.4% | 29.7% | 16.2% | 2.7% | 0.0% |
| | 2 | 45 | 4.31 | 83% | 55.6% | 26.7% | 13.3% | 2.2% | 2.2% |
| | 3 | 35 | 4.31 | 83% | 62.9% | 17.1% | 11.4% | 5.7% | 2.9% |
| | 4 | 20 | 4.15 | 79% | 60.0% | 15.0% | 10.0% | 10.0% | 5.0% |
| | 5 | 44 | 4.27 | 82% | 47.7% | 34.1% | 15.9% | 2.3% | 0.0% |
| | 6 | 5 | 4.40 | 85% | 40.0% | 60.0% | 0.0% | 0.0% | 0.0% |
| | 7 | 6 | 4.50 | 88% | 50.0% | 50.0% | 0.0% | 0.0% | 0.0% |
| 8 | 15 | 4.33 | 83% | 53.3% | 33.3% | 6.7% | 6.7% | 0.0% | |
| My children feel safe in this school. | All Data | 292 | 4.44 | 86% | 64.0% | 19.5% | 13.4% | 2.4% | 0.7% |
| | K | 82 | 4.59 | 90% | 72.0% | 14.6% | 13.4% | 0.0% | 0.0% |
| | 1 | 37 | 4.43 | 86% | 56.8% | 29.7% | 13.5% | 0.0% | 0.0% |
| | 2 | 49 | 4.43 | 86% | 61.2% | 22.4% | 14.3% | 2.0% | 0.0% |
| | 3 | 36 | 4.22 | 81% | 47.2% | 27.8% | 25.0% | 0.0% | 0.0% |
| | 4 | 22 | 4.41 | 85% | 63.6% | 18.2% | 13.6% | 4.5% | 0.0% |
| | 5 | 46 | 4.46 | 87% | 60.9% | 23.9% | 15.2% | 0.0% | 0.0% |
| | 6 | 4 | 4.75 | 94% | 75.0% | 25.0% | 0.0% | 0.0% | 0.0% |
| | 7 | 6 | 4.67 | 92% | 66.7% | 33.3% | 0.0% | 0.0% | 0.0% |
| 8 | 15 | 4.53 | 88% | 60.0% | 33.3% | 6.7% | 0.0% | 0.0% | |
| I am aware that our school strives for success in six measures of excellence. | All Data | 271 | 4.41 | 85% | 63.8% | 21.0% | 10.7% | 1.5% | 3.0% |
| | K | 82 | 4.54 | 89% | 68.3% | 23.2% | 3.7% | 3.7% | 1.2% |
| | 1 | 37 | 4.41 | 85% | 67.6% | 16.2% | 8.1% | 5.4% | 2.7% |
| | 2 | 44 | 4.48 | 87% | 65.9% | 22.7% | 6.8% | 2.3% | 2.3% |
| | 3 | 32 | 4.47 | 87% | 59.4% | 31.3% | 6.3% | 3.1% | 0.0% |
| | 4 | 20 | 4.40 | 85% | 75.0% | 5.0% | 5.0% | 15.0% | 0.0% |
| | 5 | 44 | 4.45 | 86% | 61.4% | 27.3% | 9.1% | 0.0% | 2.3% |
| | 6 | 4 | 4.75 | 94% | 75.0% | 25.0% | 0.0% | 0.0% | 0.0% |
| | 7 | 6 | 4.50 | 88% | 66.7% | 16.7% | 16.7% | 0.0% | 0.0% |
| 8 | 12 | 4.33 | 83% | 75.0% | 0.0% | 16.7% | 0.0% | 8.3% | |
| Teachers know my children and focus on them as individuals. | All Data | 273 | 4.41 | 85% | 58.6% | 27.8% | 10.6% | 1.8% | 1.1% |
| | K | 80 | 4.59 | 90% | 70.0% | 20.0% | 8.8% | 1.3% | 0.0% |
| | 1 | 37 | 4.16 | 79% | 45.9% | 27.0% | 24.3% | 2.7% | 0.0% |
| | 2 | 43 | 4.26 | 82% | 51.2% | 30.2% | 11.6% | 7.0% | 0.0% |
| | 3 | 35 | 4.17 | 79% | 48.6% | 25.7% | 20.0% | 5.7% | 0.0% |
| | 4 | 19 | 3.95 | 74% | 42.1% | 21.1% | 26.3% | 10.5% | 0.0% |
| | 5 | 44 | 4.36 | 84% | 61.4% | 18.2% | 18.2% | 0.0% | 2.3% |
| | 6 | 5 | 4.40 | 85% | 40.0% | 60.0% | 0.0% | 0.0% | 0.0% |
| | 7 | 6 | 4.67 | 92% | 66.7% | 33.3% | 0.0% | 0.0% | 0.0% |
| 8 | 11 | 4.36 | 84% | 63.6% | 18.2% | 9.1% | 9.1% | 0.0% | |
| I am likely to recommend our school to others. | All Data | 284 | 4.38 | 85% | 65.1% | 18.7% | 9.2% | 3.2% | 3.9% |
| | K | 78 | 4.64 | 91% | 75.6% | 16.7% | 5.1% | 1.3% | 1.3% |
| | 1 | 38 | 3.97 | 74% | 44.7% | 26.3% | 15.8% | 7.9% | 5.3% |
| | 2 | 47 | 4.19 | 80% | 55.3% | 23.4% | 10.6% | 6.4% | 4.3% |
| | 3 | 35 | 4.11 | 78% | 51.4% | 28.6% | 5.7% | 8.6% | 5.7% |
| | 4 | 21 | 3.81 | 70% | 47.6% | 19.0% | 14.3% | 4.8% | 14.3% |
| | 5 | 44 | 4.34 | 84% | 56.8% | 27.3% | 11.4% | 2.3% | 2.3% |
| | 6 | 4 | 5.00 | 100% | 100.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| | 7 | 6 | 4.83 | 96% | 83.3% | 16.7% | 0.0% | 0.0% | 0.0% |
| 8 | 14 | 4.14 | 79% | 57.1% | 21.4% | 0.0% | 21.4% | 0.0% | |

Imagine Charter School at North Lauderdale
Spring 2010
Family Survey By Grade Level



| Questions | Data Filter | Count | Mean | Mean as a percent of possible score | Always | Often | Sometimes | Rarely | Never |
|---|-------------|-------|------|-------------------------------------|--------|-------|-----------|--------|-------|
| | | | | 0 20 40 60 80 100 | | | | | |
| I am satisfied with the quality of education my children are receiving. | All Data | 293 | 4.38 | 85% | 62.1% | 21.5% | 10.2% | 4.4% | 1.7% |
| | K | 82 | 4.72 | 93% | 81.7% | 11.0% | 4.9% | 2.4% | 0.0% |
| | 1 | 38 | 4.13 | 78% | 47.4% | 23.7% | 23.7% | 5.3% | 0.0% |
| | 2 | 48 | 4.38 | 85% | 66.7% | 12.5% | 14.6% | 4.2% | 2.1% |
| | 3 | 37 | 4.16 | 79% | 54.1% | 24.3% | 10.8% | 5.4% | 5.4% |
| | 4 | 22 | 4.09 | 77% | 68.2% | 0.0% | 13.6% | 9.1% | 9.1% |
| | 5 | 46 | 4.26 | 82% | 54.3% | 26.1% | 15.2% | 0.0% | 4.3% |
| | 6 | 5 | 4.80 | 95% | 80.0% | 20.0% | 0.0% | 0.0% | 0.0% |
| | 7 | 6 | 4.33 | 83% | 50.0% | 33.3% | 16.7% | 0.0% | 0.0% |
| 8 | 17 | 3.94 | 74% | 41.2% | 29.4% | 11.8% | 17.6% | 0.0% | |
| The principal is accessible to parents and guardians. | All Data | 261 | 4.38 | 85% | 58.6% | 26.8% | 10.0% | 2.7% | 1.9% |
| | K | 75 | 4.63 | 91% | 72.0% | 18.7% | 9.3% | 0.0% | 0.0% |
| | 1 | 37 | 4.11 | 78% | 48.6% | 27.0% | 13.5% | 8.1% | 2.7% |
| | 2 | 44 | 4.14 | 79% | 45.5% | 31.8% | 15.9% | 4.5% | 2.3% |
| | 3 | 33 | 3.97 | 74% | 48.5% | 12.1% | 30.3% | 6.1% | 3.0% |
| | 4 | 18 | 4.39 | 86% | 66.7% | 16.7% | 11.1% | 0.0% | 5.6% |
| | 5 | 42 | 4.60 | 90% | 73.8% | 14.3% | 9.5% | 2.4% | 0.0% |
| | 6 | 5 | 4.80 | 95% | 80.0% | 20.0% | 0.0% | 0.0% | 0.0% |
| | 7 | 5 | 4.40 | 85% | 40.0% | 60.0% | 0.0% | 0.0% | 0.0% |
| 8 | 10 | 4.30 | 83% | 60.0% | 20.0% | 10.0% | 10.0% | 0.0% | |
| The school respects my opinions and concerns regarding school issues. | All Data | 265 | 4.35 | 84% | 57.7% | 24.5% | 13.6% | 3.0% | 1.1% |
| | K | 76 | 4.63 | 91% | 76.3% | 14.5% | 5.3% | 3.9% | 0.0% |
| | 1 | 38 | 4.18 | 80% | 47.4% | 31.6% | 13.2% | 7.9% | 0.0% |
| | 2 | 42 | 4.29 | 82% | 52.4% | 31.0% | 11.9% | 2.4% | 2.4% |
| | 3 | 32 | 4.06 | 77% | 43.8% | 34.4% | 9.4% | 9.4% | 3.1% |
| | 4 | 19 | 3.95 | 74% | 42.1% | 36.8% | 0.0% | 15.8% | 5.3% |
| | 5 | 43 | 4.40 | 85% | 58.1% | 23.3% | 18.6% | 0.0% | 0.0% |
| | 6 | 5 | 4.60 | 90% | 60.0% | 40.0% | 0.0% | 0.0% | 0.0% |
| | 7 | 5 | 3.80 | 70% | 20.0% | 40.0% | 40.0% | 0.0% | 0.0% |
| 8 | 13 | 4.23 | 81% | 46.2% | 30.8% | 23.1% | 0.0% | 0.0% | |
| My children receive quality instruction in mathematics at this school. | All Data | 268 | 4.33 | 83% | 54.1% | 29.9% | 11.6% | 4.1% | 0.4% |
| | K | 78 | 4.59 | 90% | 70.5% | 21.8% | 3.8% | 3.8% | 0.0% |
| | 1 | 36 | 4.39 | 85% | 58.3% | 30.6% | 2.8% | 8.3% | 0.0% |
| | 2 | 44 | 4.45 | 86% | 61.4% | 27.3% | 9.1% | 0.0% | 2.3% |
| | 3 | 34 | 4.21 | 80% | 44.1% | 41.2% | 8.8% | 2.9% | 2.9% |
| | 4 | 19 | 4.37 | 84% | 63.2% | 26.3% | 0.0% | 5.3% | 5.3% |
| | 5 | 44 | 4.32 | 83% | 54.5% | 27.3% | 13.6% | 4.5% | 0.0% |
| | 6 | 5 | 4.40 | 85% | 40.0% | 60.0% | 0.0% | 0.0% | 0.0% |
| | 7 | 6 | 4.50 | 88% | 66.7% | 16.7% | 16.7% | 0.0% | 0.0% |
| 8 | 15 | 4.00 | 75% | 33.3% | 33.3% | 33.3% | 0.0% | 0.0% | |
| Teachers go out of their way to help my children when they need extra help. | All Data | 266 | 4.29 | 82% | 53.8% | 27.1% | 14.7% | 3.8% | 0.8% |
| | K | 80 | 4.54 | 85% | 71.3% | 15.0% | 11.3% | 1.3% | 1.3% |
| | 1 | 36 | 3.92 | 73% | 41.7% | 22.2% | 25.0% | 8.3% | 2.8% |
| | 2 | 48 | 4.13 | 78% | 50.0% | 20.8% | 25.0% | 0.0% | 4.2% |
| | 3 | 32 | 4.00 | 75% | 40.6% | 34.4% | 15.6% | 3.1% | 6.3% |
| | 4 | 19 | 4.00 | 75% | 52.6% | 15.8% | 21.1% | 0.0% | 10.5% |
| | 5 | 43 | 4.33 | 83% | 55.8% | 20.9% | 23.3% | 0.0% | 0.0% |
| | 6 | 4 | 4.75 | 94% | 75.0% | 25.0% | 0.0% | 0.0% | 0.0% |
| | 7 | 6 | 4.67 | 92% | 66.7% | 33.3% | 0.0% | 0.0% | 0.0% |
| 8 | 10 | 3.90 | 73% | 40.0% | 30.0% | 10.0% | 20.0% | 0.0% | |
| Teachers communicate with me regularly about my children's progress. | All Data | 274 | 4.28 | 82% | 52.6% | 28.1% | 15.7% | 1.8% | 1.8% |
| | K | 81 | 4.49 | 87% | 59.3% | 32.1% | 7.4% | 1.2% | 0.0% |
| | 1 | 36 | 4.33 | 83% | 50.0% | 33.3% | 16.7% | 0.0% | 0.0% |
| | 2 | 45 | 4.22 | 81% | 48.9% | 28.9% | 20.0% | 0.0% | 2.2% |
| | 3 | 35 | 4.06 | 77% | 45.7% | 25.7% | 20.0% | 5.7% | 2.9% |
| | 4 | 21 | 4.14 | 79% | 52.4% | 23.8% | 14.3% | 4.8% | 4.8% |
| | 5 | 44 | 4.34 | 84% | 54.5% | 29.5% | 13.6% | 0.0% | 2.3% |
| | 6 | 5 | 4.20 | 80% | 40.0% | 40.0% | 20.0% | 0.0% | 0.0% |
| | 7 | 5 | 4.60 | 90% | 80.0% | 0.0% | 20.0% | 0.0% | 0.0% |
| 8 | 15 | 3.60 | 65% | 26.7% | 33.3% | 20.0% | 13.3% | 6.7% | |

Imagine Charter School at North Lauderdale
Spring 2010
Family Survey By Grade Level



| Questions | Data Filter | Count | Mean | Mean as a percent of possible score | Always | Often | Sometimes | Rarely | Never |
|---|-------------|-------|------|-------------------------------------|--------|-------|-----------|--------|-------|
| | | | | | | | | | |
| I see positive changes in my children's behavior as a result of our school's emphasis on character development. | All Data | 295 | 4.24 | 81% | 52.9% | 27.8% | 11.5% | 6.1% | 1.7% |
| | K | 84 | 4.33 | 83% | 56.0% | 26.2% | 13.1% | 4.8% | 0.0% |
| | 1 | 39 | 4.15 | 79% | 53.8% | 20.5% | 12.8% | 12.8% | 0.0% |
| | 2 | 50 | 4.16 | 79% | 44.0% | 36.0% | 12.0% | 8.0% | 0.0% |
| | 3 | 37 | 3.92 | 73% | 35.1% | 35.1% | 16.2% | 13.5% | 0.0% |
| | 4 | 21 | 4.14 | 73% | 52.4% | 19.0% | 19.0% | 9.5% | 0.0% |
| | 5 | 46 | 4.20 | 80% | 45.7% | 39.1% | 6.5% | 6.5% | 2.2% |
| | 6 | 4 | 4.75 | 94% | 75.0% | 25.0% | 0.0% | 0.0% | 0.0% |
| | 7 | 6 | 4.50 | 88% | 50.0% | 50.0% | 0.0% | 0.0% | 0.0% |
| 8 | 15 | 4.27 | 82% | 60.0% | 26.7% | 0.0% | 6.7% | 6.7% | |
| Students at our school are learning how to resolve conflicts appropriately. | All Data | 294 | 4.13 | 78% | 48.6% | 24.8% | 19.7% | 4.8% | 2.0% |
| | K | 84 | 4.27 | 82% | 58.3% | 19.0% | 16.7% | 3.6% | 2.4% |
| | 1 | 39 | 4.00 | 75% | 41.0% | 30.8% | 17.9% | 7.7% | 2.6% |
| | 2 | 50 | 3.94 | 74% | 42.0% | 26.0% | 22.0% | 4.0% | 6.0% |
| | 3 | 36 | 3.69 | 67% | 27.8% | 27.8% | 33.3% | 8.3% | 2.8% |
| | 4 | 22 | 4.09 | 77% | 59.1% | 13.6% | 13.6% | 4.5% | 9.1% |
| | 5 | 47 | 3.94 | 74% | 34.0% | 31.9% | 29.8% | 2.1% | 2.1% |
| | 6 | 4 | 4.75 | 94% | 75.0% | 25.0% | 0.0% | 0.0% | 0.0% |
| | 7 | 6 | 4.33 | 83% | 50.0% | 33.3% | 16.7% | 0.0% | 0.0% |
| 8 | 14 | 3.71 | 68% | 35.7% | 7.1% | 50.0% | 7.1% | 0.0% | |
| I volunteer at our school. | All Data | 281 | 2.70 | 43% | 20.3% | 12.5% | 16.4% | 18.5% | 32.4% |
| | K | 81 | 2.22 | 30% | 11.1% | 6.2% | 16.0% | 27.2% | 39.5% |
| | 1 | 35 | 2.23 | 31% | 17.1% | 2.9% | 8.6% | 28.6% | 42.9% |
| | 2 | 47 | 2.17 | 29% | 8.5% | 6.4% | 21.3% | 21.3% | 42.6% |
| | 3 | 35 | 1.97 | 24% | 8.6% | 5.7% | 11.4% | 22.9% | 51.4% |
| | 4 | 22 | 1.68 | 17% | 4.5% | 0.0% | 18.2% | 13.6% | 63.6% |
| | 5 | 47 | 2.49 | 37% | 8.5% | 8.5% | 31.9% | 25.5% | 25.5% |
| | 6 | 4 | 3.75 | 69% | 50.0% | 25.0% | 0.0% | 0.0% | 25.0% |
| | 7 | 6 | 3.83 | 71% | 33.3% | 50.0% | 0.0% | 0.0% | 16.7% |
| 8 | 14 | 2.50 | 38% | 7.1% | 28.6% | 14.3% | 7.1% | 42.9% | |
| Overall Averages (Weighted) | All Data | 277.7 | 4.36 | 84% | 60.3% | 23.0% | 11.2% | 3.1% | 2.4% |
| | K | 80.5 | 4.55 | 89% | 72.2% | 16.6% | 6.5% | 2.8% | 1.8% |
| | 1 | 37.1 | 4.24 | 81% | 53.7% | 25.4% | 13.9% | 4.7% | 2.3% |
| | 2 | 45.7 | 4.28 | 82% | 56.8% | 24.5% | 12.1% | 3.3% | 3.3% |
| | 3 | 34.5 | 4.17 | 79% | 52.8% | 24.3% | 14.3% | 4.8% | 3.9% |
| | 4 | 20.2 | 4.16 | 79% | 59.3% | 15.6% | 12.7% | 6.3% | 6.1% |
| | 5 | 44.1 | 4.37 | 84% | 60.6% | 22.6% | 12.6% | 2.1% | 2.1% |
| | 6 | 4.5 | 4.53 | 88% | 59.3% | 35.6% | 4.2% | 0.0% | 0.8% |
| | 7 | 5.8 | 4.47 | 87% | 59.6% | 29.1% | 10.6% | 0.0% | 0.7% |
| 8 | 13.4 | 4.15 | 79% | 53.4% | 22.1% | 14.4% | 6.3% | 3.7% | |

Charter School Monitoring & Oversight *Data Warehouse: Master Schedule Summary & Staff/Faculty Summary

Location Number: 5171

Location Name: Imagine Charter North Lauderdale Elementary

Date: 10/25/2011

| Last Name | First Name | DOE# | Cert Beg | Cert End | Subject Area | Duty Assgn | Grade | OOF? | HQ? | Not HQ Reason | Action Taken |
|-----------|------------|---------|-----------|-----------|---------------------|--------------|-------|------|-----|----------------------|---|
| Bailey | Christine | 1179944 | SOE | SOE | Prek/Primary | Elem Ed | K | no | no | no subject area exam | Taking subject area test 11/29/11 |
| Berry | Jessica | 1118107 | 7/1/2010 | 6/30/2015 | Prek/Primary | Elem Ed | K | no | yes | | |
| Brown | Genear | 768315 | 7/1/2008 | 6/30/2013 | Elementary 1-6 | Elem Ed | 5 | no | yes | | |
| Chase | Mary | 575924 | 7/1/2009 | 6/30/2014 | Elementary 1-6 | Elem Ed | 1 | no | no | no subject area exam | Reassigned as HQ para and taking FI subject area test 12/2/11 |
| | | | | | Early Childhood Ed | | | | | | |
| | | | | | ESOL End | | | | | | |
| Ciccione | Janet | | no record | no record | | no courses | | | | | |
| Clarke | Kristina | 1128448 | 7/1/2009 | 6/30/2014 | Kindergarten-6 | Elem Ed | 1 | no | yes | | |
| | | | | | ESOL End | | | | | | |
| Dattoli | Timi | 1110979 | 7/1/2011 | 6/30/2016 | Kindergarten-6 | Elem Ed | 2 | no | yes | | |
| Delgado | Jheanell | 1114628 | 7/1/2010 | 6/30/2015 | Kindergarten-6 | Elem Ed | K | no | yes | | |
| | | | | | ESOL End | | | | | | |
| Gauvreau | Danielle | 1126598 | 7/1/2009 | 6/30/2012 | ESE K-12 | Elem Ed | 4 | yes | no | out-of-field | Applied for Certification |
| Gayle | Karen | 526142 | 7/1/2009 | 6/30/2014 | Elementary 1-6 | no courses | | | | | |
| | | | | | Early Childhood Ed | | | | | | |
| Glass | Sumre | 1126557 | 7/1/2009 | 6/30/2014 | Kindergarten-6 | no courses | | | | | |
| Gordon | Dave | 329627 | 7/1/2007 | 6/30/2012 | School Principal | no courses | | | | | |
| | | | | | Social Science 6-12 | principal | | | | | |
| Graffeo | Sara | 1007440 | 7/1/2009 | 6/30/2014 | Kindergarten-6 | Elem Ed | 2 | no | yes | | |
| | | | | | MG Integrated | | | | | | |
| Grasso | Dominic | 1132235 | 7/1/2009 | 6/30/2014 | Kindergarten-6 | Elem Ed | 2 | no | yes | | |
| | | | | | ESOL End | | | | | | |
| Gunderson | Paul | 1121737 | 7/1/2010 | 6/30/2013 | Kindergarten-6 | Elem Ed | 1 | no | yes | | |
| | | | | | ESE K-12 | | | | | | |
| Held | Jennifer | 1152600 | 7/1/2010 | 6/30/2015 | Kindergarten-6 | Elem Ed | K | no | yes | | |
| | | | | | ESOL End | | | | | | |
| Houle | Mary | 689468 | 7/1/2011 | 6/30/2016 | Kindergarten-6 | Elem Ed | K | no | yes | | |
| | | | | | Reading | K-5 | no | yes | | | |
| Jaberi | Farideh | 982997 | 7/1/2008 | 6/30/2013 | Kindergarten-6 | Elem Ed | 1 | no | yes | | |
| Kelly | Erin | 991212 | 7/1/2011 | 6/30/2016 | Kindergarten-6 | no courses | | | | | |
| | | | | | ESE K-12 | | | | | | |
| | | | | | ESOL End | | | | | | |
| Lehecka | Bailey | 1073079 | 7/1/2007 | 6/30/2012 | Art | Art | K-5 | no | yes | | |
| Levy | Karen | | no record | no record | | Phys Therapy | PK-5 | | | | |
| Leydig | Genevieve | 1143658 | 7/1/2009 | 6/30/2014 | Kindergarten-6 | no courses | | | | | |
| | | | | | ESE K-12 | | | | | | |
| | | | | | ESOL End | | | | | | |
| Lord | Kirstyn | 1156211 | 7/1/2010 | 6/30/2015 | Kindergarten-6 | Elem Ed | 3 | no | yes | | |
| | | | | | ESOL End | | | | | | |
| McCleod | Trineca | 1039819 | 7/1/2011 | 6/30/2016 | Kindergarten-6 | Elem Ed | 5 | no | yes | | |

Charter School Monitoring & Oversight *Data Warehouse: Master Schedule Summary & Staff/Faculty Summary

Location Number: 5171

Location Name: Imagine Charter North Lauderdale Elementary

Date: 10/25/2011

| Last Name | First Name | DOE# | Cert Beg | Cert End | Subject Area | Duty Assgn | Grade | OOF? | HQ? | Not HQ Reason | Action Taken |
|------------|------------|---------|-----------|-----------|----------------|--------------|-------|------|-----|----------------------|---------------------|
| Ostrowe | Jane | | no record | no record | | Spch Therapy | PK-5 | | | | |
| | | | | | | Lang Therapy | PK-5 | | | | |
| Pawlak | Elizabeth | 980191 | 7/1/2008 | 6/30/2013 | Kindergarten-6 | Elem Ed | 3 | no | yes | | |
| Poulin | Aimee | 1172191 | 7/1/2011 | 6/30/2016 | Kindergarten-6 | Elem Ed | 3 | no | no | no subject area exam | Sent HQ form to NY. |
| Roberts | Elaine | | no record | no record | | no courses | | | | | |
| Rubenstein | Abbie | 745783 | 7/1/2008 | 6/30/2013 | Kindergarten-6 | Elem Ed | 2 | no | yes | | |
| | | | | | | MG Math | | | | | |
| | | | | | | ESOL End | | | | | |
| | | | | | | Reading End | | | | | |
| Said | Samia | 1116926 | 7/1/2010 | 6/30/2015 | Kindergarten-6 | Elem Ed | 5 | no | yes | | |
| | | | | | | ESOL End | | | | | |
| Sigrist | Lloyd | 921458 | 7/1/2008 | 6/30/2008 | Kindergarten-6 | Elem Ed | K-5 | no | yes | | |
| | | | | | | ESE K-12 | | | | | |
| | | | | | | ESOL End | | | | | |
| Stokes | Monica | 734463 | 7/1/2011 | 6/30/2016 | Elementary 1-6 | Elem Ed | 4 | no | yes | | |
| | | | | | | ESOL End | | | | | |
| Wadsworth | Candida | 1065933 | 7/1/2010 | 6/30/2015 | Kindergarten-6 | no courses | | | | | |
| | | | | | | MG Math | | | | | |
| | | | | | | MG Science | | | | | |
| Wilson | Alejandro | 1004507 | 7/1/2009 | 6/30/2014 | Health | no courses | | | | | |
| | | | | | | PE K-12 | | | | | |
| Wright | Alicia | 1157700 | 7/1/2010 | 6/30/2015 | Kindergarten-6 | Elem Ed | 4 | no | yes | | |