



CHARTER RENEWAL APPLICATION COVER SHEET

NAME OF CHARTER SCHOOL SEEKING RENEWAL Imagine Schools at North Lauderdale Middle

CHARTER SCHOOL LOCATION NUMBER: 5261

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.

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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 will also collect information from a school about its plans over the term of its subsequent contract. Specifically, the school must submit requests for any modifications/adjustments/amendments it proposes to make to its current contract that would take affect over the subsequent contract.

Important Reminders

All renewal applications must be submitted electronically, as one PDF file per school, to charterapplications@browardschools.com by 5:00 PM Tuesday, November 30, 2010.

- Only electronic applications, submitted as a PDF file, will be accepted
- Renewing schools must clearly name and submit all documents, including the completed renewal application and all appendices referenced in their application, in one PDF file for each of their renewing schools
- Renewal applications must contain a table of contents, clearly outlining all required components and identifying the pages where the contents 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.

NOTE: Renewal applications will be reviewed as submitted; additional documents will not be accepted after 5:00 PM Tuesday, November 30, 2010.

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EDUCATIONAL PERFORMANCE

Focus Area	Indicator	Standard/Criteria	Sources of Evidence
Federal Accountability	AYP School Improvement status	<p>The school has 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) Intervene Status.</p>	FCAT AYP Standards
	AYP attainment	The school did not meet AYP.	
	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 77% of its 2010-2011 AYP criteria.</p> <p>The School Improvement Plan Team determined how much growth each sub-group must attain to make AYP via Safe Harbor during 2011-2012 year. Curriculum coaches facilitate data chats with teachers to assess student mastery of NGSSS and use mini-BAT data to drive instruction. Teachers use instructional focus calendars to keep the instruction on target.</p>	

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

Imagine Charter School at North Lauderdale Middle is determined to attain AYP status under the No Child Left Behind standards. The school has 3 subgroups: Black, Hispanic and Economically Disadvantaged with the percentage of students in the Economically Disadvantaged subgroup at its highest level. 94% of the students comprise this category. In Reading, scoring at grade level or above the Hispanic subgroup increased from 24 to 26% showing a 2% gain. In writing, students maintained a high level of achievement with 92% of the students reaching proficiency. Also in Writing, 93% of the Economically Disadvantaged subgroup improved performance by 1% . 91% of the Black Subgroup improved in writing by 1%. Additionally, the Free and Reduced Lunch program increased to 97% the highest in the school's history.

The 2011-2012 School Improvement Plan addresses goals to achieve the learning gains necessary to pass AYP. The overall total, as well as the

sub-groups, has been studied. The percentage of students passing has been analyzed, and the percent required to move the school forward is forefront in the minds of all teachers and staff. Since the school only has three sub-groups, students fall into Black or Economically Disadvantaged. In **total reading**, the school is striving for a minimum of 43% of students attaining a high level which is a 5% increase over last year. In the **Black subgroup for reading**, our goal is to increase the number of students scoring at a high level by 7%. An increase of 8% is the goal for our **Hispanic sub-group**, and **Economically Disadvantaged students** should increase their scores by 7% in reading. In **total math**, a minimum of 45% of the students reaching a high level is the challenge, and for the **Black subgroup**, a math increase of 7% is needed with students scoring at or above a high level. The **Hispanic subgroup** needs to increase the math score by 8%. The **Economically Disadvantaged** subgroup needs to be increased by 7%. In Writing, students have achieved AYP with 92% of the students scoring at a high level. Charts below reflect the school's performance.

Although subgroup proficiency is a struggle throughout the North Lauderdale community, the newly established administrative team at Imagine Charter at North Lauderdale Middle 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%). Safe Harbor targets are for Reading and Math are outlined in the table below:

Imagine Charter at North Lauderdale Middle's AYP 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>
Black	29	71	7.1	63	37
Hispanic	26	74	7.4	66	34
Econ. Dis.	29	71	7.1	63	37
<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>
Black	23	77	7.7	69	31
Hispanic	25	75	7.5	67	33
Econ. Dis.	25	75	7.5	67	33

Several programs have been initiated to increase student achievement. The middle school has hired a math/science coach and a reading/writing coach who meet with the content area teachers weekly revising focus calendars, sharing best practices, planning activities and determining student success. Coaches also model teach lessons, conduct lesson study, and provide assistance with planning rigorous curriculum. A “war room” has been designed to be the focal point during the weekly data chats when teachers are analyzing individual student growth and pinpointing specific student needs. The coaches work with the content area teachers to identify students most likely to achieve learning gains on the FCAT. One strategy implemented is to pull out groups of students who have similar areas of need. Push In also provides students in need with additional assistance during instruction. Imagine Middle School at North Lauderdale will initiate a Saturday School program paid through Title I funds. Due to the staff turnover as well as the uncertainty of funds, the school’s Saturday Program will commence in January. These students remain fluid as monthly data in the areas of reading, writing, and math is assessed. 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 Title I to offer additional tutoring to students who are not in our SES program.

Imagine Charter School at North Lauderdale Middle caters to grades 6-8 and is diligently addressing challenges to attain AYP status. Currently, the school has meet criteria with the lowest 25% *in both reading and math*. The total number of students meeting reading proficiency in the *lowest 25 percent rose from 49 to 73 percent*. Imagine Charter School at North Lauderdale Middle *maintained proficiency* in the lowest 25 percent in math with a percentage of 67%. Furthermore, Imagine Charter Schools at North Lauderdale Middle *maintains AYP criteria* with the FCAT Writes with 63% of our students scoring a 4 or above. Imagine Charter School at North Lauderdale Middle also has the second highest science scores with 21 percent students at or above proficiency to other neighboring middle schools. The school grade from the Florida A+ plan for the first time has computed to an “F”. Knowing that the school does not have a consistent record on making AYP, the new administration of the school is aggressively implementing a plan to increase the rigor and the effectiveness of classroom instruction in all core subject areas. The school has 3 subgroups which are Black, Hispanic and Economically Disadvantaged. For the 2010-2011 school year, three AYP subgroups need improvement in reading and math. This year, the percentage of students who fall into the Economically Disadvantaged has risen to its highest level of 97%. In writing, Imagine Charter School at North Lauderdale middle achieves 91% of students reaching proficiency.

The School Improvement Plan committee meets regularly to revise plans and goals to achieve learning gains critical to pass AYP. Being that the lowest 25 percent made Adequate Progress in both reading and math, the pull out and push in plan will continue to be implemented school wide. Curriculum Coaches and teachers will continue to implement small group instruction with students who fall in the lowest 25 percent in reading and math. These students meet with Curriculum Coaches and teachers for one on one data chats, conferencing and small instruction in reading, math, science and writing. The Curriculum Coaches are implementing a rigorous and critical thinking push in and pull out program mainly addressing fluency and comprehension. Data indicates a decrease in the areas of the percentage of students meeting High Standards in Reading and Math and the Percentage of Students Making Learning Gains, therefore, curriculum coaches are addressing the need for rigorous instruction in all classrooms. Curriculum Coaches and the Regional Curriculum Coach are implementing weekly trainings for teachers and staff on Marzano’s High Yield Instructional strategies as well as planning rigorous curriculum reflective with the Depth of Knowledge Wheel. The trainings also include differentiated instruction, cooperative learning techniques, data driven instruction, NGSSSS, Interactive Word walls, and technology integration. For the past four years, reading proficiency was not obtained by any sub-groups. Additionally, each grade level from the

2010-2011 school year has shown a decrease in the percentage of students meeting high standards in reading. In order to address the need for rigorous instruction in reading, teachers are implementing the use of high interest novels during reading instruction. Teachers meet with both the School Reading and Writing Curriculum Coach, teachers address any challenges to the school wide reading plan and discuss any changes that need to be made based on the data from mini-assessments, computer programs, or teacher observations. Teachers are trained once a week by the Regional Curriculum Coach in order to infuse interactive and rigorous strategies into the reading curriculum. The Reading and Writing Coach ensures that all lessons are differentiated and rigorous. During these meetings, the Reading and Writing Curriculum Coach shares information given at the district's Reading Coaches meetings. The Coach models effective instruction and employs the coaching cycle with the teachers as they learn and expand their repertoire of instructional strategies. Teachers are implementing higher order questioning and metacognitive strategies through the use of learning logs, reflective journals, and exit tickets. These written dialogues with the teacher provide valuable insights into student growth and student needs and provide a basis for teacher-student conferences. The Reading and Writing Curriculum Coach and Reading teachers meet with students for reading data chats and conferencing. Goals are set and action plans are adjusted based on student progress.

Each grade level from the 2010-2011 school year has shown an increase in the percentage of students Making Learning Gains in reading. The 6th grade students increased from 53 to 57 percent; the 7th grade students increased from 48 to 62 percent, and the 8th grade students increased from 27 to 55 percent. Teachers and the Reading and Writing Curriculum Coach have implemented a plan to continue rigor in the classroom so that the learning gains in each grade level continues to increase. The reading teachers are determined for data to drive their reading instruction.

Since the 2004-2005 school year, Imagine at North Lauderdale Middle has attained AYP in total number of students meeting writing proficiency. In the 2010-2011 school year, writing did met AYP despite the percentage of students meeting proficiency in writing decreasing from 79 to 63 percent. In order to meet the need of improving the percentage of students meeting high standards in writing, the Reading and Writing Curriculum Coach meets on a weekly basis with the 8th grade Language Arts Department. The focus of these meetings is to ensure the school wide writing plan and the Language Arts curriculum is adhered to with fidelity and rigor. The Regional Curriculum Coach has provided training on writing process, FCAT Writes +, and Scoring Rubrics. Additionally, the Regional Curriculum Coach model teaches in classrooms and supports the teachers with the coaching cycle. The Language Arts Teachers are highly qualified in the field of English and have attended professional developments in writing offered by the School Board of Broward County, Title One professional developments and college courses. The Language Arts Department has collaborated with the Regional Curriculum Coordinator to develop and implement a school wide writing plan. This plan infuses the writing process across the curriculum as well as exposes students to a rich environment of writing experiences. Students set writing goals, monitor their monthly Imagine Writes scores, and base their action plan for improvement on the states Six Point rubric. The Language Arts department is determined to allow the data to drive their writing instruction.

The percentage of students meeting High Standards (FCAT Level 3 and Above) in Science has increased from the 2009-2010 to the 2010-2011 school year. The percentage of students scoring high standards increased from 16 percent to 21 percent. The Math and Science Curriculum coach has provided science teachers with a school wide science plan. To increase our scores in Science, the 6th, 7th, and 8th grade students are enrolled in a Health class with a scientific emphasis. The Math and Science Coach models and implements interactive Science labs on a bi-weekly basis. Science and Math Coach model for teachers how to scaffold instruction and the 6th 7th teachers have implements Earth and Space and Life Science Program. The Regional Science Curriculum Coach has trained the 8th grade Science teachers on the use and implementation of Interactive Science Notebooks and Science Learning Logs. The students are engaged in "Do Now" activities upon entrance to the room and

continue working from bell to bell with quality instruction from the experienced teachers. The end the class culminates with a metacognitive approach to learning through the use of a learning log or exit ticket. Weekly, the Science Department meets with the Math and Science coach and address effective classroom instruction, highly effective instructional strategies, equipment needs and student concerns.

The percentage of students meeting high standards (FCAT Level 3 and above) in Math has decreased from the 2009-2010 school year from 42% to 29%:

6th grade decreased from 37% to 21%; 7th grade students decreased from 38% to 32%; 8th grade decreased from 49% to 38%.

Four reasons led to this decrease:

- Every Math teacher in grades 6 and 7 were first year teachers
- 8th grade was populated by a large percentage of double retained students
- Data chats were held quarterly
- Teacher did not have access to technology.

With the newly reconstituted administration, the Math and Science Curriculum Coach has collaborated with the middle school Math department to implement school wide Math plan. Additionally, the school's math teachers are experienced classroom teachers. The Math and Science Curriculum Coach meets with the Math Department weekly. The meeting's focus is to review school wide data, review and enhance lesson plan, and learn effective teaching strategies. The Regional Curriculum Coach likewise meets with math Department weekly and has provided training on the use of effective approaches to teaching middle school mathematics. The new administration has secured and purchased 24 lap tops (laptop cart), 11 document cameras, and 11 Promethean boards. All math teachers will utilize a Promethean board and document camera to increase their presentation systems. The math teachers utilize least 2 working desktops and are on a bi-weekly rotating schedule for the lap top cart. Title I funds will secure software to provide students with another avenue to grasp mathematical concepts.

The overall total, as well as the sub-groups, have been analyzed for percentage passing as well as the percent needed that it will take to move the school forward. Since the school only has three sub-groups, most students fall into two main sub-groups of Black and Economically Disadvantaged. In total reading, the school needs a minimum of 45% of the students reaching a high level. This amount is a 10% increase over last year. In the Black subgroup for reading, the school needs to increase the number of students scoring at a high level by 6%; the Hispanic subgroup needs to increase by 9%, and economically disadvantaged group needs to be increased by 6%. In total math the school is expecting a minimum of 40% of the students scoring at a high level, an 11% increase from last year. In the Black subgroup for math, the school needs to increase the number of students scoring high level by 5%; the Hispanic subgroup needs to increase by 9%, and the Economically disadvantaged subgroup needs to increase by 9%. In Writing, the school has achieved AYP with 63% of the students scoring at a high level.

To achieve AYP goals, the school has attained two Curriculum Coaches through Title 1 funding. The coaches meet with the content area teachers weekly to discuss skills on the focus calendars, to share best practices, to plan activities and to determine which students are meeting with success and if not, what do we need to do to help them. Imagine has also hired new teachers that are highly qualified in their content subject area. In addition, Imagine's Regional Curriculum Coach meets with teachers and School Site Curriculum Coaches weekly to plan activities, address rigorous curriculum, and share best practices. Coaches are collaborating with content area teachers and two interventionists to

help identify specific strategies needed to address student deficiencies. In addition, a push in program for reading, writing, math and science has been implemented. Imagine at North Lauderdale will provide a Winter Break Tutorial as well as a Saturday School program paid through Title I funds for all students. These students will remain fluid as teachers are constantly assessing and using data to address needs. The school provides SES (Title I funded) reading and math tutoring on Tuesdays and Thursdays to continue the support for our level 1 and level 2 students. The school has also been provided with ELO (Extended Learning Opportunity) funds from Title I to offer additional tutoring to students that are not in our SES program. Additionally, Level 1, 2, and 3 students will be invited to attend after school FCAT tutorials on Mondays and Wednesday.

Each classroom is now uniform in its expectations. All classrooms post instructional objectives in student friendly terms as part of the standard board configuration which includes the homework, a “Do Now” activity, 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 textbooks which emphasis student centered activities and provide extra practice for all AYP sub-groups as well as providing extension activities for students who are above level.

The school has made a concerted effort to provide highly qualified certified teachers for the students. 70% of the staff is new to the school. This infusion of new teachers has provided the needed spark to move instruction. The administrative support has diligently worked to provide consistent focused instructional feedback to teachers. A walk through schedule and the coaching cycle are followed to provide focused feedback to teachers. Also, the school based coaches clarify the expectation that teachers are to use researched based proven instructional strategies. Strengthening the rigor in all classrooms has been addressed through many staff development workshop, planning period conversations, and lesson study and is monitored by coaches and administration by frequent walk-throughs. Content area teachers have common planning to discuss strategies and to plan rigorous lessons with the Title One Coaches. Lesson plans are monitored by the administration weekly.

The school provides staff development which is chosen based on student needs from test information, teacher request, or administrative choice. Each teacher develops a Professional Growth Plan with assistance from the Title One Coaches in order to insure teachers are outlining the area that they have identified as needing improvement. Staff training has been provided on ESOL Strategies, Effective Instructional Strategies, Data Analysis, Higher Order Questioning and Curriculum Rigor, Reading and Math Centers, Items Specification for FCAT, Writing Process, and Standards Based Curriculum Instruction. Additionally, lesson study groups with each grade level and data discussions occur on a weekly schedule. The middle school teachers are participating in a Professional Learning Community on reading using the book How to Teach Reading Even When You Are Not a Reading Teacher. These weekly discussions, along with sharing curriculum ideas, are helping to infuse reading strategies in all content areas. The teachers have also had staff development on CRISS strategies and continue to work collaboratively on improving their teaching pedagogy.

Federal Accountability Documents Found in Educational Performance Appendices:

- A. AYP Standards
- Z. FCAT

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

Focus Area	Indicator	Standard/Criteria	Sources of Evidence
State Accountability	FCAT achievement	Students at the school demonstrate proficiency or progress towards meeting proficiency, in subjects tested (mathematics, reading, writing and science)	FCAT – State A+ Plan Report’ AYP Report
	School grade	“C” or above	School grade as determined by FL DOE
	Annual student gains	Students are making one-year’s worth of growth annually in mathematics and reading.	FCAT
	Annual gains of students achieving in the bottom 25%	50% make one-year’s worth of growth	FCAT
	% of students tested	The school is appropriately administering applicable state standardized tests to its students.	FCAT
	Relative performance	The school’s performance meets or exceeds the performance of schools with closely comparable student populations.	FCAT
<p>Statement from charter school and list of attached appendices indicating that standard has been met, or explanation if it has not.</p> <p>Imagine Schools at North Lauderdale Middle demonstrated improvement in the A+ plan in several areas. The percentage of students meeting high standards (FCAT Level 3 and above) in Science increased by 5%. The percentage of students making learning gains in reading increased by 15%. Adequate Progress of the Lowest 25% has now been met in both Reading and Math. In 2009 the Adequate Progress of the Lowest 25% in reading was 49%. This percentage did not meet AYP. However, this year that percentage point has increased by 24% in Reading, now meeting AYP. The Adequate Progress of the Lowest 25% in Math has sustained and maintained AYP status. The Adequate Progress of the Lowest 25% in the school Grade Points Earned increased by 13 points.</p> <p>The scores of the neighboring schools consisted of Lauderhill Middle with a “D” academic performance grade, Silver Lakes and Lauderdale Middle School performance “C” rating on the state A+ plan. Lauderdale Lakes Middle scored a “C” on the state A+ plan this year.</p> <p>Through the use of Title I funds, the school has attained two Curriculum Coaches in the areas of math, science, reading, and writing. The Coaches meet regularly with the teachers. Imagine’s Regional Curriculum Coach meets weekly with the middle school teachers to model writing strategies appropriate for all curriculum areas. The master schedule has been created so that teachers share a common planning time. This time is designated for teachers to collaborate on the instructional focus, student data, behavioral issues, and high-yield instructional strategies. Integrated curriculum is the goal and common planning provides the opportunity for lesson collaboration to be planned. The Curriculum Coaches meet with the middle school teachers bi-weekly to continue the instructional dialogue through lesson study and peer coaching. Weekly team meetings address topics such as student friendly instructional focuses, data results from the FCAT, BAT, SAT 10, mini-assessments, instructional strategies, word walls, student work, FAIR assessments, Reading Strategies, and NGSSS.</p> <p>The Math/Science and Reading/Writing Coaches meet weekly with teachers to model curriculum strategies, study professional literature, and</p>			

review test data. The master schedule has been strategically designed to provide common planning for teams of teachers to collaborate on skill integration and effective curriculum strategies. Team meeting topics include Student Friendly Instructional Focuses, data results from the FCAT, BAT, SAT 10, mini-assessments, instructional strategies, student work, FAIR assessments, Reading Strategies, and effective instructional strategies.

To increase Science achievement, teachers have identified students most likely to score a level 3 or higher in Science. Teachers have developed pullout groups for the students and a push in models of instruction for all of students to increase knowledge of the science benchmarks. The school is using the instructional focus calendars suggested by the district and assessing the students regularly to measure growth. The school is providing a “Science Night” for parents to increase their knowledge of the skills being measured and to provide strategies to extend the learning into the home. To improve Writing scores, the teachers were taught how to analyze FCAT Writes samples according to the state rubric. The Writing Coach models the Six Traits and process writing. The teachers are also provided writing instruction from our Imagine Regional Curriculum Coordinator on a regular basis. Weekly, the Imagine Regional Curriculum Coordinator works with teachers by modeling writing strategies and by providing staff development on the writing process. The Writing Coach, teachers, and the Imagine Regional Curriculum Coordinator have collaborated on the development on a middle school writing plan. The students are participating in monthly Imagine Writes assessments as thus far averaging a 3 on the FCAT Writes Six Point rubric as scored by teachers of students in 8th grade on both Persuasive and Expository prompts. Students engage in the BAT assessments following the schedule of Broward County Schools. Additionally, process writing has been implemented in the middle school classrooms along with rubric scoring across the disciplines. A newly written writing plan for the middle school has been implemented as well.

Based on FCAT data, students have been divided into homogeneous reading groups, and all students are either engaged in an intensive reading class as required by the state or a critical thinking class emphasizing test taking skills and strategies. Vocabulary is emphasized and utilized in interactive word wall activities throughout the curriculum areas. The 90 minute block has been set up in two week cycles, which has a breakdown of each minute to ensure the most success of our students. The school year starts off for level one student by using REWARDS (Reading Excellence: Word attack and Rate Development Strategies). REWARDS provides struggling readers with flexible strategies for decoding – multi-syllabic words in order to build reading accuracy and fluency. The class then moves to Read XL for its lowest performing students and incorporates other skill building activities to increase student progress. For the level 2 students and above, the school uses supplemental materials such as the researched based Reading Express which focuses on tested skills and builds fluency into the everyday reading lesson. The school has purchased several new sets of class novels to increase the variety provided to the students. Reading strategies are taught to the teachers in weekly team meetings to increase the teachers’ knowledge of reading techniques. The teachers are involved in a Learning Community using the book, How To Teach Reading When You Are Not a Reading Teacher. The focus on this professional text allows the staff to have a basis for discussions that center on students who are deficient in reading and provides instructional practices to meet the needs of these struggling readers.

Teachers utilize the district adopted math series which encompasses the Next Generation Sunshine State Standards. The school continues to use the pull-out model for those students who are scoring below level 3 and for bubble students to ensure the continued growth in math.

Each month, the Curriculum Coaches provide Focus Calendars establishing a road map to achieve the standards tested on the FCAT. The Focus Calendars include the areas of reading, writing, math and science. Based on the data from the mini-assessments or other assessments, secondary

focuses are addressed for individual students or groups of students. The Curriculum Coaches have identified the bubble students in reading and math. These students are pulled for extra assistance during their elective time. In addition, these students have been targeted for Saturday School, SES tutoring, and ELL tutoring.

To increase Science scores, the school has attained a Science Curriculum Coach funded through Title 1. To assist students, we have established a pullout program as well as a push in model to increase test taking skills and knowledge of science benchmarks. The school is using the instructional focus calendars suggested by the district and testing the students regularly to recognize growth. The school is providing a “Science Night” for parents to increase knowledge of the skills being tested and to provide ideas to help their child at home.

There is a shift in the philosophy of teaching Writing, and teachers are actively incorporating writing in all content areas Title One has secured a Curriculum Coach for reading and writing. The Professionally Certified Reading and Language Arts teachers analyze FCAT Writes anchor papers according to the state rubric. The teachers have been trained to utilize the Six point assessment rubric for student work. Rubric scoring has been incorporated into all subject areas. Also, the Curriculum Coaches and Language Arts teachers integrate the Six Traits into the teaching of the writing process. The Curriculum Coaches and Language Arts Teachers meet with the students to conference as part of the writing process. This one-on-one conversation allows the teacher and student to collaborate on skills that need improvement and set goals based on the FCAT Writes Six Point Rubric. The teachers are also provided writing instruction from our Imagine Regional Curriculum Coach on a regular basis. The students engage in monthly Imagine Writes and the district BAT writing experiences. Imagine at North Lauderdale Middle School has developed a school-wide writing plan where writing is integrated throughout the curriculum. Writing skills and processes needed to effectively communicate through writing will be evidence from FCAT Writes+. This assessment will reflect the rich experiences and the effective instructional techniques utilized by the middle schools staff.

The school – based Curriculum Coaches, have studied student progress and have been implemented structures and processes to increase reading scores. Based on FCAT data, students have been divided into homogeneous reading groups, and all students are enrolled in an intensive reading class, as required by the state, or a critical thinking class which emphasizes test taking skills and strategies. Vocabulary is emphasized and encouraged by all teachers. The 90 minute block has been implemented in the middle school. The school year starts off for level one student by using REWARDS (Reading Excellence: Word attack and Rate Development Strategies). REWARDS provides struggling readers with flexible strategies for decoding – multi-syllabic words in order to build reading accuracy and fluency. The class then moves to Read XL for its lowest performing students and incorporates other skill building activities to increase student progress. For the Level 2 students and above the school uses supplemental materials such as Reading Express which focuses on tested skills and builds fluency into the everyday reading lesson. The school has purchased several new sets of class novels for reading classes and literature circles in order to increase the variety provided to the students. Reading strategies are taught to the teachers in bi-monthly meetings to increase the teachers’ knowledge of reading techniques. The teachers are involved in a Learning Community using the book, How To Teach Reading When You Are Not a Reading Teacher. Utilizing the knowledge in this book allows the staff to have a basis for discussions that center around students who are struggling in reading.

The school followed the district’s lead and adopted a new math series which encompasses the Next Generation Sunshine State Standards. Each teacher has received in-depth training on the new standards and implementation of the new standards. The Curriculum Coaches, continue to use the pull-out model for those students who are scoring below Level 3 and for bubble students to ensure the continued growth in math.

Imagines' Science scores were the *second highest* amongst the three neighboring schools. The percentage of students making adequate progress in reading in the lowest 25 percent is higher than 2 of these schools. The percentage of students making adequate progress in math in the lowest 25 percent is higher than one of these schools and only 6 percentage points lower than the highest score. The percentage of students making learning gains in reading is only one percentage point lower than two of the above mentioned schools. The percentage of students meeting high standards (FCAT Level 3 and Above) in reading is only 5 percentage points lower than one of the other schools mentioned above. Two the three schools had a greater decrease in overall FCAT Points Earned. These two schools lost over 30 points between the last two school years.

State Accountability Documents Located in Educational Performance Appendices:

A. AYP Report

D. State A+ Plan Report

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 Imagine's 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, working in collaboration with administration and the governing board, to enhance the overall success of the school. Imagine School Grades demonstrate the school is achieving Imagine's Six Measures of Excellence.</p>	Employee Handbook
Statement from charter school and list of attached appendices indicating that standard has been met, or explanation if it has not.			

Name of Charter School Seeking Renewal: Imagine Schools at North Lauderdale Middle

Location Number: 5261

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

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 Middle 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 Middle) 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 Middle received a grade of an “A-” during the 2010-2011 year. The Six Measures are defined as:

1.Academic Achievement

The first measure is “Academic Achievement” which encompasses not only our State and Federal grading system but also our Imagine grades. Students’ 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, relationships are developed between students and adults that activate a love of learning.

All Imagine Schools measure Academic Achievement with “same student” annual learning gains on the Stanford Achievement Test 10th ed. (SAT-10) math and reading subtests – a norm-referenced test aimed at assessing student achievement when compared to his or her 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 grades kindergarten through fifth 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, students' mean learning gain in reading was 1.03, and in Mathematics the mean learning gain was 1.05. This surpasses the recommended 1.0 made by SAT – 10. SAT-10 scores indicate that 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 Middle received an Academic Achievement grade of a "B₊" from Imagine Schools, Inc.

2. Shared Values of Justice, Integrity and Fun

The next measure is "Shared Values". This 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. Each parent/guardian, student, and colleague is treated 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, 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". If we can get students to learn to make good decisions now, think what a great future we will have! The school's grade on 2010-2011 Shared Values was an "A-"

3. Parent/Guardian Choice

The next measure is "Parent Choice". As a charter school, Parent Choice impacts enrollment. Since the school does not have assigned boundaries, staff has to win parents over so they "choose" our school. Parents choose Imagine at North Lauderdale for many reasons. We believe the parents like the choice that our 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 frequently say that they choose Imagine North Lauderdale Middle because faculty and staff take the time to listen and make a genuine effort to help them. . Since the school is small, everyone knows the children and their parents. Parents feel comfortable coming into the school because they are recognized and are referred to by name. The parents know that their child is safe because the staff at Imagine charter at North Lauderdale Middle is a family.

Imagine's annual Parent Survey is one method used to measure progress in Parent Choice. Administered each March, parents are asked a variety of questions and the school is graded accordingly. The 2010-2011 Parent Choice grade of an "A" reflects parental satisfaction in choosing Imagine Charter at North Lauderdale Middle. Part of the Parent Choice measure is how successfully the school involves parents 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 Middle.

4. Positive Character Development

Imagine Schools at North Lauderdale Middle 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 implement 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 provide students with opportunities 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. 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 timey. 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 the school' means is taken seriously at Imagine Schools. 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 Middle 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 school's 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 Middle 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.

Mission Documents Located in Organizational Performance Appendices:

A Employee Handbook

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 Middle 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.	SAT 10 Reports Professional Learning Community Calendar Pull-Out/Push-In Implementation Program Plan Extended Learning
	Implementation of curriculum and instructional techniques	The school is successfully implementing curriculum and instructional techniques as defined in the school's contract. Teachers at Imagine Charter at North Lauderdale Middle continuously review student data with 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	Opportunity Dates Leadership Team Responsibilities Leadership Team Calendar Broward's Comprehensive Reading Plan

		instructional level and target each student's individual needs. Teachers refer to the district's struggling student charts for reading and mathematics and use data to screen, diagnose, plan intervention 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.	Lesson Plans S.T.A.R. Strategic Targets for Academic Rewards Middle School Master Schedule Teachers' Assistant Binder
	Implementation of specialized instruction for students, particularly of those below grade level	The school implements demonstrably effective instructional techniques that support struggling students achieve grade level. All teachers at Imagine Charter at North Lauderdale Middle review student data collaboratively with 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. Teachers refer to the district's struggling student charts for reading and mathematics and use data to screen, diagnose, and plan intervention lessons and progress monitor. At the beginning of the year, teachers use the SAT 10 to place students correctly, plan instruction appropriately and scaffold differentiated activities accordingly. In order to strengthen reading achievement for struggling and at-risk adolescent learners the school has included daily 90 minute Intensive Reading time for all students who scored a Level 1 on the FCAT. Students are homogenously grouped by their reading level. Researched based materials and instructional strategies are geared specifically to promote their success. Students performing below grade level in math	CHAMPS Demerit Referral System RtI Daily Accountability Plan Rocket Learning IRT Checklist Advanced Reading Challenge Curriculum Maps ESOL Student List and Support Schedule Advanced Reading Challenge FCAT Scores

		<p>receive additional support for work on the skills needing reinforcement and re-teaching. The math focus calendar provides teachers with a framework for pacing and scope and sequence. By monitoring progress twice a month with Focus Tests, teachers are able to identify students' specific weaknesses and provide support within the classroom by creating a secondary benchmark center either at the computer or in a teacher directed center for review. These students also have a Student Performance Plans, which provide an avenue for extended support at home.</p>	
	Data-driven decision-making	<p>The school competently uses qualitative and quantitative data to inform and guide instructional planning and practice aligned with Sunshine State Standards. Imagine Charter at North Lauderdale Middle uses the test data provided from the FCAT, BAT, SAT 10, and focus tests to drive instruction. Each test is analyzed and the results are used to determine the skills to be taught each month. Inside each classroom, the teachers use the data from their individual students to group them according to deficiencies and provide individualized instruction. 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-assessment tests (focus tests). Teachers include students in these data driven decisions and conduct student led conference in order to provide students with timely feedback, discuss their misconceptions, and set future goals. Teachers believe that involving students encourages them to participate actively in and take responsibility for their own learning.</p>	

		Teachers also include parents in discussion involving student data with regular communication. Progress reports go home each quarter, as do report cards. Teachers conduct three parent teacher conferences a year. Teachers, parents and students complete goals, strategies and informational comments on Student Performance Plans (SPPs).	
	Implementation of exceptional education programs	The school provides quality services for exceptional students as defined in the school's contract and as required by applicable law. Imagine Charter at North Lauderdale Middle 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 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 are 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.	
	Implementation of ELL program	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 Middle are a very diverse population. All teachers who work with the ELL population are currently enrolled in	

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		ESOL classes or are ESOL endorsed. 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.	
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Statement from charter school and list of attached appendices indicating that standard has been met, or explanation if it has not.**Implementation of curriculum and instructional techniques****CURRICULUM*****Implementation of our Mission as defined in our charter contract***

The personalized mission of Imagine Schools at North Lauderdale is to assist 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 strive for excellence so that our diverse culture and unique philosophy is witnessed by anyone entering our school.

The first part of the school's mission speaks to Imagine's commitment and dedication to *parents*. Through parenting workshops, effective conferences, and family events, this goal has been accomplished. The automated call system, Parent Link, has enabled us to improve school to home communication resulting in greater parent participation. The new administration is conscientiously focusing on updating the school's website to provide minute by minute school information. 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. The annual Family Literacy Night at Imagine Charter School at North Lauderdale Middle 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 proved to be successful in providing opportunities for parent involvement in the educational setting of Imagine North Lauderdale. The school's Parent Choice Committee evaluates the success of these endeavors and makes adjustments to improve the school's next family event.

The second part of the school's mission has resulted in a concerted effort to provide a *safe and nurturing environment*. By securely gating the entire school facility, along with constant monitoring and patrolling of the school's front entryway, this goal has been drastically improved. Additionally, an arrival and dismissal plan that ensures safety has been implemented reducing incidents of disciplinary infractions. The CHAMPs program is yet another school-wide initiative contributing to a reduction in 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 strategies and counseling techniques for specific students. Additionally, a Behavior Intervention tracking system monitors student behavior. The Daily Student Planner provides an additional communication tool to report incidents of academic or behavioral concerns as well as to report academic and 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. The classrooms reflect positive promotion of learning through student work samples, student of the week displays birthday recognitions and active student leadership councils.

Active learning stimulates creative thinking and cultivates an enthusiasm for learning. The recent initiative of the S.T.A.R. (Strategic Targets for Academic Rewards) lesson planning process engages teachers in planning thoughtful instruction. Engaging teachers in a reflective study of the instructional process, the S.T.A.R. lesson plan approach incorporates varied instructional techniques. When walking through classrooms, one will

see a board configuration including an essential question, student friendly objectives for each specific subject being taught, and the daily schedule so that students are aware of the focus and pacing for the day. The instructional delivery encompasses an opening activity that hooks the student into the lesson. The lesson sequence then specifies the explicit, modeled, and guided instruction. Higher order questioning and activities developed using the Depth of Knowledge Wheel and bloom's taxonomy are evidenced in lessons. The concluding part of our lesson planning initiative focuses on student practice and active engagement. Students become more responsible for their own learning 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 Regional Curriculum Coordinator. Teachers engage in regular dialogue with the coaches regarding instructional effectiveness and goals for improving their practice. Professional Learning Communities (PLCs) have been developed to focus on the key components of an effective lesson.

Title I funding has allowed the new administrative staff to hire two instructional coaches: reading/writing and math/science. Instructional coaches are not assigned a regular classroom teaching assignment, and they are expected to work with students in whole and small group instruction in the context of modeling, co-teaching, and coaching in other teachers' classrooms. With as much fidelity as possible, coaches strive to adhere to the recommended percentage of coaching time as stipulated by Broward County's k-12 Reading Plan.

• Whole Group Professional Development	5
• Small Group Professional Development	10
• Planning	10
• Modeling Lessons	15
• Coaching	15
• Coach-Teacher Conferences	15
• Student Assessment	6
• Data Reporting	3
• Data Analysis	6
• Meetings	5
• Knowledge Building	5
• Managing Reading Materials	4
• Other	1

Core Academic Area Strands

The four core academic areas of reading and language arts, mathematics, social studies, and science are divided into strands and organized 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 and instructional materials for each of the core disciplines.

Discipline	Strands	Resources
Reading	Reading, Writing, Listening and Speaking, Viewing and Presenting	On-Level: Novels, Classroom Libraries, Holt: Elements in Literature Below-Level: Read XL and Rewards, Soar to Success 6 th grade, SRA Corrective Reading Labs Supplements: Great Source: Reader's Handbook and Source Book, Measuring UP test preparation, Beep
Language Arts	Writing, Listening and Speaking	Holt: Elements of Literature
Social Studies	History, Geography, Civics and Government, Economics	Geography-Glencoe: The World Its People Civics and Government: Civics: Prentice Hall: Civics Today, citizenship, Economics, and You History –Glencoe: The American Nation
Mathematics	Number Sense, Concepts, Operations, Algebra, Geometry, Measurement, Data Analysis and Probability	Glencoe Algebra I (for advanced students) Glencoe Integrated Math Amsco Test :Prep, Math Coach Test Prep Beep Below Level: Math Party, Otter Creek Math, Great Source Math Summer Success Program
Science	Earth and Space Science, Life Science, Physical Science, Health, Science and Technology, History and Nature of Science, Science as Universal Inquiry	Pearson Science Series Science Lab and Equipment

Imagine's standards-based curriculum is delivered through universal ideas, or themes, at each grade level and is aligned with state curriculum benchmarks. The themes are broad enough to allow for creative connections across and among subject areas. In this way, essential skills in the core subjects can be synergized and enhanced by the infusion of the humanities, the arts, and technology.

Listed below are the Essential Questions, themes and sample questions for grades 6-8:

Grade 6 – Relationships

What relationships exist between the plants and animals in various ecosystems?
In what ways is the lifestyle of a culture related to its geographical location?
How might we establish relationships among the literary elements in our writing?
What relationships exist between and among numbers?

Grade 7 – Patterns

How have weather patterns affected our planet over time and for the future?
Are there certain societal patterns which determine our civic responsibilities?
What geometric patterns might we identify in works of art?
How might we develop an original pattern of prose?

Grade 8 – Universes

What microscopic universes can we observe using scientific technology?
What universal ideas can we explore through the events of our nation's past and in light of its present circumstances?
Does a particular "course of action" influence our literacy preferences?
In what ways are algebraic equations used to measure distance and time in the universe?

Instruction relates content to overarching grade- level themes in order to build a sense of connectedness and significance into each student's learning experiences. Instruction stresses a purposeful bridge to prior knowledge so that new information has both relevance and meaning for each learner. Students are involved in project-based learning, which includes:

- a compelling question or concern related to authentic, unpredictable real -world situations;
- investigations requiring students to ask and refine questions, debate ideas, make predictions, design plans and/or experiments, gather information, collect and analyze data, draw conclusions, and communicate ideas and findings to others;
- artifacts which inspire students to learn concepts, apply information, and represent knowledge in a variety of ways as they address authentic questions and real world issues;
- collaboration among students, teachers and others in the community; and
- technology which supports students in data gathering, data analysis, communicating and document preparation.

The Reading and Language Arts Program (Grades 6-8)

The strands, standards, content knowledge and performance objectives that follow are designed to maximize exposure to Imagine students' real life experiences through the interaction with quality text. Students are routinely afforded opportunities to talk, listen, read, write and view life in its many complexities and expressions. Emphasis is placed on continuous metacognition and reflection so that students are able to monitor their own learning. After careful consideration of information, students share their thoughts through dialogue in order to validate their understandings. This 'Harkness' approach is used in the most illustrious educational institutions and perfectly complements the Imagine model for interdependent learning. It is our expectation that by working with these skills and with these objectives that our students will become literate, productive,

responsible, and thoughtful citizens.

Students will master the following language arts skills:

- Using the reading process to construct meaning;
- Understanding and applying the terminology in literature and literary devices;
- Recognizing and comprehending the characteristics of various literary forms;
- Analyzing literary selections in their entirety;
- Identifying characters, and their persona, through their words and/or their actions;
- Evaluating the author's purpose or intent as evidenced by the actions or events which occur within the selection;
- Learning to select and use different forms of writing for specific purposes, e.g., to explain, to inform, to persuade, or to entertain.
- Targeting research activities designed to help students collect and interpret information for communication through age-appropriate media productions, research reports, and projects;
- Employing the various forms of writing across all disciplines to inculcate revising and editing skills toward the production of error-free compositions;
- Learning how to take lecture and research notes as a précis for, subsequent evaluation and use;
- Identifying key elements of effective and informative presentations toward the eventual creation of a personal rubric for self-evaluation.

The Mathematics Program (Grades 6-8)

At the core of the curriculum is the meaningful application of mathematics to solve viable and authentic problems. Students engage in the discovery and exploration of number theory, data investigations, probability, and algebraic thinking to name but a few. These young adolescents experience simulations of workplace competencies through cooperative and interdependent endeavors with peers in finding creative solutions to complex and challenging issues.

Imagine students develop mastery of core mathematical skills needed for higher education and future employment. Students learn how to apply mathematics across the curriculum as they forge mathematical reasoning into a tool for life-long learning. Students engage in opportunities for individual and group problem solving, in-depth experiences with the tools and applications of new technologies, within a creative instructional program which explores mathematics as an exciting career option for both genders.

Students are exposed to and master the following mathematical skills through understanding and application of rational numbers, linear functions, proportionality and measurement:

- Learning Algebra and Geometry;
- Integrating skills across subject areas;
- Promoting flexibility in data analyses;

- Introducing dynamic Pythagorean relationships;
- Developing linear functions;
- Locating square roots;
- Extrapolating mathematical reasoning and problem solving into real world situations;
- Advancing the use of technology to enhance learning and understanding.

We believe that algebra is a powerful tool of symbolic thought, one that reduces relationships to their essentials. The capacity for such abstract thought is common to all people from early childhood on. We capitalize on students' innate capacity for abstraction and implement the Integrated math systems of algebraic instruction.

The Science Program (Grades 6-8)

In the 21st century, understanding the purposes, methods and value of science is an essential competency for responsible citizenship. Imagine's science curriculum inculcates the recognition that scientific literacy is a critical component of life in an interdependent, global economy. In a world where change occurs with the speed of exponential tripling, making sound decisions as citizens and voters requires recognizing cause and effect relationships between and among human actions or their impact on the environment within the realities of the world as revealed by quality scientific research.

Imagine students study the life and physical sciences as well as earth and space sciences across all grades. Imagine students learn about the societal impact of scientific research and technology. Our students engage in "hands-on, minds-on" exploration of science processes and develop the essential and enduring skills for applying scientific thinking.

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. We are using the Five E Model for Science instruction, where 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 test their own understanding and skills through written reflections.

Students are exposed to and master the following scientific principles:

- Structure and function in living systems;
- Relationships in ecosystems;
- Diversity and adaptations of organisms;
- Chemistry, compounds and solutions;
- Properties and changes in matter;
- Basic principles of Physics;
- Weather patterns and forecasting;
- Global and regional challenges;
- The history and structure of the Earth;
- Space phenomena and the universe;
- The molecular basis of heredity;
- Biological evolution;
- Interdependence and behavior of organisms.

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The Social Studies Program (Grades 6-8)

Imagine's curriculum, along with curriculum from SBBC, strives to prepare our learners for leadership in a panglobal economy. Our focus is on the processes, both historical and contemporary, which influence events and decisions at the local, state, national, and global levels. These include geographic, cultural, governmental, economic, and historical factors. Purposeful, essential instruction relies on well-established strategies of inquiry built on integrated facts, thus, rigorous instruction has been introduced in the form of Interactive Notebooks and Document Based Inquiry.

Sixth graders learn geographic concepts to deepen their grasp of the relationships between geographic conditions and human activities. As they broaden their understanding of the nature of our planet, Imagine students also learn to connect current cultures and significant historical events to geographic locations and influences.

Seventh graders focus on the attributes of the United States' political and economic system. Students learn the differences between American ideals of citizenship and other models practiced around the globe currently and historically. Our students learn to see the significance of the American republic's values of free enterprise, democracy, and constitutional principles as it distinguishes this country from others.

Eighth grade learners concentrate on the history of the people of the United States. Imagine students learn the traditional names and events of importance in a multi-cultural society along with the processes and issues which have defined our nation. They grow to understand how and why these forces continue to be a significant part of the evolving American way of life. Students are socially, as well as academically prepared to embrace the challenges of a rigorous high school program and the increasing complexities presented by a global society. The social studies program is designed to help learners appreciate real time current events in terms of their historical etiologies. News and historical documents are interpreted with insights gained from events which long preceded present manifestations.

Social Studies instruction is designed to:

- Increase students' appreciation and sense of connection with U.S. and global history, the history and culture of diverse social groups, and the environment that surrounds them;
- Deepen students' knowledge and understanding of content introduced through the strands of economics, civics, and geography in relation to historic and current events;
- Integrate content presented through the social studies strands with mathematics, science, reading and language arts;
- Explore the visual and performing arts through multicultural and historical perspectives;
- Increase students' inquiry and sense of ownership in what they learn through interdependent research, collaborative real-world problem solving, and project-based learning;
- Involve all students in simulations which immerse them in curriculum content with modern relevance;
- Promote individual characteristics of leadership through the study of past and present iconic figures, individual goal setting, community service, and multi-grade mentoring activities;
- Encourage participation in a meaningful service project related to grade level themes;
- Facilitate the completion of that self-selected project related to grade level themes.

The Enrichment Programs (Grades 6-8)

Curriculum at Imagine Charter School at North Lauderdale Middle is designed to promote literacy in reading and language arts, mathematics, science and social studies. Enhancing the knowledge and skills acquired in each of these disciplines is achieved through enriching experiences offered through the humanities and performing arts, health and physical education, media and information literacy, financial literacy, technological literacy and service learning. Just as the core disciplines are standards-based, so are enrichments opportunities. It is the commitment of Imagine charter at North Lauderdale to expand the horizons of every learner by exposing each of them to great ideas, great works, and great thinkers in an effort to inspire a lifelong love of learning.

Financial Literacy

Preparing young people to understand and actively participate in their own financial well-being is fundamental to adult independence. Imagine's curriculum teaches personal financial management skills as they relate to the basic principles involved in earning, spending, saving, borrowing and investing.

The financial literacy strands includes:

- Critical consumerism;
- Community and financial responsibility;
- Risk management awareness;
- Relationships between income and education;
- Personal financial responsibility and resourcefulness;
- Credit and debt liabilities and opportunities;
- Wise planning, saving, and investing practices.

Technology Literacy

As noted above, in this Conceptual Age, technology is expanding at a rate of exponential tripling with the information base changing every 6-9 months. As educators, we are obligated to prepare our students for exciting challenges. Students use technology tools to enhance learning, to increase productivity and creativity, to construct technology-enhanced models, to prepare publications, and to produce an almost infinite variety of creative works. Imagine is dedicated to expanding avenues to capitalize on its productive volatility. Students interact with peers, experts and other audiences using telecommunications and media. Students utilize technology-based research tools to locate and collect information pertinent to the task as well as to evaluate and analyze information from a variety of sources. FCAT Explorer is utilized regularly for assessment preparation. During these activities, students also learn to understand the social, ethical and human issues related to pursuing technology in their daily lives. They are expected to demonstrate responsible use of technology systems, information and software.

Health and Physical Education Programs

Imagine's Health and Physical Education curriculum focuses on health and physical fitness skills, as well as interaction and competitive sports. As students progress through the grade levels, activities and experiences that emphasize the importance of a healthy lifestyle are implemented. Teachers and instructors work on the premise that a sound body is essential to a sound mind. When students are healthy, active and physically fit, they are more motivated to learn about the world around them. Imagine Charter at North Lauderdale Middle School focuses on building understanding, knowledge and developmentally appropriate skills and practices related to health and physical fitness, as students progress from one grade to the next.

Health

Health topics are closely linked to our science content and physical education. Key concepts of the program include:

- Basic hygiene and health habits

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

Physical Education

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

- Control and coordination of movements
- Rhythm, agility and balance
- Simple sports skills
- Basic games and exercise
- Fitness
- Respect for rules
- Sportsmanship
- Proper use of equipment
- Strategy
- Competitive and no-competitive sports
- Lifetime sports
- Character development

Character Education

Respect and Responsibility – these are just two of the character traits and values at the heart of the culture at Imagine Charter School at North Lauderdale Middle. The school community lives in an age where technology and social concerns dictate the need for an emphasis on character development. The basic principles of character education have been incorporated to devise a positive and influential program for our students. The character education program includes, but is not limited to the following:

- The teacher as caregiver, model and mentor
- The classroom as a democratic community
- Activities that promote values and ethics
- Encouraging moral reflection
- Discussions of issues and answers, problems and solutions
- Conflict resolution and students as mediators
- Parent and community involvement

- Character Education Task Force comprised of teachers, administration, parents and students

The following core values are emphasized in the Character Education Program:

<u>Citizenship:</u>	Understanding the role the individual plays in society
<u>Cooperation:</u>	Working together toward goals common goals in an interdependent world
<u>Fairness:</u>	Treating others impartially, maintaining an objective attitude toward those whose actions and ideas are different
<u>Honesty:</u>	Being sincere, not cheating or lying
<u>Integrity:</u>	Standing up for your own beliefs, and resisting social pressure
<u>Kindness:</u>	Being helpful, compassionate and gentle toward all living things.
<u>Pursuit of Excellence:</u>	Striving to do your best and not giving up
<u>Responsibility:</u>	Thinking before you act and being responsible and accountable for those actions
<u>Positive Thinking:</u>	Teaching the value of a positive outlook, and utilizing positive language as a reinforcement technique
<u>Tolerance:</u>	Being understanding and receptive to the difference in others
<u>Patriotism:</u>	Developing a love and pride in our country

Imagine Charter School at North Lauderdale Middle engages all students in monthly character education evaluations of their classmates, focusing on the character trait of the month. Every student selects a peer who was observed performing an act demonstrating the designated monthly character trait and writes a description of the observation. Students then share their written observations with the class further the character trait observed. A general election is held as votes are cast for the class representative. The general consensus of the class determines the winner. These “Kids of Character” are honored and celebrated at monthly Character Education Assemblies where an award is presented to each recipient of the Character Ed Award. In addition to the awards presentation, a different grade is selected to present a performance relating to the character trait of the month. Our character education program engages students in the application of multiple skills which include the writing process, character evaluation, oral presentation, practicing the democratic procedure of voting, debating, and drama.

Service Learning: Learning to Serve-Serving to Learn

Service learning projects Enhance the character education component extending the values and ethics infused into each subject area. Service Learning represents the connection of intellectual and character development. Students engage in the skills necessary to solve real world problems, while they begin to evolve into active and compassionate members of society.

A primary goal of the standards-based curriculum is to extend the students’ learning beyond the school community to the real world. When students comprehend the connection between academic content and the problems of everyday life, they are then able to apply their knowledge beyond the school setting.

Knowing and doing are entwined in the service learning activities of each grade level. Our teachers guide and direct our students to identify and select a problem that reflects a local, national, or international concern. A plan is then devised to engage students in relevant activities that provide them with an informational background, active service, and community awareness related to the issue. Students engage in hands-on experiences that create an awareness of the significance of their roles as members of a community. Students take responsibility for their learning, as they discover

the positive impact of their actions on others. An example of this is the most successful Harvest Drive when our students contribute food and household essentials to those less fortunate in our school community.

Conflict Resolution

Our learning communities model those of the real world, offering many opportunities to teach students how to handle conflict constructively. The students are taught to recognize various forms of conflict, as well as those situations that may lead to conflict. They not only learn how to solve problems, but they learn how to prevent them before they occur. Conflict avoidance and conflict resolution skills are infused into each of the core subjects as they relate to content. Brainstorming is a technique that our students apply to create a list of alternative solutions to historical conflicts in social studies, while they write about “peaceful” resolutions to conflicts found in literature. With a curriculum that involves students in thinking, writing and talking about conflict resolution, our goal is to make children responsible for analyzing and solving their own conflicts in positive ways. The school’s newly hired Security Specialist/ Behavior Management Specialist utilizes conflict resolution strategies to assist students in learning appropriate methods to solve conflicts.

Imagine Charter School at North Lauderdale Middle engages all students a character education program. Monthly, written reflections explaining how a student has demonstrated the charter trait of the month is requested by each teacher. Students share their written reflections with their class, and a general election is held within the class. These “Kids of Character” are honored and celebrated at the monthly Character Education assembly. Our character education program engages students in the application of multiple skills which include the writing process, character evaluation, oral presentation, practicing the democratic procedure of voting, debating, and drama.

Every middle grade student will pursue a comprehensive, academically oriented core curriculum that is relevant, challenging, integrative, and exploratory. Our curriculum provides direction for what young adolescents should know and be able to do and helps them achieve the attitudes and behaviors needed for a full, productive, and satisfying life. Students will be empowered with the knowledge derived from studying the ideas, experiences, and traditions found in the core, elective, and exploratory curricula. Imagine’s design elements and the central characteristics of the program are aligned to the philosophy of *This I Believe* and *Turning Points: Educating Adolescents in the 21st Century*, which provide a comprehensive vision for the middle level student. Goals for student achievement include:

- **Thinking and Communication:** Every middle school student will develop the capacities for critical thought and effective communication.
- **Character Development:** Every middle school student will be helped to personalize ideas and to develop the ability to make reasoned moral and ethical choices.
- **Learning to Learn:** Every middle school student will develop a repertoire of learning strategies and study skills which emphasize the goal of independent learning.
- **Instructional Practice:** Instructional practice will emphasize active learning strategies consistent with the goals of the core curriculum and the developmental characteristics of young adolescents. Being grounded in standards, relevant to adolescents’ concerns and based on how the adolescent student learns best. Multiple learning and teaching approaches responding to the diversity of the students is provided. Engaging and interactive teaching approaches will enhance and accommodate the diverse skills, abilities, and prior knowledge of young adolescents, and draw upon students’ individual learning styles
- **School Culture:** Every middle school student will experience a positive school culture reflecting a strong, student-centered educational

philosophy.

- **Extracurricular and Intramural Activities:** Every middle grade student will have access to extracurricular and intramural programs which will develop a sense of personal connectedness to school through activities which promote participation, interaction, competition, and service.
- **Student Accountability:** Every middle school student will be accountable for significant standards of academic excellence and personal behavior.
- **Scheduling:** The school schedule for the middle grades will facilitate equal access by all students to the full range of instructional programs and student support services with flexible organizational structures.
- **Assessment:** Assessment programs for our middle school are comprehensive, measuring a broad range of educational goals related to student achievement and program effectiveness. The primary purposes of middle school assessment are to compile data leading to improved curriculum, instructional programs, and student support services.
- **Professional Preparation:** Educators demonstrate a committed to young adolescents, holding a shared vision, and high expectations for all. An interdisciplinary team of teachers will work with a common group of students developing a strong learning community with its sense of unity where students and teachers have developed secure relationships and students feel safe and supported and are encouraged to take intellectual risks.

INSTRUCTION

All classrooms utilize differentiated instruction, hands-on learning and multiple modes of instruction to reach all learners. Teachers regularly engage in professional development on rigorous curriculum, high-yield, researched-based instructional strategies which are monitored consistently by the leadership team. Teachers have increased time on task enhancing instructional 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 required to use and post appropriate questions when working on specific skills. Questions aligned to the Depth of Knowledge Wheel are incorporated into weekly lesson plans. Teachers use questions to clarify, probe assumptions, probe reasons and evidence, ask for viewpoints and perspectives, prove 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:* Instructional objectives for each lesson are clearly posted on the board written in student friendly language. Students are able to explain what they have learned for each lesson throughout the day. Webb's Depth of Knowledge and Bloom's Taxonomy provide a model for teaching critical thinking skill. 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 incorporate specific examples of historical people who have made a positive contribution to our society into daily lessons, reflecting the connection between effort and achievement. Students' effort and achievement are reported 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. Instructional strategies include sharing stories about people who have succeeded through repeated effort. Learning logs that required metacognitive processes to analyze the students'

successes and challenges have been implemented. 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 is more substantial 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. The newly purchased lab cart provides students and teachers with 24 laptops, 11 document cameras, and 11 promethean boards to enhance instruction.
- *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 their interpersonal skills. They 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 is 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 are among the daily tools for teaching students to embrace the skills. Graphic organizers are utilized to transform the 'invisible into visible' information. Students 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 agree that the use of nonlinguistic representations not only stimulates brain activity but required critical thinking; therefore, our teachers have been trained in Interactive Notebooks and Two Column Note-taking which employ both forms of knowledge.
- *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.

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

The instructional program at Imagine Charter at North Lauderdale Middle 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. Teachers model 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. Once noted that students are struggling with the grade level content taught during the whole group lesson, teachers design specialized lessons addressing the students needs.

The Response to Intervention Mode is implemented. 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) mode. Imagine charter at North Lauderdale Middle provides 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.

Like the Secondary Reading Department of the Broward County School Board, Imagine Schools is committed to promoting and enhancing quality instruction in reading by ensuring that all students will read at or above grade level, close identified gaps in literacy, and prepare literacy leaders for service in our schools. Guiding Principles that assist us in achieving this goal include:

- Literacy is the key to lifelong learning.
- Students learn to read by reading.
- All students have the right to acquire the literacy skills they need for lifelong learning.
- Literacy instruction must be embedded across the curriculum.
- A knowledgeable and skillful teacher has the biggest impact on achievement in the classroom. All teachers must be equipped with the knowledge and skills to model and teach effective literacy skills in their subject areas.
- Students should read, write, and discuss every day, in every classroom.
- Students are more motivated to learn when they have access to high quality, relevant, and engaging texts.
- Effective reading instruction should emphasize important concepts and big ideas.
- The meaning of text is not contained in the words on a page. The reader constructs meaning from print.
- Teachers create the learning environment that recognizes and builds on learning, behavioral, cultural, and language strengths.
- Students need explicit, systematic instruction through strategic teaching and modeling.
- Good readers comprehend text through metacognition - one's ability to think about and control thinking processes before, during, and after reading.
- An effective reading program encompasses the six areas of reading: oral language, phonemic awareness, phonics, vocabulary, fluency, and comprehension.
- Assessment that demonstrates student strengths, as well as weaknesses, drives effective reading instruction.
- Reading and writing are integrally related.
- Learning is a social process. It is enhanced when students collaborate.
- Effective reading instruction has a planned, specific instructional purpose with explicitly identified teaching points.
- Effective reading instruction is differentiated to meet the needs of individual students and the group.
- Effective reading instruction encourages active student participation.

- The principal is the literacy leader for the school.
- Decisions about the next steps in literacy for the individual, the school, and the district, are based on a wide range of timely, relevant, and accurate data.
- Developmental, research-based knowledge of how children learn informs effective instruction and assessment.
- Powerful instruction motivates and empowers students to enrich their lives through reading.
- Reading is enjoyable and valued.
- Excellence in reading grows from a shared commitment by teachers, parents, administration, students, and the community.
- The life-long goal of reading is to engage learners in authentic, meaning-making experiences that include reading for pleasure, reading to be informed and reading to solve problems.

Additionally, due to following the Comprehensive Reading Plan, all middle school level students are enrolled in a reading course. Students requiring additional interventions or who are in the lowest 25th percentile are enrolled in a more rigorous, intensive reading course with additional pre and post tutorials as need. The middle school's comprehensive research-based reading plan meets the requirements of the Middle Grades Reform Act for the Rigorous Reading Requirement. As part of the implementation of the Rigorous Reading Requirement, teachers use those research-based reading activities which have been shown to be successful in teaching reading to all students as well as those under-performing students in the lowest 25th percentile. The research-based activities are aligned with the Florida Formula for Success. Recognizing that in middle school there is a greater need to ensure comprehension and competence with bottom up interpretation of non-fiction materials, there has been a careful selection of appropriate materials to inculcate those skills needed for application and generalization across all disciplines.

Teachers embed the core reading program in a differentiated instruction format which is based on individual students' needs. Students are exposed to and master grade level material through teacher modeling, guided practice, collaborative study groups and class discussions. After comprehensive, formative assessments involving both formal and informal measures, pull out, push in and small group instruction is implemented. Using a combination of learning centers and direct instruction, individual abilities and learning styles is the focus of pedagogy. These carefully constructed, ad hoc groups are dynamic and flexible enough to ensure student achievement however great or incremental. A variety of research-based materials and activities have been implemented to connect the five essential components of reading to essential and enduring knowledge and academic goals.

The classroom environment has been enhanced with additional funds provided from the Regional Office so that each teacher can establish a classroom library with choices in genre and text complexity. Knowing that comprehension is a difficult skill to teach, and that it is dramatically enhanced by materials with favored and familiar subject matter, every effort has been made to provide a rich assortment of titles for selection in every room. A broad spectrum of genres reflects the multicultural diversity that is the microcosm of the population at Imagine North Lauderdale Middle School. Comprehensive classroom libraries, reading strategy posters and student work serve as permanent references to the value of reading as the veritable core of education. Nonfiction and fiction materials at a variety of reading levels are available to encourage both research and recreational reading. Reading inventories such as STAR are utilized for students to keep accurate and current on their reading levels.

Appropriate materials have been judiciously chosen and instruction fastidiously customized to meet the assessed needs of each student, with particular focus on the lowest 25th percentile. Level 1 students receive intensive reading instruction using Read XL with Rewards. Students work with the classroom teacher in a small group setting. The reciprocal teacher techniques are used to develop habits for becoming an effective reader. There is an emphasis on fluency by developing word attack skills and broadening vocabulary. Level 2 students are paired with reading buddies to encourage their advancement toward grade level work. Our level 1 and 2 students also receive supplemental work through their content area teachers with carefully sequenced and systematic techniques using the SIM [Strategic Instructional Model] format. Through extended learning opportunities, before and after school tutorials as well as a planned winter and spring break tutorial session has and will be provided. Level 3 students are challenged during class discussions and careful guidance in their selection of independent readings. Curricular enhancements are provided through the use of audio books, oral presentations and drama productions to inspire fluency. Level 4 and 5 students pursue above level materials from our novel collection and are engaged in Literature Circles. While intellectual skills are clustered to motivate efforts and stretch students toward a leading cognitive edge; students are expected to model and mentor peers as part of advancing all students toward a higher performance level. These top echelon students are also assigned independent projects involving research procedures and applications in the use of newspapers, software, and the Internet. Culminating options include individual and/or collaborative projects in written, oral, and visual formats. Literature is incorporated through selected discussion groups, author studies, and literary circles.

Supplemental Reading Programs (SRPs), trade books and Leveled Readers are offered depending on the careful assessment and analysis of individual students' needs. Some of the potential research-based programs include:

Reader's Handbook (Great Source) is a Student Guide for Reading and Learning. It is a comprehensive resource designed to help students become better readers in virtually every subject—from English and social studies, to science and mathematics. An ideal, all-school reading companion, the Reader's Handbook helps students learn and apply all the steps of Before, During, and After reading processes. It is used to develop a wide variety of reading skills and strategies for comprehending a range of texts and genres. Students learn to use such key reading strategies as paraphrasing, note taking, summarizing, plot diagramming, and summary cards. Teachers work on nonfiction strategies—from how to read a content area textbook, to how to read a website, to how to read functional texts.

Wild Side Series (Jamestown Education) are a series of high interest books on nonfiction topics. These multi-leveled books contain exercises which improve reading comprehension and critical-thinking skills. Charts and graphs are provided to track individual progress.

Elements of Literature (Holt) is the core curriculum series for language arts. This text provides opportunities to read a variety of literature while integrating writing and grammar skills.

Read XL (Scholastic) is an intervention program which uses a systematic approach for instructing reluctant readers and those who have identified gaps in their reading performance. READ XL is a complete, research-based reading program designed to respond to the specific educational and personal needs of older, struggling readers. Using age-appropriate fiction and nonfiction, and a scaffolded instruction model geared to individual student requirements, it is uniquely successful in motivating and achieving measurable reading improvement.

Time	Activity
10 minutes <i>Connect to Self</i>	Reading Warm-up – “What do I do when I enter my reading class?” <ul style="list-style-type: none"> ❖ Review of home learning ❖ Review of past strategy ❖ Brain Teaser

15 minutes <i>Connect to Text</i> <i>Vocabulary,</i> <i>Morphemic Analysis,</i> <i>Syntactic Application</i>	Reading Lesson – “What am I going to learn today?” Whole group explicit instruction <ul style="list-style-type: none"> ❖ Background – Before reading techniques ❖ Vocabulary Work ❖ Set purpose questions on the board. Students record in reading journals or notebooks.
30 minutes <i>Connect to World</i> <i>Comprehension,</i> <i>Fluency</i>	Silent Reading – “What am I going to read today?” <ul style="list-style-type: none"> ❖ Give sticky notes to take notes in their books. ❖ Write on the board the amount to read (page numbers if a chapter book) ❖ Reading Motivator (Give a reading challenge, show a surprising picture, pose a thoughtful question, challenge students to set a personal goal)
20 minutes each during silent reading <i>Connect to Text</i> <i>Comprehension,</i> <i>Fluency,</i> <i>Vocabulary,</i> <i>Phonics,</i> <i>Phonemic Awareness</i>	Small Group Work – “How can my teacher help me be a better a reader?” Intervention strategies include: <ul style="list-style-type: none"> ❖ Use reciprocal reading strategies: predicting, clarifying, questioning and summarizing in teacher directed small groups ❖ Rotating independent reading activities ❖ Infusion of the reading SSS benchmarks with the content area focus ❖ A focus on informational text at a ratio matching FCAT
15 minutes <i>Connect to Self</i> <i>Comprehension,</i> <i>Fluency, Vocabulary</i>	After Reading- “What was this passage about?” Progress monitoring by teacher <ul style="list-style-type: none"> ❖ Response to purpose (focus) questions ❖ Discussion ❖ Written work ❖ Assessment ❖ Home Learning Assignment
<p>Rewards REWARDS is an acronym for Reading Excellence: Word Attack and Rate Development Strategies. It is an intense, short-term intervention reading program that is specifically designed for secondary students who read between a 2.5 and 5.0 reading level with flexible strategies for decoding multi-syllabic words in order to build reading accuracy and fluency. This is accomplished by teaching a strategy to segment a word into parts, read the word part by part, and then read the word</p>	

independently. The program consists of 20 lessons lasting 40 to 50 minutes each and is administered by teachers or paraprofessionals in a whole class setting. The lessons are explicit, yet flexible, with a high level of teacher/student interaction

Novel Studies including the Bluford Series Books which are tremendously popular with students. Young adolescents are able to identify with the characters and settings and are motivated to read these realistic fiction stories because they can relate to the dynamics. Teachers are provided comprehensive guides to maximize the benefits of these stories.

Reading and Writing Sourcebook (Great Source) is an intervention reader that encourages student to read actively. Designed for struggling readers, the Reading & Writing Sourcebooks feature classic and contemporary literature selections supported by direct reading and writing instruction to help students develop effective strategies for understanding and interpreting literature.

The purpose of each and all of these materials is to give students experiences reading fiction and nonfiction materials and to inculcate a confidence level in their emerging competence. CRISS [CReating Independence through Student-Owned Strategies] model is employed as an integral part of the reading instruction at every level, in every discipline, and for every purpose. Such techniques as “Read and Say”, picture maps and KWL charts are among the daily tools for teaching students to embrace reading that is either purposeful or pleasurable. Graphic organizers are used to help transform the ‘invisible into visible’ information. “Reading Essentials” for geography and science along with reading resources for all of the other content areas are used for instruction.

In an effort to cultivate a lifelong love of literature, students are exposed to a host of recreational reading and learning options. Fictional emphases expose these young minds to poetry, plays, tall tales and other such literary entertainments. Novels are read at each grade level which complement the developmental needs of early adolescents. Newberry award caliber of selections determines the readings at each grade level. Some exemplary suggestions follow. In sixth grade, children read M.C. Higgins & Tuck Everlasting. Our seventh graders may read Hatchet & Where the Red Fern Grows. Eighth graders spend time understanding the historical context as well as the themes of The Cay & Call of the Wild. Since it is intended that all children will access these great authors and be involved in the discussion of their universal themes, accommodations are made according to readiness and skill levels. All of these materials are made available in digital and audio format for those hesitant readers whose fluency (and patience) does not allow their full pleasure and benefit. We are determined not to keep any student on cognitive hold while mechanical skills are developing. Every instructor is expected to be experienced in research-based best practices related to reading and writing. Imagine expects its teachers to be well-versed in the theories of multiple intelligences, learning styles, and high yield instructional strategies. They receive ongoing professional development in the seminal efforts in brain-based research as well as research-based reading strategies.

All instructional staff is expected to know the importance of cognitive level matching of readers to the text. Teachers utilize research-based methods to help determine the appropriate student-to-text-match and accordingly select instructional materials. Differentiated instruction ensures targeted teaching for every individual in a multicultural population. There is professional development for content area teachers to enhance their repertoire of approaches for strategies in reading both fiction and nonfiction materials. Paraphrasing a position paper *What Adolescents Deserve* (Moore, Bean, Birdyshaw, & Rycik, 1999) published by the International Reading Association, “adolescents deserve instruction that builds both the skill and the desire to read increasingly complex materials”. They also propose that adolescents deserve expert teachers who model and provide explicit instruction in reading comprehension and study strategies across the curriculum. It is Imagines determined commitment to provide every student

with that pedagogical expertise.

Because the newly reconstituted administrative staff strongly supports the District's philosophy that the Principal is the chief Literacy Leader in the school, the Principal of Imagine Charter North Lauderdale Middle school has established a reading club which he facilitates. The new Principal strongly supports the literacy goals of the school by attending school based professional development and encourages teachers to participate in the district's reading professional development opportunities. The Principal participates in data chats with middle school teachers focusing on student t reading data. A culture of literacy has been established by the new principal.

The 'assessment/curriculum decision tree' is an if/then procedure for determining the intensity-of-need in order to most properly place students in reading classes. The data from each assessment (FCAT, Fluency Probes, Developmental Reading Assessments, SAT 10, and Diagnostic Assessment of Reading), are used as formative analyses. Virtual Counselor is used as a resource for gathering historical as well as current information on students' performance. There are frequent reassessments of progress and adjustments for ad hoc regroupings made accordingly. The customization and individualization of student needs indicates the time, materials, and/or class size most conducive to effective differentiated instruction. A 90 minute reading block is utilized for all middle school students. Students who are reading on and above grade level (Tier I) participate in a developmental reading program that incorporates a variety of methods and materials to assist students in developing and securing higher level reading strategies and critical thinking skills. The Holt literature series, challenging novels, and nonfiction materials are used for independent reading.

Because there is a deep relationship between literacy growth and the use of a school's media center and library program, Imagine reviews book circulation data annually and adjusts the circulation collection as needed. The Media Center Specialist along with the school's new leadership team is reviewing goals for the media center for middle school students and is implemented reading programs for the middle school students. Reading challenges have been established for the middle school students in addition to Imagine's Advanced Reading Challenge. The purpose of the ARC is to encourage students to read classics and high quality literature that has stood the test of time. The appendix contains the requirements, the enrichment extensions, and the book lists for Imagine's Advanced Reading Challenge program.

Students identified with reading deficiencies are enrolled in the comprehensive Intervention Reading Program for 90 minutes. A Comprehensive Intervention Reading Program is defined as a stand-alone program providing instruction in multiple areas of reading. We use the Scholastics' Read XL program with Rewards. Supplemental Intervention Reading Programs provide instruction in one or more areas of reading skill. They are intended for flexible use as part of differentiated instruction or more intensive interventions to meet student learning needs in specific areas. The following is an example of our structured 90 minutes reading block in the Middle School:

The reading block reflects a balanced literacy approach.

Read Aloud:	Explicit Mini Lessons
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<p>A read-aloud is an activity in which the teacher reads a book aloud to the whole group. The purpose of the read-aloud is to model appropriate reading behaviors and reading strategies. It is also a time to expose children to a variety of genres and literary styles. The teacher has an opportunity to demonstrate for students the joys of reading and teach them how to think and discuss text. Teachers have a set purpose for each read-aloud and should read with the proper fluency, rhythm, and intonations</p>	<p>A short and focused lesson that follows our instructional focus calendar. Some mini-lessons include:</p> <ul style="list-style-type: none"> • comprehension skills • word attack skills • reading strategies • fluency • literary styles/content of text • word work skills • grammar or mechanics • phonics
<p>Literacy Centers/Stations:</p>	<p>Guided Reading</p>
<p>Literacy stations have two purposes: (1) to engage students while the teacher works with small reading groups, and (2) to reinforce literacy skills (vocabulary, reading, phonics, word study, mechanics) and work on the secondary benchmarks indicated by benchmark data.</p>	<p>Guided reading is when the teacher works with a small group of students that are on the same reading level and/or are struggling with the same benchmark skill.</p>
<p>Reflection Time:</p>	<p>Word Work</p>
<p>The class regroups to discuss what they learned or did in their groups, such as which strategies they employed for reading, or projects they worked on. Share time is paramount. This is the metacognitive piece of instruction that is critical in the learning process.</p>	<p>Word Work refers to vocabulary building through research based intervention strategies.</p>
<p>Students struggling in mathematics will also receive intervention through extended time, instructional technology and special programs. Our baseline data for math from the SAT 10 will be 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 in our school.</p> <ul style="list-style-type: none"> • The term <i>focused</i> =engage with adequate depth in the most important topics • The term <i>coherent</i> = marked by effective, logical progressions from earlier, less sophisticated topics into later, more sophisticated ones. • The term <i>proficiency</i> = 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. <p>Differentiated Centers are utilized in mathematics class also. Teachers work with small groups on areas that data shows are their weakness. 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 <i>explicit</i></p>	

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.

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.

The reasons for computational fluency are multifaceted. They include

- Quantity and quality of practice,
- Emphases within curricula,
- 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.

Imagine Charter at North Lauderdale Middle implements the following ten best strategies in mathematics for all students, but especially for 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 sixty minute mathematics block. Those students who do not succeed with the regular core curriculum and given addition 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. Connections are made between and within concepts (i.e. relate subtraction to addition). Connections to prior knowledge and with other subjects that support students' intuitive notions and methods are established.

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.

The Imagine Schools' Curriculum Guide has been aligned with the district and state benchmarks.

Fluency With Data Analysis and Probability

- 1) By the end of Grade 6, students should be able to select and analyze the measures of central tendency or variability to represent, describe, analyze and/or summarize a data set for the purpose of answering questions appropriately.
- 2) By the end of Grade 7, students should be able to construct and analyze histograms, stem-and leaf plots, and circle graphs.
- 3) By the end of Grade 9, students should be able to select, organize and construct appropriate data displays, including box and whisker plots, scatter plots, and lines of best fit to convey information and make conjectures about possible relationships.

Fluency With Numbers

- 1) By the end of Grade 6, students should be able to multiply and divide fractions and decimals efficiently
- 2) By the end of Grade 7, students should be able to add, subtract, multiply, and divide integers, fractions, and terminating decimals, and perform exponential operations with rational bases and whole number exponents including solving problems in everyday contexts.
- 3) By the end of Grade 8, students should be able to perform operations on real numbers (including integer exponents, radicals, percents, scientific notation, absolute value, rational numbers, and irrational numbers) using multi-step and real world problems.

Fluency with Geometry and Measurement

- 1) By the end of Grade 6, students should be able to find the perimeters and areas of composite two-dimensional figures, including non-rectangular figures (such as semicircles) using various strategies.
- 2) By the end of Grade 7, students should be able to justify and apply formulas for surface area and volume of pyramids, prisms, cylinders, and cones.
- 3) By the end of Grade 8, students should be able to validate and apply Pythagorean Theorem to find distances in real world situations or between points in the coordinate plane.

Fluency with Algebra

- 1) By the end of Grade 6, students should be able to write and evaluate mathematical expressions that correspond to given situations.
- 2) By the end of Grade 7, students should be able to use the properties of equality to represent an equation in a different way and to show

that two equations are equivalent in a given context.

- 3) By the end of Grade 8, students should be able to create and interpret tables, graphs, and models to represent, analyze, and solve problems related to linear equations, including analysis of domain, range and the difference between discrete and continuous data.

To emphasize inquiry and exploration, middle school students participate in an annual school-wide science fair. All middle school students create an individual project. The first and second place winners in ten categories 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 visuals aids add reference points to a child's toolkit for learning. The school's media center contains a plethora of books in all genres for students. Media center resources are utilized by teachers to target units of study. Accelerated Reader, Book It, and Imagine's Advanced Reading Challenge are additional enrichment programs implemented to promote independent reading and to increase reading achievement. 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. Certified teachers provide the additional time for struggling readers and mathematicians. A schedule for push-in and pull out support has been implemented, and students are strategically placed in support groups depending on needs as disaggregated from our SAT 10 baseline data, previous year's FCAT scores and BAT data. With the reports from these three sources, achievement gaps have been pinpointed and needs for additional instruction identified, and changes in instructional delivery methods initiated. 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. The goal of our supplemental education program is to provide a structured system that is well organized for the pull out teacher and provides constant communication between that support staff and the classroom teacher. Careful scheduling maximizes student time on task in areas of deficiency. Teachers use specific materials when targeting small groups in their teacher centers, and the "pull-out" support teacher 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 differentiated student folders. Student 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 reviewed weekly by the classroom teacher and the "pull out" teacher. Teachers dedicate a weekly planning period to support lowest quartile students in reading and math. In addition to daily support, all students are provided options to attend after school tutoring, Saturday School, and a Winter Extended Learning Opportunity. Our Saturday program a comprehensive three hour program will address the strand in reading and math through a rotating schedule. During Saturday school, *fluency* will be targeted through the use of high interest novels and vocabulary through strategic instruction. Comprehension is far more

than recognizing words and remembering meanings, and when a reader does not know the meanings of a sufficient proportion of the words in the text, comprehension is impossible. Because of this, Imagine is focusing 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, the staff at Imagine Charter at North Lauderdale Middle acknowledges the urgency to provide instruction that equips students with the skills and strategies necessary for lifelong reading.

Imagine believes this is true in mathematics as well; therefore, math fluency and vocabulary will also be targeted in Saturday school and Winter Break sessions. 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 will focus on ways to make computation automatic so that the critical concepts involved in sorting out the necessary information from mathematical word problems can be where students maximize brain power. We also strive to enhance vocabulary to increase a students' ability to solve problems. Through fluency with math facts and a broadening of mathematical vocabulary, Imagine Charter at North Lauderdale Middle is confident that students will succeed in making great gains in the area of mathematics. The school's Saturday School Program is designed to support our struggling mathematicians and to accelerate our proficient mathematicians to greater cognitive ability.

Rocket Learning provides learning plans and a curriculum that is customized to handle the learning needs of students with disabilities and limited English proficiency. Rocket Learning addresses the comprehensive learning needs of the level 1 and 2 students. These students are placed on a progress monitoring plan. The tutors, which just so happen to be the student's teacher, devise a plan to scaffold instruction both in the classroom and in the bi-weekly after school Rocket Learning Tutoring Sessions.

Data-driven decision-making

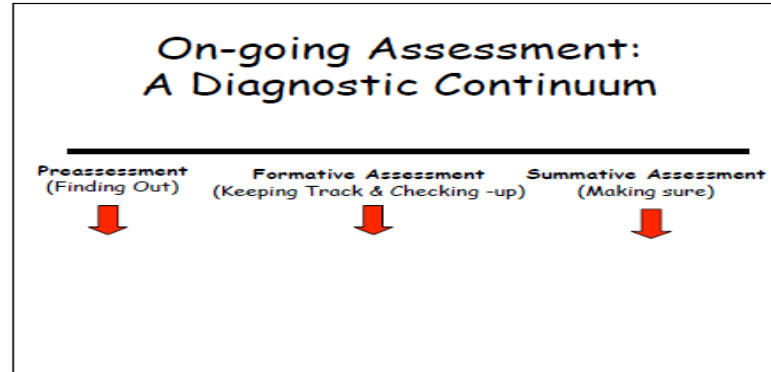
Qualitative and quantitative data is used to inform and guide instructional planning aligned with the Next Generation Sunshine State Standards. We provide opportunities for summative and formative assessments, and each assessment has a specific purpose for a particular audience.

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.
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Formative Assessment “*for*”
Learning

- ☐ Part of the instructional process
- ☐ Provides the information needed to adjust teaching and learning while They are happening.

Imagine Schools has developed a comprehensive assessment program using an on-going assessment diagnostic continuum.



Imagine strategically uses the assessments made available through Imagine Schools, School Board of Broward County, the state of Florida, as well as through various publishers to provide teachers with tools and reports necessary to make data driven decisions about each student. 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, 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.

Each student’s instructional level is determined are at the beginning of the year with SAT 10 administration. Our SAT 10 reports provide valuable information. 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 recognize 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 designed based on these results. Also, our teacher mentor program is enhanced as we utilize data to acknowledge and address teacher deficit areas. Reports that indicate class gains attribute to the design of individualized learning plans. These reports 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 invited to attend conferences where they discuss their child's data with the teachers and assume an active role in their child's learning. Parents receive a spring report also so that they can see their child's growth for that given year. Imagine values learning gains and expect our students to make more than the expected a school year's growth.

Imagine Charter at North Lauderdale Middle emphasizes data-driven decision making with two complementary assessment processes. Formal Assessments which are large scale standardized assessments and Classroom-based Assessments which 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 will be administered according to the provisions of the district's policies and the state's educational legislation

School Climate Surveys - Imagine conducts an annual School Climate Survey of parents, students, and staff. 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 provide schools with critical feedback on stakeholder perceptions and serves 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* will give a series of 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 given to collect base-line information in order to assess academic levels for instructional placement decisions. These tests are re-administered after instruction has taken place to re-evaluate a student's academic level.

Imagine Benchmark Assessment Tests - The *Imagine Benchmark Assessment System* was developed this year as a support tool for teachers to help Identify students' strengths and weaknesses. *Benchmark Assessments* have been designed to advance teaching and learning in several important ways. First, benchmark assessments provide teachers with quick, reliable feedback twice a year reflects students' progression 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 student's master necessary skills. *The Imagine Benchmark Assessments* are available online through an internet-based system creates tests as well as reports data 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
- Essay Response

Annually, a School Improvement Plan (SIP) is developed through a process of analyzing data, surveying the school community, and reflection of effective teaching practices. The SIP committee collaborates throughout the year to address current needs, identify solutions, and implement strategies to improve deficit areas. The SIP is a living document adjusted as school needs change and school successes are documented. The goals and objectives on the SIP are 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 are 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 SIP committee, the Principal, the Governing Board and the Regional Imagine staff to monitor 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 end of the year report is then shared with the stakeholders. 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 ongoing data analysis enabling the instructional and administrative staff to make informed decisions and to develop educationally sound action plans.

At Imagine Schools at North Lauderdale, teachers continue to monitor student progress using a variety of data to plan instruction. Benchmark Assessment Tests are given to students in grades 6-8 to assist teachers in planning instruction that is geared to meet the needs of the students, 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 new administration supports teachers' access to the BEEP program and has funded this resource made available through the Broward County Public School System. This program assists with lesson planning, provides multiple resources, and offers mini-assessment tests (focus tests).

Because Imagine Charter at North Lauderdale Middle believes in frequent collaborative meetings to analyze student data involving all stakeholders, teachers conduct regular student conferences to provide students with timely feedback, discuss misconceptions, and set future goals. We believe that by involving students, they will actively participate in and take responsibility for their own learning. Parents are also included in discussions involving student data. Teachers communicate with parents through the daily planner, quarterly progress reports, and report cards. Additionally, parent conferences are conducted twice a year. 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 and annual SAT 10 reports. All test data and assessments are used to set appropriate goals and implement effective strategies for continuous improvement.

Tiered supports and balances are implemented and the Continuous Improvement Model is followed in order to use data effectively and to enhance student achievement. One critical system of support is the Academic Achievement Committee RtI Task Force which functions as the first tier of a data team. Imagine 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 crossing all grade levels. This allows for and facilitates the long term school 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 frequently to analyze data specific to their grade, their content and ultimately each learner. *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. Our Regional Curriculum and Student Achievement Coach, collaborates with teachers to analyze data, develop focus calendars, design school wide curricular action plan, and monitor student interventions.

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 Regional Curriculum Coach.
 - Weekly grade level planning addressing instructional focus, data implications, high-yield instructional strategies and behavioral concerns. Monthly vertical team meetings orchestrated by the school –based curriculum coaches.
 - Leadership team meetings every Monday to review progress, culture and goals.
 - In-service training days – Imagine Schools has designated early release days for focused professional development on lesson planning and engagement, including writing process, rigorous curriculum, and high yield instructional strategies.
- 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 (6-8) and identify lowest quartile in reading, math and science
 - Analyze Writing progress through monthly Imagine Writes Prompts (expository and persuasive)
 - Analyze BAT Results (6-8) 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 lesson 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, persuasive, 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

Our mathematical focus includes process skills as well as content skills. Instruction includes collaboration, metacognition, and addresses creativity with a specific focus on the Next Generation Sunshine State Standards benchmarks according to the *Focus Calendar*.

- Mathematics focus on the “Big Ideas” of the content strands
 - Number Sense, Concepts and Operations – fluency of operations with fractions and decimals, connecting ratios and rates
 - Data and Probability – construct and analyze histograms, stem-and-leaf plots, and circle graphs.

- Measurement – compare, contrast, and convert units of measure between different measurement systems (US customary or metric (SI)), dimensions, and derived units to solve problems.
- Geometry – use formulas to determine surface areas and volumes of three dimensional shapes
- Algebra – understand operations on all rational numbers and solving linear equations

SCIENCE

Our science focus calls for clarity, one that increases the level of rigor for what students should know and be able to do in science in accordance with 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 reading and math and 1 question on the day's benchmark
 - *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, 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
 - Use of longer passages to increase stamina
 - FCAT vocabulary focus and print rich environment
 - Researched – Based, high yield strategies modeled, 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 intend to stay on the path of continuous improvement. We have incorporated data collection, analysis, and implementation into our school improvement plans. Teachers and administrators know how to use feedback provided to pinpoint areas of improvement, identify the cause of problems, guide resource allocation, and communicate with stakeholders as needed.

Implementation of Exceptional Education Programs

Imagine Charter School at North Lauderdale Middle provides quality exceptional student education (ESE) services for its population of students with disabilities (SWD). The goal of the Exceptional Student Education program at Imagine Charter School at North Lauderdale Middle 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 will be 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.

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 nonacademic 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)

Imagine Charter at North Lauderdale Middle 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

Imagine Charter at North Lauderdale Middle believes that the inclusion model provides an excellent 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. Imagine Charter at North Lauderdale Middle 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 the school's intention to work with the School District and to determine the very best placement of students with special needs. Imagine understands 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. Imagine believes that it is crucial for children to have the opportunity to learn and grow within communities that represent the kind of world in which they will live. 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. The school's goal is 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 students 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

Imagine Charter at North Lauderdale Middle 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 Middle 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
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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 collaborate 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 the school declines to amend the records, the parent is notified in writing of the refusal and are advised of the right to a hearing. An official custodian of student records has been appointed and 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. A request is required 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 right's 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 authorized 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 strives to serve Gifted students in the future. Currently, Imagine does not have any students formally identified as gifted. Imagine's policy is to 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. If Imagine Charter at North Lauderdale Middle School serves Gifted students, the school would work with the district staff to insure that procedures for placement into the program are followed.

The effectiveness of the 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 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. 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. Imagine Charter at North Lauderdale Middle focuses attention on the review of student test data. 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 Middle 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 Middle School'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

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, student's prior schooling experiences are reviewed, referring to previous school records, transcripts, parent and students interviews and other evidence of educational experiences. Gathering information about the student's educational background and prior academic placement achievements provide the staff with a basis for developing appropriate placement and scheduling. All decisions regarding the instruction plan for ELL students is documented in the English Language Learner Student Education Plan (ELLSEP) which is updated as needed and reviewed annually. A folder for each student 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. This information is also entered 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 data (entry date) yearly for continuation of services. The parents/guardians are formally invited to an 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. Several staff members are fluent in Spanish, Haitian Creole or French, and are available to accommodate the needs of ELL 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 it is the school's responsibility to instruct ELL students so that they gain both 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 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.

All grade levels follow the Basic Mainstream Instruction with ESOL Strategies Model. In the Middle School, total of 3 students are categorized as A1 - B1, one student per grade level.

Other ELL Classifications include:

2 - A2 Sixth Grade

1 - B2 Sixth Grade

5 - C1 (1-Six, 1-Seven, 3 Eight)

Students are thoughtfully placed in the best learning environment possible by looking carefully at teacher certification. Teacher selection is based on ESOL endorsement, experience, resourcefulness, sensitivity to ELL students needs, and a proven record of success using differentiated instruction and addressing individual student needs. When possible, students are clustered together to provide increased instructional time from ESOL Paraprofessional support personnel. Our administration, instructional coaches, and regional education director all actively participated in the development of a comprehensive program with the ESOL Coordinator. This support team accessed many support materials from the Broward Enterprise Education Portal (BEEP) as well as utilized the Multicultural, ESOL and Program Services Department 2010-2011 handbook.

The Basic Program for our ELLs utilizes 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	Close 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 ELL students. 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 ELL students. Through rigorous professional development, teachers are improving lesson planning and instructional delivery. Through a concerted effort to implement best practices, Imagine charter at North Lauderdale Middle is systematically improving the instructional program delivered by its educators and increasing students’ academic growth. The staff is transitioning from a teacher centered approach dominated by “Initiate-Respond-Evaluate” cycles to a student centered collaborative structure approach where teachers can check

for understanding while students are actively engaged in activities that demonstrate mastery. 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 own learning through frequent conferences and data chats. 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 ELL students. All ELL students have accessibility to dictionaries with their home-language and English available to them in 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 ELL students and differentiate instruction to meet their needs. The list of supplementary materials suggested by the county is consulted and provides teachers with support materials through adopted textbook series in reading/language arts (MacMillan Treasures) and mathematics (HMH Go Math).

The methodologies visible in all 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

The reconstituted administrative team is committed to 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 assess what students know and can do, rather than their ability to express this in English. Teachers recognize that 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. 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 their student's progress and that grading reflects the academic achievement of their 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. The school's Testing Coordinator is in constant communication with the ESOL Coordinator and the classroom teachers to make sure testing 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.

A previous challenge of balancing the documentation demands of ESOL requirements with the instructional needs of ELL students. Compliance shortfalls - spanning multiple school years - became evident when the school's new administrative team began reviewing ELLSEP folders. Consequently, a full-time ESOL Designee has been hired to work alongside the newly appointed ESOL Contact. The 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 continues 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.
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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.

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. Imagine also have the opportunity to participate in the Reading Endorsement Certification as part of the ESOL endorsement process. Our teachers face the challenge of responding to our country's 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. Imagine at North Lauderdale Middle is taking the steps necessary to improve education for ELL students through process such as assessing ELL students to determine 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 our teachers and paraprofessionals who work with our ELLs and encouraging parent involvement that includes an orientation to the school's system and programs.

Educational Program Implementation Documents Located in Educational Performance Appendices:

- B. SAT 10 Reports
- C. Professional Learning Community Calendar
- F. Pull-Out/Push-In Implementation Program Plan
- G. Extended Learning Opportunity Dates
- H. Leadership Team Responsibilities
- I. Leadership Team Calendar
- K. Broward's Comprehensive Reading Plan
- L. Curriculum Maps
- M. Lesson Plans
- N. S.T.A.R. Strategic Targets for Academic Rewards
- O. Middle School Master Schedule
- P. Teachers' Assistant Binder

- R. CHAMPS
- S. Behavior Plan
- T. RtI Daily Accountability Plan
- U. Rocket Learning
- V. IRT Checklist
- Y. Advanced Reading Challenge
- X. ESOL Student List and Support Schedule
- Y. Advanced Reading Challenge
- Z. FCAT
- AA. School Wide Writing Plan

Statutory References: 1002.33(7)(a)(1); 1002.33(7)(a)(2); 1002.33(7)(a)(4); 1002.33(16)(a)(3)**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 at North Lauderdale Middle 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.	Annual Budgets Financial Reports Audits 5 Year Performa
	Adherence to generally accepted accounting principles	The school adheres to generally accepted accounting principles. Imagine Charter at North Lauderdale Middle adheres to strict accounting principles as outlined by the “Red Book”. Monthly reconciliations are completed 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 at North Lauderdale Middle 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>Statement from charter school and list of attached appendices indicating that standard has been met, or explanation if it has not.</p> <p>Imagine Schools at North Lauderdale Middle implements an effective system of internal controls over revenues, expenses, fixed assets and exercises good business practices. Imagine Schools at North Lauderdale Middle 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 Imagine'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. The 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.</p> <p>Imagine Charter School at North Lauderdale Middle has a business manager, similar to the District's school budget keeper, 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, and 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 our Charter. A year-end un-audited financial statement is submitted annually prior to July 31st in the same manner.</p> <p>Imagine Schools at North Lauderdale Middle, 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. 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.</p> <p>Financial Management Documents Located in Financial Performance Appendices:</p> <p>B. Governing Board Annual Budgets</p> <p>F, H Financial Reports</p> <p>G. Audits</p>			

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. Imagine Charter at North Lauderdale Middle exists under the guidelines and principals of founders, Dennis and Eileen Bakke. 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. The school’s commitment to economic sustainability can be seen within its proposed budget prepared in anticipating income and expenses for the next 5 years.</p> <p>The school’s budgets have been balanced for the last three years with a surplus. Through its financial plan, the school is paying off the debt from start-up years. Any surplus that the school has at the end of the year it will be used to pay down the debt. In spite of recent state budget cuts, the school also continues to supplement cash flow by implementing various fundraisers, enrichments</p>	<p>Annual Budgets Financial Reports Audit 5 Year Performa</p>

		and various other activities that not only involve stakeholders, but also involve various members of the community.	
	Financial obligations	<p>The school's financial obligations are in good standing. Per the amended and restated Charter School Operating Agreement (see appendices) it states "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 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</p>	

		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.	
	Long-term financial planning	The school has a sound and sustainable long-term financial plan. Imagine Charter at North Lauderdale Middle 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.	

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

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 Located in Financial Performance Appendices:

- A. Audit
- B. Governing Board Approved Budgets
- C. 5 Year Performa
- 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	The school's actual enrollment is consistent with its projections.	ESOL Counts ESE Counts Enrollment Counts
	Racial/ethnic composition of the student body	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.	
	Enrollment procedures	The school implements enrollment procedures as defined in the school's contract and in compliance with applicable law.	
	School environment	The school maintains a safe and secure environment.	Discipline Matrix Discipline Event Summary
<p>Statement from charter school and list of attached appendices indicating that standard has been met, or explanation if it has not.</p> <p>Pursuant to s. 1002.33(10), F.S., Imagine Charter School at North Lauderdale Middle 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.</p> <p>Imagine Charter School at North Lauderdale sets annual enrollment goals and has consistently maintained enrollment goals within state guidelines. For the 2011-2012 school year, the middle school houses approximately 209 students. Information about our school is disseminated into the community in variety of ways, such as word of mouth, PTO meetings, Back to School nights, Parent nights such as our Math Night at Publix, North Lauderdale Days, postcards and local papers. The school has a color brochure which is used as a marketing tool in the community. This brochure provides parents with the pertinent information regarding the school's mission, curriculum, and general school facts.</p> <p>Imagine Schools at North Lauderdale is located in close proximity to several public middle schools and mirrors their diversity characteristics. Since North Lauderdale and the surrounding areas are very diverse communities our school population represents the diversity of the surrounding area. Our school does not discriminate against race or ethnic background.</p> <p>In January of each year, the school sends home a "Re-enrollment" form to each parent requesting their intentions for the following year. Additionally, parents are surveyed to determine the number of siblings entering each grade level. To determine the number of openings per grade, the number of spots available which is the "number of teachers multiplied by the number of students allowed per class" is subtracted from the number of retuning students. This results in the number of opening for each grade level for the following year. This is also based on class-size</p>			

reduction. The school then notifies the public it is accepting new enrollment for the upcoming year and sets the date for the lottery. If there are too many applications for the seats available, the lottery process is used to determine who is enrolled and who is put on the wait list. If there are more seats than applications, then all of the students are accepted at that time for enrollment for the upcoming year.

Imagine Schools at North Lauderdale is a safe school, with a school-wide discipline plan, that compliments the discipline matrix of the Broward County School System. Our school uses comprehensive discipline program which encompasses a newly developed demerit program. Both this new discipline program designed by the school and the Broward Schools Code of Conduct and Discipline guide are sent home in the first day folders and returned with parent signatures. The teachers are encouraged to instruct the students on the rules of student conduct, and to reinforce the plan as the year continues.

Character Education is paramount at Imagine Schools and is identified in our curriculum as the 6 Pillars of Excellence:

- Trustworthiness
- Respect
- Fairness
- Caring
- Responsibility
- Citizenship.

By teaching Character Education, making wise choices is a constant focus, thereby resulting in positive behavior. This year the school has implemented a school wide program of “CHAMPS” which is a classroom management process enhancing the discipline matrix.

Our arrival and dismissal provides for a safe entrance and departure from the school with staff members assisting students while ensuring a safe, friendly, and welcoming environment. Our cafeteria plan has been revisited this year permitting students a nurturing environment, with rules in place to ensure safety and supervision at all times. As a “Provision 2” school, free breakfast and lunch for all students is provided. The “Provision 2” status is assigned to schools that have more than 90% of the students on free or reduced lunch. This has allowed many of our parents to bring siblings under 5 to eat breakfast as a family at our school.

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

Admissions & Registration Plan:

Our school is open to any student residing in Broward County, Florida who would otherwise qualify to attend a regular school in the Broward County School District. We have an open admissions procedure, utilizing a first come, first served policy. If applications exceed capacity, a lottery is held to determine admission, and a list is maintained by grade level in order of the lottery results. Preference is given to the sibling of a student already enrolled, a Governing Board Members child and to a son or daughter of a school employee. Admission & Registration guidelines established by the School District may be applied if applicable.

In order to ensure greater parental commitment as part of the admission process, parents are required to sign a legal and binding document that

indicates acceptance of our student code of conduct and commits them to a series of volunteer activities.

Students may withdraw from the school at any time and enroll in another public school as determined by School Board policy.

A student and parent orientation meeting for parents of students in grades 6 to 8 is held to acquaint them with the facility, procedures and information that would be of benefit for the first days of school. This orientation takes place prior to the opening of the school and is ongoing for future student enrollment. These meetings assist the recruitment process in disseminating information concerning the school and its programs throughout the community.

The school aggressively seeks to achieve a racial/ethnic balance that approximates the demographic profile of Broward County. This has been accomplished by disseminating information about the school in multiple languages, attending community events and promoting our program throughout the community. Through this extensive public information campaign that provides widespread notification throughout all segments of the community, a reasonable balance is achieved.

The school's demographics are as follows:

Student Demographics - Race and Sex by Grade Level

School Year: 2011/2012

IMAGINE CHARTER/N.LAUD. MID - 5261

Criteria selected: All grade levels

	ASIAN			BLACK			HISPANIC			MULTI		NATIVE			WHITE			Total
	F	M	Total	F	M	Total	F	M	Total	M	Total	F	M	Total	F	M	Total	
06				33	30	63	9	11	20			1	1	2	1	1	2	86
07	1		1	32	28	60	4	7	11									72
08	2	1	3	18	21	39	2	4	6	1	1	1		1		1	1	51
Total	3	1	4	83	79	162	15	22	37	1	1	1	1	2	1	2	3	209

Class Size Requirements:

Imagine Charter at North Lauderdale Middle complies with the most recent class size amendment.

Student Code of Conduct, Discipline, and Dismissal Procedures:

Imagine Charter School at North Lauderdale Middle follows the Broward County School District Code of Conduct.

Imagine Charter School at North Lauderdale Middle follows the Broward County School District Discipline Matrix.

To prepare children to meet the needs of the 21st Century, the following learning environment characteristics are implemented in our charter school:

- A warm, caring climate built on trust and communication is provided;
- 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 implements the Broward County Code of Conduct, Discipline Matrix and dismissal procedures, reserving the right to go beyond its scope as the need arises. Imagine Schools at North Lauderdale has chosen, with the consent of our Governing Board, to extend the school day by 45 minutes each day to provide additional instructional time. The school follows 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 followed and the administration takes the appropriate steps to correct unacceptable behavior. The newly reconstituted administrative team has hired a full-time Security / Behavioral Specialist.

Behavioral, as well as academic expectations, 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, 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.

The new administration facilitates parent involvement and assists parents in locating and utilizing resources in the community. Parents and staff collaborate 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.

Transportation:

Imagine Charter School at North Lauderdale Middle contracts with an approved transportation company to provide transportation for fieldtrips, and the school is providing bus transportation for students living over 2 and less than 4 miles from school. Our Governing Board and administration has monitored our transportation policy and approved bus transportation and we have three buses this school year of 2010-2011 school year.

Food Service:

Imagine Charter School North Lauderdale Middle contracts food service with Construction Catering in Miami, Florida, with kitchen employees also employed by Construction Catering. Construction Catering is also responsible for preparing and serving meals to students.

The school participates in the National Lunch Sponsor Program. We have an annual review and receive monthly reimbursement for our free/reduced lunch students. This year our school has been designated as a “Provision 2” school which provides free breakfast and lunch to all students.

The free/reduced lunch applications are processed by the Cafeteria Manager. We work cooperatively with the District to ensure that the applications are distributed in English, Spanish and Creole.

Student Enrollment and Conduct Documents Located in Organizational Performance Appendices:

- C. Enrollment Counts
- C. ESOL Counts
- D. ESE Counts
- E. Discipline Event Summary
- F. Discipline Matrix

Focus Area	Indicator	Standard	Sources of Evidence
Facilities	Facility compliance	The school's facilities comply with applicable laws and codes.	Certificate of Occupancy Department of Health Certificate Department of Health Food Certificate Kimco Lease Agreement
	Health and safety	The school complies with applicable health and safety laws.	Fire Drills Safety and Fire Inspections Tornado Drill
Statement from charter school and list of attached appendices indicating that standard has been met, or explanation if it has not. <u>Facilities:</u> <p>A. Imagine Charter School at North Lauderdale is located at 1395 South State Road 7, North Lauderdale, Florida. The facility is a 29,000 square foot building. The school has 9 core classrooms, a cafeteria, a computer lab, a media center, and an outdoor courtyard area for physical education.</p> <p>B. Imagine Schools at North Lauderdale sits on 4 acres in North Lauderdale, Florida and was renovated to accommodate 725 students. The middle school can accommodate 250 students. Our charter school has and posts our Certificate of Occupancy Group "E" Educational Occupancy, an annual Fire Inspection Certificate and an annual Health and Sanitation certificate.</p> <p>C. Our charter school is housed in a leased facility. The lease covers a three year period and expires in June 2013. The lease has options to renew in five year increments.</p> <p>D. The school is located on State Rd. 441 and is in close vicinity of Silver Lakes Middle School, Somerset Prep North Lauderdale (charter), Margate Middle School, North Broward Academy of Excellence Middle (charter). As a school of choice, Imagine Charter at North Lauderdale Middle services students from surrounding Broward communities. Therefore, Imagine Schools at North Lauderdale is assisting our sister public schools in meeting the capacity needs of the communities they serve.</p> <u>Risk Management:</u> <p>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</p>			

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.

Our charter 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. Our school has its entire staff available to monitor the classrooms, hallways, and school grounds before, during, and after school. We are in full compliance with all applicable federal, state, and local health and safety laws and regulations.

We are 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 compliance with the Americans with Disabilities Act, Section 504 of Rehabilitative Act of 1973, and other applicable federal, state, and local laws.

We comply with the provisions of Title 29, Code of Federal Regulations and Part 1903.2 (a) (1) and place all the requisite Occupational Safety and Health Administration posters and related information in conspicuous areas.

We have secured insurance from an A insurance broker in order to comply with requirements specified by the School Board of Broward

County 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 the School Board is named as an additional insurer. Our charter school carries the necessary workers compensation insurance and unemployment compensation insurance.

As part of the management contract with Imagine School, 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.

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.

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 Middle 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 Located in Organizational Performance Appendices:

H. Emergency Response Plan

I. Certificate of Occupancy

J. Department of Health Certificate

K. Department of Health Food Certificate

L. Kimco Lease Agreement

M. Fire Drills

N. Safety and Fire Inspections

O. Tornado Drill

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
Governance, Staff and	Governance Structure	The school implements the governance structure as defined in the school's contract.	Governing Board meeting Agendas and Minutes

Parents		Imagine Charter School at North Lauderdale is comprised of 2 buildings, totaling approximately 29,000 square feet, sitting on 4 acres of property. The school has obtained and posts its Certificate of Occupancy Group “E” Educational Occupancy, an annual Fire Inspection Certificate and an annual Health and Sanitation Certificate. In addition, the administrative team conducts mandatory fire drills, tornado drills, lockdown procedures and follows any and all requirements as set by the state.	Governing Board By-Laws
	Compliance with Sunshine Laws	The school complies with state Sunshine Laws and laws governing public records. 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 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. The Governing Board, as well as other interested stakeholders, participates in the newly State mandated governance training, assisting	

		them in remaining current with trends and changes in the “Sunshine Law”.	
	Qualifications of instructional staff	The school employs instructional staff who meet state and federal qualifications. Imagine Charter at North Lauderdale Middle 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.	Certification Reports
	Parental Involvement	The school is effectively involving parents in its programs as defined in the school’s contract. Imagine Charter at North Lauderdale Middle is extremely fortunate to have the parent support that we have. Parent choice and satisfaction are very crucial indicators of the school’s success and educational program.	Parental Surveys Parent Student Handbook

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

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 Middle
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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

Dennis Bakke, President and Chief Executive Officer: Mr. Bakke is Co-Founder and CEO of Imagine Schools, an education company that develops and operates K-12 public charter schools nationwide. Prior to starting Imagine Schools, Mr. Bakke was Co-Founder, President and CEO of the AES Corporation (AES). He was President and CEO of the company from 1994 to 2002. Prior to 1994, Mr. Bakke was Deputy Director of the Energy Productivity Center, Carnegie-Mellon University. During this time he was also Director of the Gas Requirements Agency of the American Gas Association and a private energy consultant. Previously, Mr. Bakke served in the U.S. Government as an energy conservation executive in the Federal Energy Administration (FEA). In addition, he served for 18 months as Chairman of the International Energy Agency Conservation Group in Paris, France. He left FEA to attend the National War College, graduating with Distinction in 1977. Mr. Bakke also held positions in the Federal Government's Office of Management and Budget and the Department of Health, Education and Welfare in the Management Planning Group from 1970-1973. Mr. Bakke graduated with Honors from the University of Puget Sound, Tacoma, Washington, in

1968. He received an MBA from Harvard University, 1970, an Honorary Doctorate in Humane Letter from Eastern University, 1998, and an Honorary Doctorate in Humanitarian Service from the University of Puget Sound, 2000.

Octavio J. Visiedo, President, Chancellor S.E.S.: Mr. Visiedo was the Superintendent of Schools for Miami-Dade County Public Schools, the country's fourth largest school district. He achieved that position at the age of 39, and his tenure was one of the longest and most successful for a large urban school district superintendent. Mr. Visiedo received both his Bachelor of Arts in History and Masters of Education degrees from the University of Miami and is a Distinguished Lecturer at Florida International University.

Rod Sasse, Executive Vice President for Florida and South Florida Regional Director: Mr. Sasse served as Assistant to the Superintendent, Assistant to the Deputy Superintendent, Director of School Choice & Boundaries, Intern Principal, Assistant Principal, Director of Secondary Guidance Services, a Guidance Counselor, and an English Teacher during his tenure with the Broward County School District. Mr. Sasse holds a Bachelor of Arts in English from Western Kentucky University, a Master of Arts in Guidance and Counseling, a Certificate of Educational Administration and Supervision from Florida Atlantic University, and has completed Continuing Education Courses at Florida Atlantic University and Barry University.

Our charter school partners with the following community and business partners to enhance the school functionality and student exposure to programs and resources:

- Publix Grocery Store in North Lauderdale
- The City of North Lauderdale
- The School Board of Broward County
- Pizza Hut Pizza in North Lauderdale
- Opportunities Industrialization Center of Broward County
- Mobil Gas in North Lauderdale
- Sam's Club
- Golden Krust
- Waste Management
- Family Vending

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 Middle. 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 curriculum administrators, 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 an official custodian 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 school is working 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, 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.

As of October 2011, there are twenty (20) instructional staff members and four (4) are not designated as HQT. Therefore the school's current HQT status is 80%. It is important to note, however, two (2) of the four (4) teachers that are not designated HQT have Professional Certificates from out-of-state and must simply apply for Florida certificates through reciprocity to meet this HQT status.

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 Middle – 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."

Every effort is made to make parents partners in their children's education so that parents can serve as an integral part of their child's education. An active Parent Teacher Organization (PTO) is present and fully functioning. 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 via 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 assist them in acquiring effective parenting strategies.. 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 30 hours per school year, thus becoming 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 Middle has one parent liaison who facilitates communication between parents and the administrative team. The Parent Liaison shares 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 Middle.

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 Located in Organizational Performance Appendices:

- B. Parent Student Handbook
- P. Governing Board By-Laws
- Q,R. Governing Board Meeting Agendas and Minutes
- S. Parent Survey

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.

A. AYP Reports	99
B. SAT 10 Reports	113
C. Professional Learning Community Calendar	116
D. State A + Plan Report	118
E. School Improvement Plan	122
F. Pullout/Push In Implementation Program Plan	205
G. ELO – School Dates	206
H. Support Team Responsibility	208
I. Leadership Team Meeting Calendar	212
J. Department Meeting Agenda	213
K. Broward’s Comprehensive Reading Plan	215
L. Curriculum Maps	330
M. Lesson Plan	511
N. S.T.A.R. Strategic Targets for Academic Rewards	514
O. Middle School Master Schedule	515
P. Teacher’s Assistant Binder’s Content Page	516
Q. Middle School CHAMPS	518
R. Demerit Referral System	519
S. RtI Daily Accountability Log	521
T. Imagine SES Rocket Learning Student List	523
U. Student Performance Evaluation	524
V. ESE Student Eligibility Report	525
W. ESOL Student List and Support Schedule	526
X. School Wide Writing Plan	527
Y. School Wide FCAT Scores	565
Z. Advanced Reading Challenge	599

AA. Imagine Schools Curriculum Guide Sample 622

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	725
B. Governing Board Approved Budget 2011-2012	767
C. 5 Year Performa	788
D. N. Lauderdale Operating and Note	793
E. N. Lauderdale Promissory Note	819
F. Financial Report, 9-30-10	826
G. Financial Report, 12-31-10	828
H. Financial Report 3-31-11	830
I. Financial Report 6-30-11	833

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	836
B. Parent Student Handbook	871
C. Enrollment counts	897
D. ESE Count	898
E. ESOL Counts	899
F. Discipline Event Summary	900
G. Discipline Matrix	900
H. Emergency Response Plan	903
I. Certificate of Occupancy	908
J. Department of Health Certificate	909
K. Department of Health Food Inspection	910
L. Kimco Lease Agreement	911
M. Fire Drills	945

Name of Charter School Seeking Renewal: Imagine Schools at North Lauderdale Middle Location Number: 5261

N. Safety and Fire Inspection	948
O. Tornado Drill	949
P. Governing Board By-Laws	950
Q. Governing Board Agenda, 8-16-10	960
R. Governing board Minutes 8-16-10	961
S. Parent Survey	964
T. Teacher Certification	969

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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 |

2010-2011 Adequate Yearly Progress (AYP) Report - Page 2														Broward IMAGINE AT N LAUDERDALE MIDDLE SCHOOL 5261													
Number of students enrolled in the grades tested: Click here to see Number of students in each group										Read: 173 Math: 173		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	30	N	25	N	92		Y			NA	64	70	N	62	75	N	31	N	29	N			
WHITE		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA			
BLACK	99	Y	99	Y	29	N	23	N	91		Y			NA	62	71	N	62	77	N	30	N	28	N			
HISPANIC	100	Y	100	Y	26	N	25	N			NA			NA	76	74	N	68	75	N	26	N	25	N			
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	99	Y	99	Y	29	N	25	N	93		Y			NA	64	71	N	63	75	N	30	N	28	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%. 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 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.

Data provided by the Florida Department of Education, August 2011. 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 \(Rich Text Format\)](#)

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FLORIDA SCHOOL GRADES

You selected:**District:** BROWARD**Years:** 2010-2011**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
Broward																	
5261	IMAGINE AT N LAUDERDALE MIDDLE SCHOOL	Middle	2010-11	F	35	29	63	21	57	46	73	67	NA	391	99	97	98

* 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

- [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 \(Rich Text Format\)](#)

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School Accountability Reports



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☒ Florida School Grading System

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 AT N LAUDERDALE MIDDLE SCHOOL - 5261		
<div>Detailed Report</div>				
Did the School Make Adequate Yearly Progress?	NO	Percent of Criteria Met: 77%		
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	YES	YES	NO	NO

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 AT N LAUDERDALE MIDDLE SCHOOL - 5261		
Detailed Report				
Did the School Make Adequate Yearly Progress?	NO	Percent of Criteria Met: 77%		
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	NO
WHITE	NA	NA	NA	NA
BLACK	YES	YES	NO	NO
HISPANIC	YES	YES	NO	NO
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

2008-2009 Adequate Yearly Progress (AYP) Report - School Level - Page 1		Broward IMAGINE AT N LAUDERDALE MIDDLE SCHOOL - 5261		
Detailed Report				
Did the School Make Adequate Yearly Progress?	NO	Percent of Criteria Met: 82%		
Total Writing Proficiency Met:	YES	2008-2009 School Grade:	C	
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	YES
HISPANIC	YES	YES	NO	NO
ASIAN	NA	NA	NA	NA
AMERICAN INDIAN	NA	NA	NA	NA
ECONOMICALLY DISADVANTAGED	YES	YES	NO	NO
ENGLISH LANGUAGE LEARNERS	YES	YES	NA	NA
STUDENTS WITH DISABILITIES	NA	NA	NA	NA

2007-2008 Adequate Yearly Progress (AYP) Report - School Level - Page 1		Broward IMAGINE AT N LAUDERDALE MIDDLE SCHOOL - 5261	
<div>Detailed Report</div>			
Did the School Make Adequate Yearly Progress?	NO	Percent of Criteria Met: 72%	
Total Writing Proficiency Met:	YES	2007-2008 School Grade:	C
Total Graduation Criterion	NA		

Met:				
	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	NO	YES	NO	NO
ASIAN	NA	NA	NA	NA
AMERICAN INDIAN	NA	NA	NA	NA
ECONOMICALLY DISADVANTAGED	YES	YES	NO	NO
ENGLISH LANGUAGE LEARNERS	NO	NO	NA	NA
STUDENTS WITH DISABILITIES	NA	NA	NA	NA

2006-2007 Adequate Yearly Progress (AYP) Report - School Level - Page 1		Broward CHANCELLOR AT N. LAUDERDALE MIDDLE SCHOOL - 5261		
Detailed Report				
Did the School Make Adequate Yearly Progress?	NO	Percent of Criteria Met: 85%		
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	NO	NO
HISPANIC	YES	YES	YES	NO
ASIAN	NA	NA	NA	NA

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

2005-2006 Adequate Yearly Progress (AYP) Report - School Level - Page 1		Broward CHANCELLOR AT N. LAUDERDALE MIDDLE SCHOOL - 5261		
<div>Detailed Report</div>				
Did the School Make Adequate Yearly Progress?	NO	Percent of Criteria Met: 95%		
Total Writing Proficiency Met:	YES	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	NO
WHITE	NA	NA	NA	NA
BLACK	YES	YES	YES	YES
HISPANIC	YES	YES	YES	NO
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 -	Broward CHANCELLOR AT N.
---	--------------------------

School Level - Page 1		LAUDERDA - 5261	
<div>Detailed Report</div>			
Did the School Make Adequate Yearly Progress?	NO	Percent of Criteria Met: 77%	
Total Writing Proficiency Met:	YES	2004-2005 School Grade:	D
Total Graduation Criterion Met:	NA		
	95% Tested	Reading Proficiency Met	Math Proficiency Met
TOTAL	YES	YES	NO
WHITE	NA	NA	NA
BLACK	YES	NO	NO
HISPANIC	YES	YES	NO
ASIAN	NA	NA	NA
AMERICAN INDIAN	NA	NA	NA
ECONOMICALLY DISADVANTAGED	YES	NO	NO
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 AT N. LAUDERDA - 5261	
Detailed Report			
Did the School Make Adequate Yearly Progress?	NO	Percent of Criteria Met: 80%	
Total Writing Proficiency Met:	NA	2003-2004 School Grade:	P
Total Graduation Criterion Met:	NA		
	95% Tested	Reading Proficiency Met	Math Proficiency Met
TOTAL	YES	NO	NO
WHITE	NA	NA	NA
BLACK	YES	NO	NO
HISPANIC	NA	NA	NA

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

2002-2003 Adequate Yearly Progress (AYP) Report - School Level - Page 1
Broward - 5261
[Detailed 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 \(PDF\)](#)
- [High School Grading Requirements \(PowerPoint\)](#)
- [High School Grading Requirements \(Rich Text Format\)](#)

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School Accountability Reports



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Florida School Grading System

School Grade School Level Details

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Broward School District IMAGINE AT N LAUDERDALE MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	35%	29%	63%	21%	148	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	57%	46%			103	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?	73% (YES)	67% (YES)			140	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					391	

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.

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)

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Florida School Grading System

School Grade Grade Level Details

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IMAGINE AT N LAUDERDALE MIDDLE SCHOOL, 5261 2010-2011 - Grade Level Details

% Meeting High Standards	Grade 6	Grade 7	Grade 8
Reading	38%	39%	27%
Math	21%	32%	38%
Writing			63%
Science			21%
% Making Learning Gains	Grade 6	Grade 7	Grade 8
Reading	57%	62%	55%
Math	30%	51%	61%
Lowest 25% in Reading	***	***	***
Lowest 25% in Math	***	***	***
Percent Tested	98%	100%	99%

*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 \(PDF\)](#)
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Class Instructional Grouping Report

Stanford 10 Prim. 2/A - Grade 3 Fall (07)

Grade: 3
Class: ADistrict: Imagine Schools
School: North Lauderdale

Word Study Skills (ALL) All Students National
Max Points: 30 69% [23] 73%
No students with percent correct less than 50%

Structural Analysis All Students National
Max Points: 12 95% [23] 94%
No students with percent correct less than 50%

Consonant Sounds All Students National
Max Points: 9 70% [23] 71%
2 students with percent correct less than 50%
Arrington, Alexie B 44 Gatchair, Dhonavio 44

Vowel Sounds All Students National
Max Points: 9 33% [23] 47%
19 students with percent correct less than 50%
Student A 33 Student H 22 Student N 11
Student B 22 Student I 11 Student O 44
Student C 33 Student J 11 Student P 11
Student D 44 Student K 22 Student Q 11
Student E 22 Student L 33 Student R 44
Student F 22 Student M 22 Student S 11
Student G 33

Vocabulary (ALL) All Students National
Max Points: 30 75% [23] 81%
2 students with percent correct less than 50%
Student Q 33 Student E 10

Synonyms All Students National
Max Points: 18 77% [23] 83%
2 students with percent correct less than 50%
Student Q 44 Student E 11

Multiple Meaning Words All Students National
Max Points: 6 72% [23] 77%
2 students with percent correct less than 50%
Student Q 33 Student E 17

Context Clues All Students National
Max Points: 6 75% [23] 80%
3 students with percent correct less than 50%
Student Q 0 Student E 0 Student F 33

Comprehension (ALL) All Students National
Max Points: 40 60% [23] 71%
5 students with percent correct less than 50%
Student B 40 Student T 48 Student Q 48
Student E 28 Student F 40

Literary All Students National
Max Points: 14 55% [23] 67%
7 students with percent correct less than 50%
Student N 36 Student B 21 Student T 43
Student E 14 Student R 43 Student F 29
Student G 43

Test Date: 09/01/2011
Date Printed: 11/29/2011Page: 1
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Class Instructional Grouping Report

Stanford 10 Prim. 2/A - Grade 3 Fall (07)

Grade: 3

District: Imagine Schools

Class: A

School: North Lauderdale

Informational

Max Points: 13

All Students

61% [23]

National

72%

8 students with percent correct less than 50%

Student B 46 Student I 46 Student Q 38

Student E 38 Student L 38 Student R 38

Student F 46 Student S 38

Functional

Max Points: 13

All Students

65% [23]

National

76%

5 students with percent correct less than 50%

Student P 31 Student T 46 Student Q 38

Student E 31 Student F 46 Student U 38

Initial Understanding

Max Points: 8

All Students

63% [23]

National

73%

5 students with percent correct less than 50%

Student T 38 Student Q 38 Student T 38

Student L 38 Student R 38

Interpretation

Max Points: 18

All Students

64% [23]

National

72%

3 students with percent correct less than 50%

Student Q 33 Student E 22 Student F 44

Critical Analysis & Strat.

Max Points: 14

All Students

54% [23]

National

69%

7 students with percent correct less than 50%

Student N 36 Student B 43 Student D 36

Student E 29 Student R 43 Student F 29

Student S 36

Math:Problem Solv. (ALL)

Max Points: 44

All Students

60% [23]

National

69%

6 students with percent correct less than 50%

Student N 48 Student I 39 Student P 39

Student Q 36 Student E 25 Student G 45

Number Sense and Operat.

Max Points: 24

All Students

63% [23]

National

71%

4 students with percent correct less than 50%

Student I 33 Student P 46 Student Q 38

Student E 29

Patterns, Relate., & Alg

Max Points: 4

All Students

54% [23]

National

68%

5 students with percent correct less than 50%

Student C 25 Student Q 25 Student E 0

Student M 25 Student G 0

Data, Statist., & Prob.

Max Points: 6

All Students

53% [23]

National

70%

11 students with percent correct less than 50%

Student N 0 Student I 33 Student P 33

Student K 33 Student T 33 Student Q 17

Student E 17 Student R 33 Student F 33

Student M 33 Student G 17

Test Date: 09/01/2011
Date Printed: 11/29/2011

Page: 2

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Class Instructional Grouping Report

Stanford 10 Prim. 2/A - Grade 3 Fall (07)

Grade: 3
Class: ADistrict: Imagine Schools
School: North Lauderdale**Geometry and Measurement**

Max Points: 10

All Students

57% [23]

National

66%

4 students with percent correct less than 50%

Student P 20 Student K

40

Student E

30

Student M 40

Comm. and Representation

Max Points: 6

All Students

77% [23]

National

82%

No students with percent correct less than 50%**Estimation**

Max Points: 3

All Students

70% [23]

National

73%

5 students with percent correct less than 50%

Student P 0 Student Q

33

Student E

33

Student V 33 Student G

33

Mathematical Connections

Max Points: 22

All Students

56% [23]

National

65%

7 students with percent correct less than 50%

Student N 27 Student I

27

Student P

36

Student Q 41 Student E

18

Student M

45

Student G 32

Reason. & Problem Solving

Max Points: 13

All Students

56% [23]

National

69%

10 students with percent correct less than 50%

Student A 46 Student B

38

Student I

31

Student Z 31 Student P

38

Student T

46

Student Q 23 Student E

15

Student R

46

Student S 31

Math:Procedures (ALL)

Max Points: 30

All Students

70% [22]

National

72%

3 students with percent correct less than 50%

Student I 27 Student Q

43

Student E

30

Number Facts

Max Points: 13

All Students

71% [22]

National

75%

4 students with percent correct less than 50%

Student I 31 Student P

46

Student E

31

Student L 46

Comp. with Whole Numbers

Max Points: 17

All Students

70% [22]

National

70%

4 students with percent correct less than 50%

Student N 41 Student I

24

Student Q

35

Student E 29

Computation in Context

Max Points: 8

All Students

80% [22]

National

80%

1 student with percent correct less than 50%

Student I 38

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Professional Learning Community | 2011/2012

PLC Date	Student Strategy "CRISS"	Strategy Definition	Reading Strategy "How to Teach Reading When You're Not a Reading Teacher"	Instructional Strategy "Learning/Succeeding in a Caring Environment"	Strategy Definition	Time Period
Aug. 31st Lesson Study 9/7	Background Knowledge 2-Column Notes	Find out what your student already knows. Main Idea Notes	3-2-1 Five Ws and How	Setting Objectives and Providing Feedback	Helping students understand the direction for learning.	2 Weeks (8/29-9/9)
Sept. 14th Lesson Study 9/21	Knowing the Purpose	Find what ideas are the most important.	CC Bookmarks White out comic strips.	Questions, Cues, & Advanced Organizers	Helping students retrieve what they know about a topic.	2 Weeks (9/12-9/23)
Sept. 28th Lesson Study 10/5	Active Involvement	Keeping your students engaged.	Questioning the Author PIC	Cooperative Learning	Using grouping strategies to help students in their learning.	2 Weeks (9/26-10/7)
Oct. 12th Lesson Study 10/19	Metacognition, Organize & Practice	Teach students to self check and question independently.	Graphic Organizer Column Notes	Reinforcing Effort & Providing Recognition	Teaching Students about the relation between effort and achievement.	2 Weeks (10/10-10/14)
Oct. 26th Lesson Study 11/2	Metacognition, Organize & Practice	Teach students to self check and question independently.	Signal Words Graphic Organizer	Reinforcing Effort & Providing Recognition	Teaching Students about the relation between effort and achievement.	2 Weeks (10/17-10/28)
Nov. 9th Lesson Study 11/16	Mapping and Content Frames	Provide ways to organize information.	Venn Diagram Signal Words Graphic Organizer	Identifying Similarities and Differences	Help student analysis between ideas, issues, and events.	2 Weeks (10/31-11/11)
Nov. 30st Lesson Study 12/7	Vocabulary Maps Frayer Model Semantic Map	Words communicate content.	Reciprocal Teaching Signal Words	Note Taking & Summarizing	Help students synthesize information.	2 Weeks (11/14-12/2)
Dec. 14th	RAFT	System for structuring writing assignments.	Signal Words	Nonlinguistic Representations	Helping students represent & elaborate on knowledge.	2 Weeks (12/5-12/16)
Jan. 4th Lesson Study 1/11	Connecting Text to Text/Self/World	Using other text, yourself, or the world to understand text.	QAR	Reciprocal Teaching	Structured by: summarizing, question generating, clarifying, and	2 Weeks (1/2-1/13)

Professional Learning Community | 2011/2012

						predicting.	
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FLORIDA SCHOOL GRADES

You selected:

District: BROWARD

Years: 2010-2011

School Grades:

Report Type: Report Card

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2010-2011		
IMAGINE AT N LAUDERDALE MIDDLE SCHOOL (5261) BROWARD (6) 1395 S STATE ROAD 7, NORTH LAUDERDALE, FL 33068-4023 School Phone: 954-973-8900, Principal: REBECCA DAHL		
Subject	State of Florida A+ Plan	Federal No Child Left Behind Act
School Grade	F This grade is calculated by adding points earned from each of the performance areas below.	77 % of criteria satisfied NO This percent is based on a total of 39 criteria that every school must meet, if applicable.
Reading	<ul style="list-style-type: none"> • 35% of students reading at or above grade level • 57% of students making a year's worth of progress in reading • 73% of struggling students making a year's worth of progress in reading 	AFRICAN-AMERICAN, HISPANIC, ECONOMICALLY DISADVANTAGED students in this school need improvement in Reading.
Math	<ul style="list-style-type: none"> • 29% of students at or above grade level in math • 46% of students making a year's worth of progress in math • 67% of struggling students making a year's worth of progress in math 	AFRICAN-AMERICAN, HISPANIC, ECONOMICALLY DISADVANTAGED students in this school need improvement in Math.

Writing	<ul style="list-style-type: none">• 63% of students are meeting state standards in writing.	This school has met this criteria.
Science	<ul style="list-style-type: none">• 21% of students at or above grade level in Science.	
Possible Choice Options	<ul style="list-style-type: none">• Your child is not eligible for an opportunity scholarship for public school choice under the A+ Plan.• IMAGINE AT N LAUDERDALE MIDDLE SCHOOL has not met federal adequate yearly progress under No Child Left Behind because it needs improvement in one or more areas. Because this is a Title I school, your student may be eligible for school choice options under No Child Left Behind.• Contact your district office at 754-321-2600 for other choice options available to you.	
<p>**Title I refers to the federal law that provides funding for low-income students. A school is eligible for Title I status when at least 35% (targeted assistance) or 40% (school wide) of its students qualify for free or reduced-price lunch based on their families' income levels.</p>		
<p><u>School Efficiency Indicator</u> relates money spent at the school-level with student performance at that school allowing users to evaluate the efficiency and effectiveness compared to other schools.</p>		
<p>No ROI Data</p>		

page 2

State Law – Florida’s A+ Plan, School Grades: School Grades are based on how well students have mastered the Sunshine State Standards – the skills Florida teachers determined our children must learn at each grade level – which are measured by the Florida Comprehensive Assessment Test (FCAT). Student scores are classified into five achievement levels, with 1 being the lowest and 5 being the highest. Schools earn points based on three things: how well students are doing, how much progress they are making (learning gains), and how much progress struggling students are making in reading and mathematics.

Federal Law – No Child Left Behind Act: requires each subgroup (all ethnic groups, students with disabilities, students learning English, and economically disadvantaged students) in schools, districts, and the state as a whole to make adequate yearly progress (AYP) in reading, mathematics, writing, and graduation rate. Schools that do not make enough progress for two years in a row are in need of improvement, and must provide alternatives to parents – such as transferring to another school or participating in a different program within the school. Schools that need improvement two years in a row (do not make AYP for 3 consecutive years) must provide tutoring.

Staying informed as a parent:

For additional information on school grades, adequate yearly progress, and school choice options, please visit the Department of Education's website at www.fldoe.org or call 1-800-447-1636.

Information on all schools – including which groups of students need to make more progress under federal guidelines – is also available at www.schoolresults.org.

Some questions and resources for parents:

- Is your child being challenged at his or her school?
- Has your child's school given and explained your child's grades and test results?
- Have you asked your child's teacher if your child is on grade level in math and reading?
- Have you asked for a specific list of skills your child needs to learn?

Information on the Sunshine State Standards is available at www.fldoe.org.

- Have you talked with your child's teacher about his or her progress?
- Have you asked specific questions about your child's reading ability and needs?
- How can you help your child become a better reader?

Helpful information is available at www.justreadflorida.com or www.justreadfamilies.org.

- Is your child on track for graduation?
- Is your child on track for being prepared for college?
- If not, what needs to be done?

Speak to his/her guidance counselor and register on-line to track his/her progress at www.facts.org.

* Beginning in 2010 - High Schools and Combination Schools that Serve High School Grade Levels will Receive a Grade Based 50% on FCAT and 50% on new measures. Those grades will not be available until December 2011. Therefore, for those schools, the word "Pending" appears under their school grade.

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 \(PDF\)](#)
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FLORIDA SCHOOL GRADES

You selected:**District:** BROWARD**Years:** 2010-2011**School Grades:****Report Type:** School Grades
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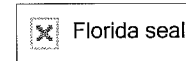
School Accountability Report Click on the column header to re-sort by that column.																	
School Number	School	Level	School Year (Click on year to see detailed report)	Grade (Includes Learning Gains) more info	% at Level 3 or Higher in Reading	% at Level 3 or Higher in Math	% Meeting the Writing 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
Broward																	
5261	IMAGINE AT N LAUDERDALE MIDDLE SCHOOL	Middle	2010-11	F	35	29	63	21	57	46	73	67	NA	391	99	97	98

* 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.fl DOE.org/pdf/1011/SchoolGradesTAP2011.pdf>) or page 2 of the guide sheet at <http://schoolgrades.fl DOE.org/pdf/1011/Guidesheet2011SchoolGrades.pdf> for additional information.

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 \(PDF\)](#)
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FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2011-2012 SCHOOL IMPROVEMENT PLAN



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

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: 11/22/2011

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)
Science/Math	Genevieve Leydig	Degrees: Elementary Ed, k-6; Masters in Special Education; Certifications: ESOL, Special Ed, Elem Ed	1		Significant gains were achieved by Mrs. Leydig's students in reading and math. 100% of Mrs. Leydig's students passed the end of the year Reading assessment. Mrs. Leydig worked at an "A" school with 77% of studentsâ€™ 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		2005-2006 â€™ Trapnell Elementary, fifth grade math/science (Title I, Migrant School) â€™ school grade went from a C to a B. 95% of Mrs. Kelly's students made gains. 2006-2007- Folsom Elementary, fifth grade all subjects (Title I, Reading First) â€™ school grade moved from a C to a B. Over 95% of Mrs. Kelly's students (including bottom quartile learners) made AYP. 2007-2008 â€™ Folsom Elementary, fifth grade all subjects (Title I, Reading First) â€™ 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>2008-2009 â€“ Pizzo Elementary, fourth grade all subjects (Title I) â€“ 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 â€“ Pizzo Elementary, fourth grade all subjects (Title I) â€“ 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 â€“ Imagine Broward, third and fifth grade reading â€“ 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 â€“ 92.61%, Math 86.16%, Writing â€“ 84.78%.</p>
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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 â€“ 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
Jessica Berry	PreK (age 3 - grade 3)	Kindergarten	Will enroll in spring ESOL course and collaborate 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.
			Will enroll in spring ESOL course and collaborate with ESOL
Paul Gunderson	K-6, ESE K-12	First Grade	Endorsed colleagues in order to plan and integrate ESOL strategies into daily lessons.
			Will enroll in spring ESOL course and collaborate with ESOL
Mary Houle	K-6	Kindergarten	Endorsed colleagues in order to plan and integrate ESOL strategies into daily lessons.
			Will enroll in spring ESOL course and collaborate with ESOL
Aimee Poulin	K-6	Third Grade	Endorsed colleagues in order to plan and integrate ESOL strategies into daily lessons.
			Will enroll in spring ESOL course and collaborate with ESOL
Farideh Jaberri	K-6	First Grade	Endorsed colleagues in order to plan and integrate ESOL

Timi Dattoli	K-6	Second Grade	strategies into daily lessons.
			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
Erin Kelly	Aimee Poulin	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>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> <p>Goal 3: Mentee will understand how to</p>

			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.
Erin Kelly	Alicia Wright	Ms. Kelly is the Reading Resource Specialist and has six years of teaching integrated curriculum in grades 3-5. She has experience in mentoring	<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</p>

classroom
management and
instructional needs.

Goal 2: Mentee will
acquire the knowledge
necessary to unwrap
standards and plan
focused, scaffolded
lessons.

and
improving
student
academic
achievement.

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-

			<p>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>
Genevieve Leydig	Christine Bailey	<p>Ms. Leydig is the Math and Science Coach. She has experience teaching integrated curriculum in the primary grades and improving student academic achievement.</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> <p>Goal 3: Mentee will understand how to analyze student data in order to drive instruction.</p>

			Goal 4: Mentee will understand how to integrate curriculum areas in order to increase the rigor of lessons.
Genevieve Leydig	Kristina Clarke	Ms. Leydig is the Math and Science Coach. She has experience teaching integrated curriculum in the primary grades and improving student	Mentors will facilitate components of The Coaching Cycle (planning, modeling, debriefing, co-teaching, and debriefing) with all mentees on a weekly basis.
			<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</p>

			management and instructional needs.
			Goal 2: Mentee will acquire the knowledge necessary to unwrap standards and plan focused, scaffolded lessons.
		academic achievement.	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.
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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.

Title I, Part A

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.

â€¢ 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 Jaberi, 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.
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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:*

37%(43)

2012 Expected Level of Performance:*

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	1.1 Specific vocabulary strategies will be utilized at each grade level including Vocabulary Improvement	1.1 Curriculum Coach	1.1 Teachers will provide weekly vocabulary assessment. Students will graph progress on	1.1 Weekly teacher assessments and word wall visuals and student

	necessary for independent word acquisition	Strategy and Interactive Word Walls including visuals.		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.	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.o	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
3	1.3 Inconsistent use of daily guided reading	1.3 Daily use of guided reading across all grade levels Action Steps: Create master schedules for teachers that provides time for daily guided reading Professional Development followed by two coaching cycles on creating and implementing guided reading groups Modeling of guided	1.3 Administration Curriculum Coaches	1.3 Teacher Level -Teachers will collect and review classroom running record data that includes miscue analysis and 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.	1.3 FAIR Running Records and Mini BATs

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

(www.easycbm.com)

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

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.

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 reading

24% of students will achieve proficiency in Reading at a Level 4 and 5 by June, 2012

Reading Goal #2:

2011 Current Level of Performance:*

14% (23)

2012 Expected Level of Performance:*

24% (40)

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. 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	2.2Provide 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	3.1. A 15 minute school-wide	3.1.	3.1 Students will maintain a	3.1. Increased scores on

development due to infrequent independent reading	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.	Teachers Curriculum Coach	reading log checked weekly by teachers and will record their words per minute in the fluency folder.	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

58% of students in the lowest 25% will make learning gains in reading by June, 2012.

Reading Goal #4:

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
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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 Rtl 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

45% of Black students will achieve proficiency by June, 2012.

Reading Goal #5A:

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
1	5A.1. Students lack skills to decode multisyllabic and polysyllabic words in grade level texts	5A.1. 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	5A.1. Curriculum Coach	5A.1. Curriculum Coach and teachers will collaborate to select and monitor passages, graphing progress every fifth lesson and use time drills to facilitate	5A.1. 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:***

ELL was not a subgroup during the 2010-2011 FCAT testing year.

2012 Expected Level of Performance:*

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 area 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	Curriculum Coach Principal

monitor strategy incorporation into weekly lessons.

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
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 **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

46% of students will achieve proficiency by scoring a Level 3 in mathematics by June 2012.

Mathematics Goal #1:

2011 Current Level of Performance:*

39% (49)

2012 Expected Level of Performance:*

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.
	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
2					

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

20% of students will achieve above proficiency with a Level of 4 and 5 score by June, 2012.

Mathematics Goal #2:

2011 Current Level of Performance:*

10% (16)

2012 Expected Level of Performance:*

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

45% of students will make learning gains in mathematics by June 2012.

Mathematics Goal #3:

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

On the 2011 FCAT, 55% of students in the lowest 25% will achieve learning gains in mathematics.

Mathematics Goal #4:

2011 Current Level of Performance:*

50% (84)

2012 Expected Level of Performance:*

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
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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 students will meet math proficiency.

Mathematics Goal #5A:

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

2011 Current Level of Performance:*

36% (47)

2012 Expected Level of Performance:*

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 Classroom 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

ELL was not a subgroup during the 2010-2011 FCAT testing year.

Mathematics Goal #5B:

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 well 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
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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	Principal Curriculum Coach

Differentiated Instruction	k-5	HRD Curriculum Coach	All Teachers	On-Going	classroom walk throughs will monitor implementation. 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
FCAT 2.0 Item Specifications	3-5	Curriculum Coach	All Teachers	Grade Level Meetings	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

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:*

12% (11)

2012 Expected Level of Performance:*

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
	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. Coach will monitor implementation of these lessons in the classroom setting.	Classroom walk throughs
1					
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	Classroom walk throughs and rubric feedback.

				like. Students will be provided with a copy of the rubric in order to ensure they are meeting the expectations of the teacher.	
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

Science Goal #2:

2011 Current Level of Performance:*

0% (0)

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.

2012 Expected Level of Performance:*

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
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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 Walkthorughs	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
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 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

On the 2011 FCAT, 90% of students will achieve a level 3 and higher in writing.

Writing Goal #1:

2011 Current Level of Performance:*

94% (11)

2012 Expected Level of Performance:*

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.	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
		Teachers will review the rubric with the students and will Provide a sample student essay reflecting each score 1-6.			

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

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).

Attendance Goal #1:

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

Suspension Goal #1:

By June 2012, accurate data will track out of school and in school suspensions.

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. Teachers need effective classroom management strategies to effectively redirect inappropriate behaviors	1.1. Teachers will appropriately use CHAMPS strategies to redirect inappropriate student behavior	Principal	1.1. Reduction of referrals to administration	Referral Log

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
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CHAMPS	K to 5	Academy Leaders	K to 5	Pre=planning	Discipline plan	Principal
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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 dropped out during the 2009-2010 school year.*

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	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

**for
Monitoring**

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

By June 2012, the school will increase its parental involvement by 10%.

Parent Involvement Goal #1:

**Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*

2011 Current Level of Parent Involvement:*

20 per meeting

2012 Expected Level of Parent Involvement:*

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
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*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
				Subtotal: \$20,000.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
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
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$20,000.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

☐ Intervene
 ☒ Correct II
 ☐ Prevent II
 ☐ Correct I
 ☐ Prevent I
 ☐ NA

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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: <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

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

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

Imagine @ North Lauderdale Middle 2011-2012 Pull Out/Push In Intervention Program

	Monday	Tuesday	Wednesday	Thursday	Friday
Periods					
Period 1	Reading Coach – (2) 30 minutes Modeling/Co-Teaching READING in Grades 6 & 7.	Reading Coach -Push In - 30 minutes in Critical Thinking Reading Coach -Pull Out – 30 minutes w/ 6&7 Grade Intensive READING Students	Reading Coach – (2) 30 minutes Modeling/Co-Teaching READING in Grade 7 & 8.	Reading Coach – Push In - 30 minutes in Critical Thinking Reading Coach - Pull Out – 30 minutes w/ 7&8 Grade Intensive READING Students	Reading Coach - 30 minutes Modeling/Co-Teaching READING in Grade 8.
Period 2	Reading Coach - 30 minutes Modeling/Co-Teaching WRITING in Grade 8. Reading Teacher (Austin) – Pull OUT READING Bubble Students	Reading Teacher (Austin) – Pull OUT READING Bubble Students Math Coach – 30 minutes Modeling/Co-Teaching MATH in Grades 6 & 7.	Reading Teacher (Austin) – Pull OUT READING Bubble Students Reading Coach - 30 minutes PULL OUT in WRITING in Grade 8.	Reading Coach - 30 minutes Modeling/Co-Teaching WRITING in Grade 8. Reading Teacher (Austin) – Pull OUT READING Bubble Students Math Coach – 30 minutes Modeling/Co-Teaching MATH in Grades 7 & 8.	Reading Teacher (Austin) – Pull OUT READING Bubble Students
Period 3	Reading Coach - 30 minutes Modeling/Co-Teaching WRITING in Grade 8.	Reading Coach -Pull Out – 30 minutes w/ 6&7 Grade Intensive READING Students Math Coach – 30 minutes Modeling/Co-Teaching MATH in Grades 6 & 7.	Reading Coach – Pull Out – 30 minutes w/ READING in Grades 6 & 7.	Reading Coach - 30 minutes Modeling/Co-Teaching WRITING in Grade 8. Math Coach – 30 minutes Modeling/Co-Teaching MATH in Grades 7&8.	Reading Coach -Pull Out – 30 minutes w/ 7&8 Grade Intensive READING Students
Period 4	Reading Teacher (Austin) – Pull OUT READING Bubble Students	Reading Teacher (Austin) – Pull OUT READING Bubble Students	Reading Coach – 30 minutes PULL OUT in WRITING in Grade 8 Reading Teacher (Austin) – Pull OUT READING Bubble Students	Reading Teacher (Austin) – Pull OUT READING Bubble Students Science Coach – (1) 30 minute PULL OUT SCIENCE in Grade 8.	Reading Teacher (Austin) – Pull OUT READING Bubble Students
Period 5	Science Coach – (1) 30 minute Modeling/Co-Teaching SCIENCE in Grade 8.	Reading Coach -Pull Out – 30 minutes w/ 6&7 Grade Critical Thinking READING Students Science Coach - Pull OUT in MATH Grades 7& 8.	Math Coach - Pull OUT in MATH Grades 7& 8.	Reading Coach -Pull Out – 30 minutes w/ 7&8 Grade Critical Thinking READING Students Science Coach – (1) 30 minute Modeling/Co-Teaching SCIENCE in Grade 8.	Math Coach - Pull OUT in MATH Grades 7& 8.
Period 6	L Arts Teacher (Hewitt) – Pull Out Bubble Students in WRITING Science Coach – (1) 30 minute Modeling/Co-Teaching SCIENCE in Grade 8.	L Arts Teacher (Hewitt) – Pull Out Bubble Students in WRITING Science Coach - Pull OUT in MATH Grades 7& 8.	L Arts Teacher (Hewitt) – Pull Out Bubble Students in WRITING Math Coach - Pull OUT in MATH Grades 6& 7.	L Arts Teacher (Hewitt) – Pull Out Bubble Students in WRITING Science Coach – (1) 30 minute Modeling/Co-Teaching SCIENCE in Grade 8.	L Arts Teacher (Hewitt) – Pull Out Bubble Students in WRITING Math Coach - Pull OUT in MATH Grades 7& 8.

Name of Charter School Seeking Renewal: Imagine Schools at North Lauderdale Middle Location Number: 5261

HOLIDAY 8 th Grade	8 th Grade L.Arts Teacher	Reading Coach
Title One WRITING CAMP		
Week ONE Dec. 20-22 10 am- 12:30 pm 12:30 pm - 1pm	HEWITT Six Traits of Writing!	HOPWOOD "Find Your Voice, Take Your Stand!" A Creative Writing Workshop w/ a FOCUS on VOCAB!
Week TWO Dec. 27 - 29 10 am - 12:30 pm 12:30 pm - 1pm	Express Yourself Poetry/ Rap Jam! "Find Your Voice, Take Your Stand!" A Creative Writing Workshop w/ a FOCUS on VOCAB!	Express Yourself Poetry/ Rap Jam! Six Traits of Writing!
	"Express Yourself!" Poetry/ Rap Show	"Express Yourself!" Poetry/ Rap Show

Imagine Middle After-School FCAT Title One Tutoring Tuesdays - Thursdays 3:30 - 4:30 pm	January (1 st Day January 10 th , 2012)	February	March	April (Last Day April 5 th , 2012)
	Instructional FOCUS	Instructional FOCUS	Instructional FOCUS	Instructional FOCUS
Math	Mastering Common Core Standards - Grade 6-8 - The Number System, Expressions & Equations, Geometry, Statistics & Probability Grade 6-7 Ratios and Proportional Relationships Grade 8 - Functions	Mastering Common Core Standards - Grade 6-8 - The Number System, Expressions & Equations, Geometry, Statistics & Probability Grade 6-7 Ratios and Proportional Relationships Grade 8 - Functions	Mastering Common Core Standards - Grade 6-8 - The Number System, Expressions & Equations, Geometry, Statistics & Probability Grade 6-7 Ratios and Proportional Relationships Grade 8 - Functions	Mastering Common Core Standards - Grade 6-8 - The Number System, Expressions & Equations, Geometry, Statistics & Probability Grade 6-7 Ratios and Proportional Relationships Grade 8 - Functions
Reading	Novel Study - Mastering the NGSSS (Common Core) w/ Complex Text	Novel Study - Mastering the NGSSS (Common Core) w/ Complex Text	Novel Study - Mastering the NGSSS (Common Core) w/ Complex Text	Novel Study - Mastering the NGSSS (Common Core) w/ Complex Text
Science	Mastering NGSSS - Big Ideas 1-5, 8-9, & 18	Mastering NGSSS - Big Ideas 1-5, 8-9, & 18	Mastering NGSSS - Big Ideas 1-5, 8-9, & 18	Mastering NGSSS - Big Ideas 1-5, 8-9, & 18
Writing	Six Traits of Writing!	Six Traits of Writing!	Short and Extended Response - Author's Purpose, Perspective and Character's Viewpoint	Short and Extended Response - Author's Purpose, Perspective and Character's Viewpoint

Imagine Middle Saturday-School FCAT Title One Tutoring (First and Third Saturdays) 9:30 am - 12:00 pm	January (1 st Day January 7 th , 2012) 7 th and 21 st	February 4 th and 18 th	March 5 th and 17 th	April (Last Day April 7 th , 2012) 7 th
	Instructional FOCUS	Instructional FOCUS	Instructional FOCUS	Instructional FOCUS
Math	LABSI Hands On! - Mastering Common Core Standards	LABSI Hands On! - Mastering Common Core Standards	LABSI Hands On! - Mastering Common Core Standards	LABSI Hands On! - Mastering Common Core Standards
Reading	CRISS - Novel Study - Mastering the NGSSS (Common Core) w/ Complex Text	CRISS - Novel Study - Mastering the NGSSS (Common Core) w/ Complex Text	CRISS - Novel Study - Mastering the NGSSS (Common Core) w/ Complex Text	CRISS - Novel Study - Mastering the NGSSS (Common Core) w/ Complex Text
Science	LABSI - Mastering NGSSS - Big Ideas 1-5, 8-9, & 18	LABSI - Mastering NGSSS - Big Ideas 1-5, 8-9, & 18	LABSI - Mastering NGSSS - Big Ideas 1-5, 8-9, & 18	LABSI - Mastering NGSSS - Big Ideas 1-5, 8-9, & 18
Writing	Express Yourself Poetry/ Rap Jam! Six Traits of Writing!	Express Yourself Poetry/ Rap Jam! Six Traits of Writing!	Short and Extended Response - Author's Purpose, Perspective and Character's Viewpoint	Short and Extended Response - Author's Purpose, Perspective and Character's Viewpoint

Name of Charter School Seeking Renewal: Imagine Schools at North Lauderdale Middle Locations Number: 5261

HOLIDAY & Grade	Grade L.Arts Teacher	Reading Coach
Title One WRITING CAMP		
Week ONE Dec. 20-22 10 am – 12:30 pm 12:30 pm – 1pm	HEWITT Six Traits of Writing!	HOPWOOD "Find Your Voice, Take Your Stand!" A Creative Writing Workshop w/ a FOCUS on VOCAB!
Week TWO Dec. 27 – 29 10 am – 12:30 pm 12:30 pm – 1pm	Express Yourself Poetry/ Rap Jam! "Find Your Voice, Take Your Stand!" A Creative Writing Workshop w/ a FOCUS on VOCAB!	Express Yourself Poetry/ Rap Jam! Six Traits of Writing!
	"Express Yourself" Poetry/ Rap Show	"Express Yourself" Poetry/ Rap Show

Imagine Middle After-School FCAT Title One Tutoring Tuesdays – Thursdays 3:30 – 4:30 pm	January (1 st Day January 10 th , 2012)	February	March	April (Last Day April 5 th , 2012)
	Instructional FOCUS	Instructional FOCUS	Instructional FOCUS	Instructional FOCUS
Math	Mastering Common Core Standards – Grade 6-8 – The Number System, Expressions & Equations, Geometry, Statistics & Probability Grade 6-7 Ratios and Proportional Relationships Grade 8 – Functions	Mastering Common Core Standards – Grade 6-8 – The Number System, Expressions & Equations, Geometry, Statistics & Probability Grade 6-7 Ratios and Proportional Relationships Grade 8 – Functions	Mastering Common Core Standards – Grade 6-8 – The Number System, Expressions & Equations, Geometry, Statistics & Probability Grade 6-7 Ratios and Proportional Relationships Grade 8 – Functions	Mastering Common Core Standards – Grade 6-8 – The Number System, Expressions & Equations, Geometry, Statistics & Probability Grade 6-7 Ratios and Proportional Relationships Grade 8 – Functions
Reading	Novel Study - Mastering the NGSSS (Common Core) w/ Complex Text	Novel Study - Mastering the NGSSS (Common Core) w/ Complex Text	Novel Study - Mastering the NGSSS (Common Core) w/ Complex Text	Novel Study - Mastering the NGSSS (Common Core) w/ Complex Text
Science	Mastering NGSSS – Big Ideas 1-5, 8-9, & 18	Mastering NGSSS – Big Ideas 1-5, 8-9, & 18	Mastering NGSSS – Big Ideas 1-5, 8-9, & 18	Mastering NGSSS – Big Ideas 1-5, 8-9, & 18
Writing	Six Traits of Writing!	Six Traits of Writing!	Short and Extended Response – Author's Purpose, Perspective and Character's Viewpoint	Short and Extended Response – Author's Purpose, Perspective and Character's Viewpoint

Imagine Middle Saturday-School FCAT Title One Tutoring (First and Third Saturdays) 9:30 am – 12:00 pm	January (1 st Day January 7 th , 2012) 7 th and 21 st	February 4 th and 18 th	March 3 rd and 17 th	April (Last Day April 7 th , 2012) 7 th
	Instructional FOCUS	Instructional FOCUS	Instructional FOCUS	Instructional FOCUS
Math	LABSI Hands On! - Mastering Common Core Standards	LABSI Hands On! - Mastering Common Core Standards	LABSI Hands On! - Mastering Common Core Standards	LABSI Hands On! - Mastering Common Core Standards
Reading	CRISS - Novel Study - Mastering the NGSSS (Common Core) w/ Complex Text	CRISS - Novel Study - Mastering the NGSSS (Common Core) w/ Complex Text	CRISS - Novel Study - Mastering the NGSSS (Common Core) w/ Complex Text	CRISS - Novel Study - Mastering the NGSSS (Common Core) w/ Complex Text
Science	LABSI - Mastering NGSSS – Big Ideas 1-5, 8-9, & 18	LABSI - Mastering NGSSS – Big Ideas 1-5, 8-9, & 18	LABSI - Mastering NGSSS – Big Ideas 1-5, 8-9, & 18	LABSI - Mastering NGSSS – Big Ideas 1-5, 8-9, & 18
Writing	Express Yourself Poetry/ Rap Jam! Six Traits of Writing!	Express Yourself Poetry/ Rap Jam! Six Traits of Writing!	Short and Extended Response – Author's Purpose, Perspective and Character's Viewpoint	Short and Extended Response – Author's Purpose, Perspective and Character's Viewpoint

Name of Charter School Seeking Renewal: Imagine Schools at North Lauderdale Middle Location Number: 5261
Dave Gordon, Principal

SUPPORT STAFF ASSIGNMENTS

2011-2012

Responsibility	STAFF MEMBER
504 Plan	Mr. Sigrist
Academic Competition:	
Social Studies	Ms. Cadet
Lang. Arts/ Writing	Ms. Hopwood
Mathematics	Ms. Peace
Science	Ms. Peace
E.S.O.L.	Ms. Coffey
ESE	Mr. Sigrist
Activities w/ Diamonds	Ms. Hopwood
Activities w/ Soccer Club	Mr. Weber
After Care	Ms. Burgess
Annual Parent Survey	Ms. Hopwood
Articulation	Ms. Peace
Attendance	Ms. Cooper
AYP – Core Content	
Reading Implementation	Ms. Hopwood
Mathematics	Ms. Peace
Science	Ms. Peace
School wide Writing Plan	Ms. Hopwood
AYP – Subgroups	
Black, Economically Disadvantaged and Hispanic in Reading	Ms. Hopwood
Black, Economically Disadvantaged and Hispanic in Mathematics	Ms. Peace
Black, Economically Disadvantaged and Hispanic in Science	Ms. Peace
Black, Economically Disadvantaged and Hispanic in School wide Writing Plan	Ms. Hopwood
Benefits Package	Ms. McGowan
Budget	Mr. Gordon/Ms. McGowan
Bullying Liaison/CHAMP5	Ms. Cadet
Business Partners	Mr. Gordon
Cafeteria Liaison	Ms. Roberts
Cafeteria Liaison for Discipline	Mr. Baker/Ms. Laird
Career Education	Ms. Hopwood
Certification	Ms. Peace
Child Abuse	Please adhere to DCF requirements
Class Size Reduction Compliance	Ms. Roberts
Classroom Coverage	Ms. Roberts
Clinic	Ms. Cooper
Course Recovery	Ms. Hopwood

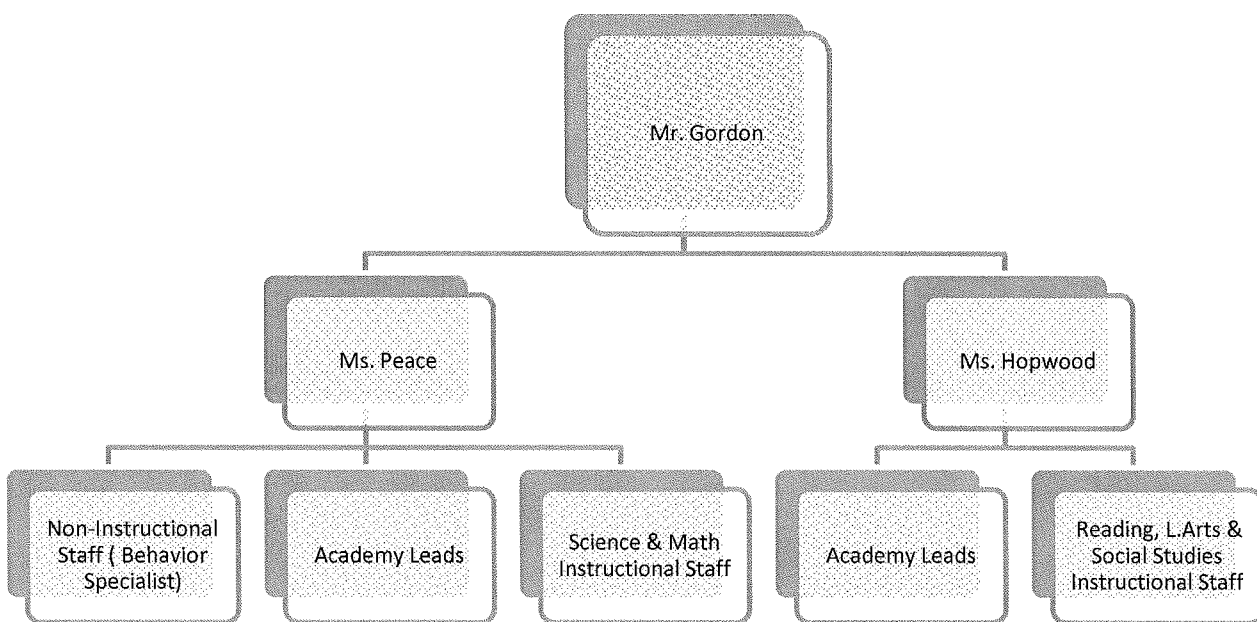
Departments.	Ms. Hopwood
Reading	Ms. Hopwood
Lang. Arts	Ms. Hopwood
Social Studies	Ms. Hopwood
Unified Arts	Ms. Peace
Science	Ms. Peace
Mathematics	Ms. Peace
ESE	Mr. Sigrist/Ms. Hopwood
ESOL	Mr. Sigrist/Ms. Coffey/Ms. Peace
Detention	Mr. Baker/Ms. Laird
Discipline Code & Conduct	Mr. Baker/Ms. Laird
ELO Programs	Ms. Hopwood
Emergency Cards	Ms. Wilkinson/Mr. Weber
Engrade	Ms. Peace
End of Year Awards	Ms. Wilkinson/Mr. Weber
End of Year Procedures	Ms. Peace/Ms. Hopwood
Evacuation Drill (fire/Tornado) Schedule	Mr. Gordon
Facilities Custodians	Mr. Gordon/Mr. Eric
Facility Rentals	Mr. Gordon/Ms. McGowan
Field Trips	Ms. Wilkinson/Mr. Weber
Flags	Ms. Peace
Free & Reduced Lunch Program	Ms. Roberts
FTE	Mr. Gordon / Ms. McGowan /Ms. Hopwood
Health Education Services	Ms. Rizzo
Homeless Liaison/Foster Care Liaison	Mr. Gordon/TBA
Honor Roll Assembly	Ms. Wilkinson/Mr. Weber
Immunizations	Ms. Cooper
Internal Accounts	Mr. Gordon/ Ms. McGowan
Internal Suspension	Mr. Baker/Ms. Laird
Inventory	Ms. McGowan/ Ms. Hopwood/ Ms. Peace
Keys	Ms. McGowan
Literacy Committee	Ms. Peace
Master Calendar	Mr. Gordon/ Ms.Leydig
Master Scheduling	Mr. Gordon/ Ms. Hopwood/ Ms. Peace
Matriculation 5/6	Ms. Wilkinson/Mr. Weber
Mentor Coordinator	Ms. Hopwood
Migrant Education	Ms. Hopwood
National Junior Honor Society	Ms. Cadet
Newsletter	Mr. Gordon
Non-Instructional Staff	Mr. Gordon
Open House	Ms. Hopwood
Parent Link	Ms. McGowan
Professional Growth Plans	Ms. Wilkinson/Mr. Weber
PTSA	Ms. Wilkinson
Red Ribbon Week	Ms. Peace
Registration	Ms. Cooper
Retention List – Quarterly Failure Monitoring	Ms. Peace
SIP/Governing Board Info	Ms. Muth/Ms. Hopwood

School Pictures	Ms. Roberts
School Wide Testing Coordinator	Ms. Leydig
Security/Safety:	Mr. Baker/Ms. Laird
Maps	
Emergency Codes	
Video Cameras	
Security Schedule	
Staff Development Calendar	Ms. Peace/Ms. Hopwood
Staff Phone Tree	Ms. Burgess
Student Government	Ms. Wilkinson
Student Records	Ms. Cooper
Supplies –Office/Classroom	Ms. McGowan
TOY – Teacher of the Year	Ms. Kelly
Technology	Mr. Chris/Ms. Peace/Ms. Hopwood
Textbooks	Ms. Wilkinson/Mr. Weber
Title 1	Ms. Hopwood
Transportation:	Mr. Baker/Ms. Laird
Bus Referrals	
Critical Bus Incidents	
Student Issues	
Transportation Liasion	
Bus Investigations	
Unified Dress Code	Mr. Baker/Ms. Laird
United Way	Ms. Wilkinson/Mr. Weber
Volunteers	Ms. Wilkinson/Mr. Weber
Web Page Maintenance	Mr. Gordon/TBA
Weekly PANTHER Connection	Ms. Hopwood
Yearbook	Ms. Wilkinson/Mr. Weber

Dave Gordon, Principal

CHAIN of COMMAND

2011-2012



November 2011 Leadership Calendar

We Are Imagine

Imagine @ North Lauderdale Middle Charter
School 2011-2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1 Modeling/Data Chats for Math & Science	2 Coaches Debrief and WRAP Up w/ Judy	3 Modeling/Data Chats for Reading & Writing	4	5
6	7	8 Leadership Meeting Coaches & Acad-	9 Coaches Debrief and WRAP Up w/	10	11	12
13	14	15 Modeling/Data Chats for Math & Science	16 Coaches Debrief and WRAP Up w/ Judy	17 Modeling/Data Chats for Reading & Writing	18 L. Arts & S. Studies Instructional Staff Meeting	19
		Middle School Staff		Scheduled Lesson		
20	21	22 Leadership Meeting Coaches &	23	24	25	26
27	28	29 Modeling/Data Chats for Math & Science	30 Coaches Debrief and WRAP Up w/ Judy			
		Math & Science Instructional Staff Meeting	Reading Instructional Staff Meeting			

Imagine @ North Lauderdale Middle - AGENDA

Language Arts/Social Studies Meeting -

Tuesday, November 22, 2011

1. Data – Know your SCHOOL...know your students!
2. Curriculum Maps – where are you? Where should you be?
Scaffold Instruction!
3. Lesson Plans
4. Groups
5. Interventions
6. Internal Suspension Packets
7. BAT Testing the week of Nov. 28-Dec. 2
8. Ideas
(Newsletters, Field Trips, etc)
9. Questions and Concerns

Sign In

Ms. Alexander - _____

Ms. Austin - _____

Ms. Cadet - _____

Ms. Hewitt - _____

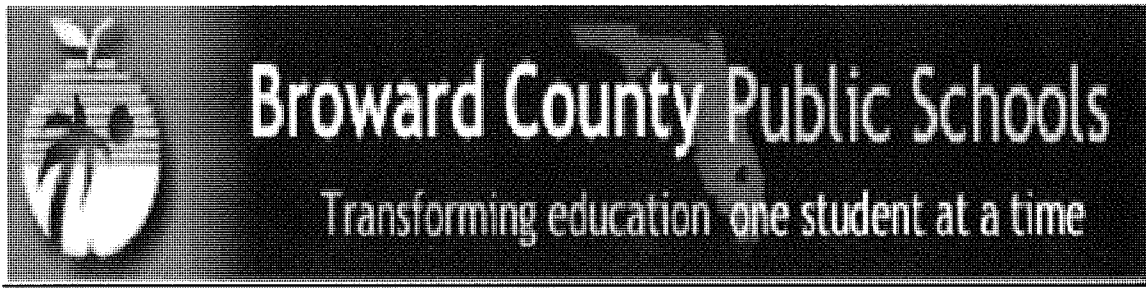
Ms. Hopwood - _____

Mr. Ruffin - _____

Guest - _____ Guest - _____

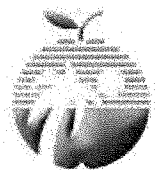
Guest - _____ Guest - _____

Guest - _____ Guest - _____



K-12 Comprehensive Reading Plan

2011-2012



School Board of Broward County, Florida

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Introduction and Background



In 2006, funds for reading became an allocation through the Florida Education Finance Program (FEFP). This action by the Legislature, former Governor Bush, and the State Board of Education, made reading a permanent priority and ensured reading is funded annually as a part of the public school funding formula. In order to receive this reading funding, districts must write a K-12 Comprehensive Research-Based Reading Plan ensuring that:

- Leadership at the district and school level is guiding and supporting the initiative.
- The analysis of data drives all decision-making.
- Professional development is systemic throughout the district and is targeted at individual teacher needs as determined by analysis of student performance data.
- Measurable student achievement goals are established and clearly described.
- Appropriate research-based instructional materials and strategies are used to address specific student needs.

Due to its online nature, many stakeholders will find this plan a useful source of information. Therefore, the K-12 Comprehensive Research-Based Reading Plan should accurately depict and detail the role of administration (both district and building level), professional development, assessment, curriculum, and instruction in the improvement of student learning. **This information should be reflected for all schools and grade levels, including charter schools, alternative schools, and juvenile justice facilities.**

The guidelines provided for districts, schools, principals, and teachers within the K-12 Comprehensive Research-Based Reading Plan are aligned with the most important goals of the Problem-Solving/Response to Intervention (RtI) approach. Key elements of RtI involve: 1) providing strong classroom instruction for all students; 2) administering high quality assessments to monitor progress and identify students in need of more powerful instruction; and, 3) designing and delivering interventions that are responsive to student needs. Through the implementation of the K-12 Comprehensive Research-Based Reading Plan, Florida schools are on their way toward quality implementation of the RtI approach.

Charter Schools

Please note that charter schools must be given the opportunity to participate in the district plan. Charter schools that choose to participate in the plan must meet the requirements and guidance outlined in this document; however, they may meet these requirements through methods that

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differ from those in the district plan. For example, if an entire school district uses one core reading program in their elementary schools, and the elementary charter school chooses to use another state-adopted core program, this is acceptable. **One plan must be submitted for each district that includes those charter schools that choose to participate.**

The following statements summarize the district and charter school responsibilities. The following must be documented:

- District's offer of invitation to charter schools to participate in the plan
- District's assurance that they will monitor charter schools for fidelity to the plan
- Charter school's agreement to implement the plan with fidelity OR charter school's decision not to participate
- Charter school's agreement to be monitored by the school district for fidelity to the plan

As with any school in the district, charter schools will not receive a set amount of funding through the reading allocation based upon their student enrollment but will be subject to the district prioritization of funds based on need. If the charter school declines to participate, the funds that would have been directed to them remain in the district to serve low performing schools.

All charter schools must be listed as "opted out" on Charts C, F, or I or have the appropriate information listed in those charts.

Reading and Literacy Coaches

Reading/literacy coaches have been an integral part of the success of the statewide reading initiatives during the last few years. The role of the reading coach has been defined in **Rule 6A-6.053**, FAC. While it is not required that every school be provided a reading/literacy coach, district leadership must allocate resources to hire reading/literacy coaches for the schools determined to have the greatest need based on:

- student performance data
- experience and expertise of the administration and faculty in reading assessment, instruction, and intervention
- receptiveness of administration and faculty to the coaching model.

All schools utilizing reading/literacy coaches during the 2011-2012 school year must implement the Just Read, Florida! reading/literacy coach model. The coach model formed the basis for the state funded reading coach grants in 2004-2005 and is further delineated in the following

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document: https://app1.fldoe.org/Reading_Plans/Examples/CoachModel.pdf.

Further, the district must ensure that the number of state, federal, or locally funded reading coaches is maintained or increased over the previous year and prioritized based on school need. All coaches, regardless of their funding source, must report their time to the Progress Monitoring and Reporting Network (PMRN) on a biweekly basis. Principals will be required to log onto the PMRN prior to the start of school to enroll their reading/literacy coach(es). Coaches will not be able to use the system until they have been enrolled by their principal. Principals will also be required to provide the funding source(s) for each coach at the time of enrollment. Throughout the school year, principals and district reading contacts should regularly review reading coach log entries in order to support the role of the coach. Any reading/literacy coach who is funded through the Research-Based Reading Instruction Allocation in the FEFP as part of the K-12 Comprehensive Reading Plan, must be a full-time coach. Reading/literacy coaches who split their time between two schools are considered full-time coaches. This includes coaches who are only partially funded through the Research-Based Reading Instruction Allocation in the FEFP. While it is recommended that reading coaches not be assigned a regular classroom teaching assignment, they are expected to work frequently with students in whole and small group instruction in the context of modeling and coaching in other teachers' classrooms.

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Leadership: District Level



Many of the school buildings within a district look the same, but the needs of teachers and students within those buildings are diverse. District level administrators must look at schools on an individual basis and distribute resources based on students' and teachers' level of need. To describe the district system for monitoring reading instruction that differentiates school level services, please address the following:

1. What are your measurable district goals for student achievement in reading for the 2011-12 school year as described as a percentage increase from last year's scores?

The vision of Broward County Public Schools as reflected in the Strategic Plan 2008-2011 is to raise the achievement of all students to ensure graduation from high school and readiness for post secondary education.

- GOAL 1: By June 2012, the number of kindergarten students scoring at a High Probability for Reading Success on the Florida Assessments for Instruction in Reading (FAIR) will increase from the 2011 rate of 74.6% to 79% (increase of over 5%).
- GOAL 2: By June 2012, the number of first and second grade students meeting grade level expectations on the Broward Primary Reading Assessment will increase from the 2011 rate of 87% to 92% (increase of 5%).
- GOAL 3: By June 2012, the number of students scoring Level 3 or higher on the FCAT 2.0 assessment will increase by 4%.
- GOAL 4: By June 2012, the number of students moving from an FCAT Reading Level 2 to a Level 3+, 4, or 5 on the FCAT 2.0 Reading Assessment will increase by 25%.
- GOAL 5: By June 2012, the number of students scoring FCAT Level 1 on the FCAT 2.0 Reading Assessment will be reduced by 25%.

2. What is the total number of reading coaches (funded through any source) that served the district for the 2010-2011 school year?

All Broward County Schools, including 232 elementary, middle, high, and center schools and participating charter schools, had at least one reading coach for the 2010-2011 school year. Additional reading curriculum support coaches were assigned to schools as part of the District's Differentiated Accountability Plan based on funding. In total, over 232 reading coaches served Broward County Schools for the 2010-2011 school year.

3. What is the total estimated number of reading coaches (funded through any source) that will be serving the district for the 2011-12 school year? (Below is a link to a 2008 memo noting flexibility provided to districts regarding Reading/Literacy Coaches.) **<http://www.justreadflorida.com/pdf/coach-flex-memo.pdf>**

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All Broward County Schools, including 232 elementary, middle, high, and center schools and participating charter schools, will have at least one reading coach for the 2011-2012 school year. Additional reading curriculum support coaches will be assigned to schools as part of the District's Differentiated Accountability Plan, depending on funding. In total, over 232 reading coaches will be serving Broward County Schools for the 2011-2012 school year.

4. How will the district determine allocation of reading coaches based on the needs of schools?

Each school will receive funding for one full time reading coach (secondary schools) or reading resource specialist (elementary schools). The district will deploy additional reading curriculum support coaches to schools designated as Correct II and Intervene on the district's Differentiated Accountability Plan, based on funding.

5. How will the district strongly encourage all principals and reading/literacy coaches to attend professional development opportunities?

The Core Curriculum and Human Resource Development Departments of Broward Schools offer a full array of online, distance learning, and face-to-face professional development opportunities focused on meeting the needs of all educators, including reading endorsement and Next Generation Content Area Professional Development (NGCAR-PD), specific comprehensive, supplemental, and intervention reading programs, technology integration, and strategies and best practices for reading instruction and intervention. This information is disseminated to all schools and posted on the district's professional development website, in the reading conferences in the district's email system (CAB), and on the charter school support wikispace.

Professional development following the Florida Formula for Effective and Powerful instruction: $3 \text{ Fs} + 1 \text{ S} + \text{Data} + \text{PD} = \text{Effective and Powerful Instruction}$ (Frequency, Focus, and Format of instruction; 1 S is size of instructional group; plus data and Professional Development = Effective and Powerful Instruction) is an integral part of the school improvement process. The principal and reading coach, along with the School Leadership Team, will determine necessary professional development as reflected by teacher and student data (e.g., survey at the beginning of the year, teacher professional development records, student achievement data, student work samples, formal and informal assessments, classroom walk through data and other classroom observations, etc.).

In addition to the multiple professional development opportunities offered to all, the district provides monthly professional development targeted specifically for reading coaches/reading resource specialists. Trainings focus on the implementation of the coaching model, the K-12 Comprehensive Reading Plan, State Board Rules, the Next Generation Sunshine State and Common Core State Standards, Response to Instruction/Intervention, FCAT 2.0 and Common Core Assessments, and best practices for working with teachers and students.

6. How will the district provide leadership and support in defining the role of the reading coach to school administration, teachers, and reading coaches? Please create your District Data Driven Reading Coach Process Chart, detailing the way of work for administrators,

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teachers, and reading coaches in your district. This chart is new for the 2011-12 school year and will be uploaded through the online system. For a reading coach to be effective, the role of the coach must be clear to school administration, teachers, and the coach. The role of the coach is not to serve as an administrator, test coordinator, or to conduct bus/lunch duty [beyond duty service that is required of classroom teachers]. Coaches are not resource teachers and should only be working with small groups of students when they are modeling for teachers. (See Appendix A, p. 117)

7. What portion of the coaches' time will be spent in each of these roles (Please include those roles listed on the online coach's log on the Progress Monitoring and Reporting Network)? Please provide the numbers as percentages listed as one or two digit numerical values.

Whole Group Professional Development	5
Small Group Professional Development	10
Planning	10
Modeling Lessons	15
Coaching	15
Coach-Teacher Conferences	15
Student Assessment	6
Data Reporting	3
Data Analysis	6
Meetings	5
Knowledge Building	5
Managing Reading Materials	4
Other	1

8. What are the requirements/qualifications to become a reading/literacy coach? (Please note that Rule 6A-6.053, FAC requires the K-12 reading/literacy coach to be endorsed or K-12 certified in the area of reading, or working toward that status by completing a minimum of two (2) reading endorsement competencies of sixty (60) inservice hours each or six (6) semester hours of college coursework in reading per year.)

Reading Coaches must have a minimum of three years of successful teaching experience. Endorsement or certification in reading (or working towards certification/endorsement in reading with a minimum of at least two courses or competencies completed per year) is required, and a Master's degree is preferred. Reading coaches should demonstrate a commitment to lifelong literacy learning, including a resumé encompassing attendance at national, state or local professional development conferences and/or literacy workshops, literacy coursework, and other professional development. Reading coaches need a deep knowledge of the reading process, must be familiar with the most current reading research, and have the coaching and mentoring skills for working with adult learners.

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9. What is the district's plan to support or maintain a reading coach cadre?

District curriculum specialists, under the direction of the Executive Director of Core Curriculum K-12, facilitate monthly reading resource specialist and reading coach meetings. These meetings include time for District and FLDOE updates, professional development, guest speakers, collaboration with other content areas, and networking. Attendance at meetings is monitored and reading coach/reading resource specialists are required to attend with the approval of their principals. The reading curriculum department communicates regularly to each reading coach/reading resource specialists via email with updates and resources to assist in coaching activities at schools. These messages are archived in Reading Conferences in the district's email system. Key documents and resources are posted on the Core Curriculum K-12 website, in the district's email system, and within the district's curriculum and instructional management portal, BEEP. District Reading Curriculum Specialists also provide individualized support to schools and coaches, as requested or needed. The district will continue to support the development of teacher leaders who demonstrate the potential to become effective reading coach/reading resource specialists.

10. How will the district monitor the implementation and effectiveness of the coaching model and assure communication between the district, school administration, and the reading coach to impact student learning throughout the year? Please include how information obtained through the coach's log on the PMRN will be used for this purpose.

Research has shown that professional development in the form of coaching and modeling has the greatest effect on student achievement. Reading coaches should spend the majority of their time working with teachers and students in classrooms modeling and coaching effective instructional and teaching behaviors and facilitating professional development, including professional learning communities and study groups. Approximately 75% of the coaches' time should be spent on those activities that directly effect teacher knowledge and behavior that impact student achievement. Approximately 25% of the reading coach's time should be spent analyzing and reporting assessment data, increasing their own knowledge base, managing materials, and record-keeping.

Through professional development to principals, the district emphasizes the importance of school leadership (principals and the School Leadership Team) in monitoring the time that the reading coach/reading resource specialists spend directly impacting teaching and learning. The principal/School Leadership Team will provide weekly guidance to the reading coach/reading resource specialists in developing, implementing, and evaluating the impact of the reading coach/reading resource specialists' activities to ensure that reading coaches allocate their time towards areas of greatest need. If data shows large gaps or deficits in a particular area, the principal should conference with the reading coach/reading resource specialist and, if necessary, realign the coach's schedule and priorities.

All reading coaches are required to assume a key leadership role with their principal on the School Leadership Team. One of the key goals of the School Leadership Team is to ensure that all school stakeholders understand and support the work of the reading coach and obtain support for achieving the school's reading goals through a whole-school approach.

The District will continue to provide strong leadership and support to schools, reading resource specialists, and reading coaches in the implementation of the reading coach model. The role of the reading coach will be posted on the District's Communication System (CAB) and in the job description information available at the Offices of Human Resource Development. District curriculum specialists, under the direction of the Executive Director of Core Curriculum K-12, facilitate monthly reading resource specialist and reading coach meetings to provide professional development and opportunities to collaborate with colleagues on serving in the role of the reading coach to the fullest potential. To insure that all schools implement the reading coach model with fidelity, the district provides in-service on the K-12 Reading Plan to school and district administrators throughout the school year. The presentation addresses the role of leadership in implementing and achieving the goals of the K-12 Reading Plan, the roles and responsibilities of the reading coach, the Progress Monitoring and Reporting Network (PMRN), changes in state board rules and statutes, and "look-fors" in implementing the K-12 Reading Plan goals with fidelity.

All reading coaches/reading resource specialists maintain data and documentation of their coaching activities as identified in the Just Read Florida Literacy Coach model and the PMRN, including the completion of the bi-weekly coach's log on the PMRN and electronic or hard copy documentation at the school. School site documentation may include the school's reading improvement goals in the School Improvement Plan; the school's Master Schedule; the reading coach's/reading resource specialist's weekly planning calendars; agendas, attendance records, and minutes of School Leadership Team meetings as they apply to literacy learning and reading; agendas, sign-in sheets, and presentations and/or handouts of school-based professional development including Professional Learning Communities (PLCs), Lesson Study, and study groups.

This data will facilitate district-to-school and school-to-school problem solving conversations about effective coaching and teaching practices and student achievement in reading. District reading curriculum specialists will periodically monitor the coaches' log records in the PMRN and documentation at the school sites to ensure fidelity and implementation of the coaching model. Feedback will be provided to the coaches and the school and, if the review indicates an area of concern, individualized support will be provided.

11. How will the district monitor the level of implementation of the K-12 Comprehensive Research-Based Reading Plan at the school and classroom level? Please include an explanation of the data that will be collected, how it will be collected, and the frequency of review. Include how concerns will be communicated if it is determined that the K-12 Comprehensive Research-Based Reading Plan is not being implemented based upon the instructional needs of students.

Implementation of the K-12 Reading Plan at the school and classroom level is monitored through review of the role of the school leadership team and reading coach, goals of the School Improvement Plan, and progress of students as part of the Response to Instruction/Intervention (RtI) model. Data is regularly collected through classroom walkthroughs and analyses of FCAT scores, Benchmark Assessment Tests, Florida Assessments for Instruction in Reading data,

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Progress Monitoring Data, and Ongoing Progress Monitoring data, as needed.

Specific Examples of Monitoring:

- The District funds a reading coach/reading resource specialist for each school to spend the majority of his/her time engaged in activities that directly impact teacher practices and student achievement. The reading coach/reading resource specialist maintains a log of activities biweekly in the PMRN.
- Schools develop reading goals for school-based School Improvement Plans (SIP) through needs assessment, data analysis, and the Florida Continuous Improvement Model. The District approves the school's reading goals in the School Improvement Plan through peer review.
- Reading coaches/reading resource specialists participate in required monthly professional development meetings and receive regular updates and district-school communications disseminated and archived through the district's email system (CAB), and posted in the district's curriculum and instruction portal, BEEP. Reading coaches/reading resource specialists review and share all information with the school leadership team.
- The District provides leadership development on the K-12 Reading Plan, the roles and responsibilities of the reading coach, the PMRN, and "look-fors" in monitoring effective classroom instruction.

Data collected:

- Ongoing formal and informal assessments are administered regularly to monitor student progress, including: Benchmark Assessment Test data; Mini-Benchmark Assessments, Progress Monitoring data recorded in Virtual Counselor or in the PMRN via the Florida Assessments for Instruction in Reading, Targeted Diagnostic Assessment data, Ongoing Progress Monitoring data, Classroom Walk Through data by school and district administrators, etc. Based on these results, instruction is redesigned (if needed), and students are provided remediation, acceleration, and/or enrichment.
- The coach's log in the PMRN and sign-in sheets for attendance at school professional development programs, District professional development offerings, and District reading coaches' meetings are reviewed regularly for data on the implementation of the coaches' model and professional development model in the K-12 Comprehensive Reading Plan.
- Reading teachers maintain folders or portfolios of student work (with corrective feedback) and assessment results in their classrooms for monitoring student progress. These portfolios are reviewed regularly as part of collaborative planning to meet students' differentiated needs.

Frequency:

- Principals, administrators, School Leadership Team members, and School Advisory Committee members monitor data collection of the school's literacy/reading performance and target areas of improvement. School Administration will communicate results of monitoring activities with Area Offices as required by their Area Directors. Specific frequency of data collection is determined based on differentiated accountability levels and area office guidelines.

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- District-based leadership teams monitor progress monitoring data in the PMRN and Virtual Counselor at least twice a year and review additional assessment data, as needed, to ensure the school's implementation of the K-12 Reading Plan with fidelity. The results of these reviews will be communicated with Area offices, schools, and District departments, as needed.

If it is determined that the K-12 Comprehensive Research-Based Reading Plan is not being implemented based upon the instructional needs of students, an intervention plan will be developed to include school visits, more frequent monitoring, and professional development, as needed. District personnel will work with the reading coach and the principal to analyze findings and collaborate to plan for needed support. Ongoing progress monitoring, site visits, and curriculum review will occur until the Comprehensive Research-Based Reading Plan is implemented with fidelity.

12. How will the district ensure the provision of systematic and explicit instruction, based on data, using reading programs and strategies? (Please see Florida Statute 1011.67 for information regarding implementation of instructional materials

http://archive.flsenate.gov/Statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=1000-1099/1011/Sections/1011.67.html)

The District's Response to Instruction/Intervention (RtI) model will guide school Collaborative Problem Solving Teams with implementing a tiered approach to instructional delivery that includes fidelity of instruction using the core program and interventions of increasingly higher intensity, based on the differentiated needs of students. This multi-tiered approach to providing services and interventions to students at increasing levels of intensity is based on progress monitoring and data analysis. Problem solving at all tier-levels is a cyclical process that involves analyzing the data to identify the problem and determine why the problem is occurring, implementing an instructional plan to target specific differentiated student needs, and evaluating the plan to ensure effective response to the intervention.

As part of Tier 1 universal core instruction, all elementary students must participate in a dedicated, daily, minimal 90-minute uninterrupted initial instruction reading block, which includes an explicit whole group lesson from the Comprehensive Core Reading Program (CCRP), small group differentiated initial instruction, and independent and peer collaborative application of skills/strategies in literacy centers. This initial instruction must explicit, systematic, scaffolded, differentiated, guided by data analysis, and focused on the six essential components of reading (oral language, phonemic awareness, phonics, fluency, vocabulary, comprehension). Elementary students identified as struggling readers (Tier 2 and Tier 3) must participate in additional daily immediate intensive intervention (iii) instruction that focuses on the specific differentiated needs of students and provides more intense reading instructional time that extends beyond the initial 90-minute reading block for which a double or triple dose of targeted instruction is delivered. This intervention must continue until the reading deficiency is remedied.

Daily reading intervention (Tier 2 and Tier 3) for secondary students must include on a daily basis: whole group explicit instruction from the Comprehensive Intervention Reading Program

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(CIRP), small group differentiated instruction, independent reading practice monitored by the teacher, an infusion of Next Generation Sunshine State Standards (NGSSS) and benchmarks specific to the subject area, and a focus on informational text at a ratio matching FCAT. Students that are reading below level have a variety of instruction and intervention needs and schools must recognize that no single program or strategy can be successful for the remediation of all students and draw from a variety of effective reading strategies that are grounded in scientifically based reading research and proven to have been successful in the remediation of struggling adolescent literacy learners.

The elementary, middle and high sections of the K-12 Comprehensive Reading Plan outline a comprehensive and systematic design for instruction to support reading/literacy learners who are below level, on level and above level including recommended before, during, and post-reading instruction, strategies for differentiating instruction to meet student needs, and assessment. The goal of all instruction is to improve student achievement through mastery of the standards, and reading programs alone cannot accomplish the task of moving students to achieve mastery with increasingly complex grade level literary and informational text. Schools need to use research-based strategies that are systematic, explicit, scaffolded, differentiated, and print-rich. These strategies must be compatible with the instructional goals in the district's Comprehensive Core (CCRP) and Reading Intervention Programs.

Reading Instruction at all grade levels must follow:

Florida Formula for Reading Success:

6 + 4 + ii + iii

- 6 Areas of Reading (Oral language, Phonemic awareness, Phonics, Fluency, Vocabulary, Comprehension)
- 4 Assessments (Screening, Progress monitoring, Diagnosis, Outcome Measures)
- ii (Initial Instruction)
- iii (Immediate Intensive Intervention)

Florida Formula for Effective and Powerful Instruction:

3Fs + 1S + Data + PD = Effective and Powerful Instruction

- **Frequency** and duration of meeting in small groups – once daily, twice daily, etc.
- **Focus** of instruction (the WHAT) work in vocabulary, phonics, comprehension, etc.
- **Format** of lesson (the HOW) determining the lesson structure and the level of scaffolding, modeling, explicitness, etc.
- **Size** of instructional group – 1, 3, 4, 6, or 8 students, etc.
- Analysis of **Data** to determine the 3 Fs and 1 S (the WHY)
- Provide **Professional Development** that focuses on the collection and analysis of data, the 3 Fs, and 1 S

Each individual school must complete a K-12 Comprehensive Reading Plan Chart that lists the Comprehensive Core Reading Programs (K-5), Supplemental Intervention Reading Programs (K-5), Comprehensive Intervention and Supplemental Intervention Reading Programs for

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Developmental and Intensive Reading (6-12), educational technology, assessments, minutes and days of instruction, and class size caps for reading intervention groups/classes. These charts are reviewed and approved annually by District and State staff.

Fidelity of implementation is enhanced with the appropriate professional development. All reading coaches are required to attend district training on the Core programs utilized at their schools (as identified on their school's K-12 Reading Plan Chart) so they can support, model, and monitor the appropriate classroom instruction. Professional development for these programs is offered to teachers and administrators throughout the year and district school-site support is available, as needed.

The district's Division of Curriculum and Instruction created a Struggling Reading Task Force that has reviewed supplementary materials and interventions to support the key areas of reading as identified by the research of the National Reading Panel and consistent with Florida's Formula for Reading Success. The Struggling Reader Chart provides schools with guidance in the delivery of appropriate intensive interventions. The resources are consistent with the reading research based on careful review by the Florida Center for Reading Research (FCRR), the What Works Clearinghouse (<http://ies.ed.gov/ncee/wwc/>), review by district experts, and are supported by scientifically based evidence that the programs are highly effective for struggling readers when implemented with fidelity. By following the recommendations of the Struggling Readers Chart, schools select materials and resources that have been shown to have a substantial research base. The Supplemental Intervention Reading Programs identified on the Struggling Reader Chart organize research-based programs by deficiency area, based on the essential components of reading.

In addition, students at the secondary level should be placed in the highest level of program in which student data suggests the student can succeed using the criteria identified on the appropriate Student Placement Charts. In some cases, the student's formal assessment data, such as FCAT score, does not provide the full picture of a student's strengths and their needs, and the reading coach may need to administer additional assessments, or administer previously administered assessments again to determine the best placement for the student. The school's Reading Leadership Team should review placement criteria to ensure the proper placement of students in programs that will challenge them, best meet their reading intervention needs, and ensure college and career readiness. Schools are allowed some flexibility, but they may not bend state mandates to meet school scheduling parameters.

13. How will the district ensure that all elementary schools have an uninterrupted 90-minute reading block for core reading instruction and additional time for immediate intensive intervention (iii)?

All elementary students must participate in a dedicated, daily, minimal 90-minute uninterrupted initial instruction reading block, which includes an explicit whole group lesson from the Comprehensive Core Reading Program (CCRP), small group differentiated initial instruction, and independent and peer collaborative application of skills/strategies in literacy centers. A Comprehensive Core Reading Program (CCRP) is used to deliver high quality, explicit, and systematic initial instruction for all students. The CCRP used in Broward is scientifically

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research based, and addresses the six essential components of reading instruction (oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension). This Tier 1 universal instruction is the foundation for learning by supporting all students in the general curriculum.

Immediate Intensive Intervention involves children receiving instruction in reading that is more intensive than what they have been receiving during their regular 90-minute block of reading. This Tier 2 (strategic) and 3 (intensive) level of instruction provides services and interventions to students at increasing levels of intensity based on progress monitoring and data analysis of student needs. Immediate Intensive Interventions may be provided in small groups or one-on-one until the deficiency is remedied. The intervention may be offered before or after school and may be provided by classroom teachers, resource teachers, ESOL teachers, ESE teachers, or trained paraprofessionals.

District personnel, including Area Offices and the Core Curriculum Reading Department, reviews and monitors fidelity of implementation of the uninterrupted reading block and additional time for interventions as identified on K-12 Reading Plan Charts and the School-Based School Improvement Plans.

14. How will the district ensure extended intervention time is provided for students in need of decoding and text reading efficiency at the middle and high school level?

Students entering secondary school that are not reading on grade level have a variety of reading intervention needs. No single program or strategy will be successful in the remediation of all of these students' needs. Schools must facilitate instruction based on students' needs and skills, as evidenced by student data. The District's Response to Intervention (RtI) model guides school Collaborative Problem Solving Teams (CPT) in implementing a tiered approach to instructional delivery that includes fidelity of instruction with the core programs and interventions of increasingly higher intensity, based on students' needs. This multi-tiered approach to providing instruction and interventions at increasing levels of intensity is based on progress monitoring and data analysis. Problem solving at all tiers is a cyclical process that involves using the data to define the problem, analyzing the data to determine why it is occurring, implementing a plan to target specific student needs, and evaluation to ensure positive response to the instruction and/or intervention.

All Level 1 and 2 secondary students are administered screenings at the beginning of the year and the end of the year, and are Progress Monitored three times a year using the Florida Assessment for Instruction in Reading (FAIR) or the Florida Oral Reading Fluency (FORF) probes, and the Diagnostic Assessment of Reading (DAR) word lists. Schools will also use Grade Level Lexiled Passages and the NAEP Fluency Rubric as additional screening assessments to confirm placement. Detailed placement criteria, including cut scores for each assessment, are outlined in detail on the District's Decision Tree and corresponding placement charts. Florida Oral Reading Fluency (FORF) data is recorded in Virtual Counselor and data from the Florida Assessment for Instruction in Reading (FAIR) is reported directly to the PMRN. Students are placed in the specific Comprehensive Intervention Reading Program (CIRP) that best meets their need based on this data, and the criteria for placement in each program is outlined in detail on the Curriculum Decision Trees and corresponding placement charts.

District personnel will monitor fidelity of implementation of the uninterrupted reading block and additional time for interventions as identified on Charts F and I through review of Master Schedule data in the district's data system, TERMS and Data Warehouse. In particular, the high school master scheduling process is electronic and aligned with the placement criteria on the district's Placement Charts. The district will continue to provide professional development for School Leadership Teams on the requirements and processes for scheduling students using the district's electronic master scheduling process throughout the school year.

District personnel, including Area Administrators and Core Curriculum Department Reading Specialists will monitor fidelity of implementation of the uninterrupted reading block and additional time for interventions as identified on Chart I and F through school visits and Classroom Walk Throughs. In addition, the district reviews and approves each school's School Improvement Plan.

15. How will the district facilitate improvement in and intensify interventions for schools that are not making academic improvements as determined by walk through and student performance data?

Through TERMS, the District's Virtual Counselor system, and the PMRN, Area and District administrators have access to a variety of student assessment data, including Florida Assessments for Instruction in Reading (FAIR) data. Benchmark Assessment data is monitored after each benchmark assessment period to ensure student progress, and Progress Monitoring data is monitored three times per year, after each Progress Monitoring period. All reading teachers must keep folders or portfolios of student work with corrective feedback in their classrooms to provide additional data and a fuller picture of student progress towards mastery of SSS benchmarks for district and school-based monitoring.

Area and district administrators will work with the school via the Collaborative Problem Solving model and/or School Leadership Team meetings to determine the need for additional Ongoing Progress Monitoring, support to enhance instructional delivery, and/or other intervention support needed.

Additional curriculum support coaches may be deployed for schools designated as Correct II and Intervene on the district's Differentiated Accountability Plan, depending on funding.

16. How will the district train principals on reading walk through strategies, including both reading intervention and content area, as well as how to give feedback to teachers?

All Broward County principals, assistant principals and Area and District administrators have been trained on the District's Classroom Walkthrough model, with additional trainings offered throughout the year. This model includes using reflective feedback for principals and specific methods for giving appropriate feedback to teachers. Principals are trained to observe the reading objectives and standards that are addressed, and the use of reading strategies, word walls, and engagement of students with authentic text.

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17. How will the district and schools recruit and retain highly qualified teachers?

Several district departments work collaboratively to recruit and retain highly qualified teachers, including Human Resources (HRD), Teacher Development, Professional Development and Alignment, and Core Curriculum. The Broward County Schools website employment page provides information on teacher vacancies, job descriptions, online applications, and tips for "Becoming a Broward Teacher." The district actively supports the development of highly-qualified teachers and offers a full array of online, distance learning, and face-to-face professional development opportunities focused on meeting the needs of all educators, including reading endorsement and Next Generation Content Area Professional Development (NGCAR-PD), specific comprehensive, supplemental, and intervention reading programs, technology integration, and strategies and best practices for reading instruction and intervention.

All new teachers complete the District's New Educator Support Program (NESS), where each new teacher is provided a support team consisting of a school contact, usually an assistant principal, and a qualified teacher-mentor. Ideally, the mentor teaches the same grade or subject as the new teacher. In this way, other qualified reading teachers support the development of new reading teachers. A district personnel staffing specialist provides counseling and support in the areas of teaching challenges and strategies for success.

Teachers at all levels throughout the District, whether required as part of their job title or not, are encouraged to become reading endorsed or certified through participation in professional development workshops, the Broward Virtual University Online System, or the CAR-PD bundle.

18. How and when will the district provide principals with the information contained in the K-12 Comprehensive Research-Based Reading Plan?

The Department of Education approved 2011-2012 K-12 Reading Plan will be posted and available for each school on the District's Curriculum and Instructional Management Portal (BEEP), the district's Core Curriculum Reading Website, Reading wikispace, and in the Reading Conferences of the district's email communications system (CAB).

The plan will be reviewed with administrators throughout the 2011-2012 school year at leadership meetings, during the District's leadership academies, and at the beginning of the new school year, as needed. A "What's New" Memo and presentation outlining the plan is sent to all principals and reading coaches for reviewing with the School's Leadership Team and their school faculties at the beginning of each new school year in August.



Leadership: School Level



A key factor to an individual school's success is the building leadership. The principal sets the tone as the school's instructional leader, reinforcing the positive and convincing the students, parents and teachers that all children can learn and improve academically. In essence, the school principal has the potential to have a great impact on student learning through his or her support of teachers and coaches. In order for principals to become instructional leaders, it is imperative that they understand the literacy challenges of the populations of students whom they serve. The reading/literacy coach is vital in the process of providing job embedded professional development at the school level. To describe the process for monitoring and improving reading instruction at the school level, including the role of the principal and the reading coach, please address the following:

1. The purpose of the Reading Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees should serve on this team, which should meet at least once a month. What process will the principal use to form and maintain a Reading Leadership Team? Include the role of the principal and coach on the Reading Leadership Team and how the principal will promote the Reading Leadership Team as an integral part of the school literacy process to build a culture of reading throughout the school.

The principal will recruit a cross section of highly qualified teachers, staff and administrators who have strong backgrounds in reading and literacy and who demonstrate a willingness to build school literacy culture through collegiality and collaboration. Team members will include, but not be limited to, the reading coach, media specialist, department chairpersons and/or team leaders, content area teachers, classroom teacher-leaders, and representatives from the English Language Learner (ELL) and Exceptional Student Education (ESE) school-based departments. Team members must demonstrate a long-term, professional commitment to increased student achievement in reading through improving classroom instruction and practices.

The principal and reading coach together should guide the Reading Leadership Team in the creation of the team's mission and focus for the year, set the agenda for the meetings, ensure that the information and agenda points from the each meeting are shared with the staff of the school, and help implement the literacy goals and objectives of the team. To promote the Reading Leadership Team as an integral part of the school literacy reform process, feedback and collaboration on the mission and goals of the team and targeted initiatives are solicited from the faculty and staff.

The principal will support the role of the Reading Leadership Team in the development of reading related goals and objectives for the School Improvement Plan, the school professional development plan (including professional learning communities, study groups, and lesson study),

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reading initiatives throughout the school, collaborative problem solving, and the Response to Intervention process. The Reading Leadership Team will work to build a culture of reading throughout the school through a commitment to student achievement through learning and teaching strategies.

The Reading Leadership Team will:

- Engage in regular, ongoing, literacy professional development
- Support the work of the school's Collaborative Problem Solving Team/Response to Instruction/Intervention
- Participate in Professional Learning Communities and Study Groups
- Use data to analyze the effectiveness of instruction and redesign instruction and resources to meet the student's instructional and intervention needs
- Monitor, and support the implementation of the Comprehensive Core Reading Programs or Comprehensive Intensive Reading Programs and scientifically based reading instruction and strategies with fidelity
- Participate in ongoing literacy dialogues with peers
- Create and share activities designed to promote literacy
- Support and participate in classroom or school-based action research
- Support and participate in classroom demonstrations and modeling of research-based reading strategies
- Support the development of model/demonstration classrooms
- Mentor other teachers
- Present literacy professional development
- Reflect on data and practice to improve instruction

2. How will the principal ensure that the reading coach is not used as a reading resource teacher, a substitute, administrator, or in any other capacity that takes them away from being a full time professional development resource for teachers?

Professional development for principals and district leaders will emphasize the importance of school leadership (the principal and School Leadership Team) in monitoring the time that reading coaches spend directly impacting teaching and learning. Reading coaches should spend the majority of their time working with teachers and students in classrooms, modeling and coaching effective instructional and teaching behaviors, and facilitating professional development, including Professional Learning Communities and study groups. Reading coaches supported by this initiative are not considered resource teachers and can work with small groups of students only when modeling for teachers. The reading coach/reading resource specialist should not provide pull-out assistance or individual/small group tutorials. The principal, along with the School Leadership Team, will ensure that all school stakeholders understand and support the reading coach guidelines as directed by State Board Rule and Just Read Florida!

The principal and School Leadership Team will provide guidance to the reading coach in developing, implementing, and evaluating the impact of the reading coach's weekly activities as outlined on the coach's planning calendars and recorded on the coach's log in the PMRN. Professional development will be provided to the reading coach to ensure that scheduling follows

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the K-12 Reading Plan time recommendations and that time is allocated towards areas of greatest need. If data shows large gaps or deficits in one or more of the reading coach's areas of responsibility, the principal will conference with the reading coach and, if necessary, realign the reading coach's schedule and priorities.

Reading coaches/reading resource specialists at each school must establish a supportive and productive relationship with the all classroom teachers as they provide them with coaching, mentoring, and support to implement research-based strategies and the Comprehensive Core Reading or Comprehensive Intensive Reading and Supplemental Programs with fidelity. This support includes, but is not limited to: introduction of new materials to promote student achievement, modeling/demonstration of systematic, explicit, scaffolded reading strategies while the teacher observes, creating a classroom environment conducive to increasing student achievement, and meeting regularly to analyze student data to meet needs for differentiating instruction.

District staff will periodically review coaches' logs data in the PMRN to ensure fidelity and implementation of the coaches' roles.

3. How will the principal collaborate with the reading coach to plan for professional development? Include how the principal will provide professional development materials to support the reading coach.

The principal will ensure that professional development is an integral part of the school improvement process, following the Florida Formula for Effective and Powerful instruction: 3 Fs + 1 S + Data + PD = Effective and Powerful Instruction (Frequency, Focus, and Format of instruction; 1 S is size of instructional group; plus data and Professional Development = Effective and Powerful Instruction).

The principal and reading coach, along with the School Leadership Team, will determine necessary professional development as reflected by teacher and student data. Teacher and student needs may be determined by a survey at the beginning of the year, teacher professional development records, student achievement data, student work samples, formal and informal assessments, classroom walk through data and other classroom observations. After careful consideration of the data, a professional development plan should be created, including ways to differentiate among staff members depending on various and different levels of knowledge, experience, and the intensity required.

The principal and School Leadership Team will examine school/student data to determine needs and necessary resources for professional development. Schools are encouraged to build professional literacy libraries that can be utilized by all teachers in Professional Learning Communities and study groups. Schools should develop a professional development plan providing for regular opportunities for the reading coach to model effective and powerful instruction, and share new resources, ideas, strategies and other job-embedded professional development with teachers and staff.

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The principal will support the reading coach's participation in monthly District provided professional development throughout the year. In addition, the district facilitates workshops on the specific Comprehensive and Supplemental Reading Programs as well as workshops on strategies and best practices for comprehensive reading instruction and intervention. A full sequence of Reading Endorsement coursework is available via face-to-face and/or online workshops through Broward Virtual University. Online workshops on infusing technology and digital resources and tools to facilitate explicit, systematic modeling and enhance reading instruction are also available. This information is disseminated to the reading coaches, posted in the reading conferences in our District Email System (CAB), and available for registration through the online professional development system.

4. How will the principal use the information obtained from the PMRN online reading coach's log to impact student learning?

District reading curriculum specialists will provide training and information to principals at the beginning of the year on how to access the PMRN, how to create a coach's user, and how to view progress monitoring and other data in the PMRN. The principal should regularly review the coaches' log in the PMRN to ensure that the coach is completing bi-weekly and is following the guidelines for scheduling as recommended by the K-12 Reading Plan and Just Read, Florida! coaching model. In addition, District reading curriculum specialists will periodically monitor the reading coaches' log records in the PMRN to ensure fidelity and implementation of the coaches' roles.

All coaches should develop a weekly or biweekly plan with their principal and/or school leadership team to ensure that time is allocated towards areas of greatest need at their schools, as defined by the K-12 Reading Plan, the Just Read Florida Literacy coaching model, and the school's reading goals in the School Improvement Plan. This planning calendar will guide the work of the Reading Coach and facilitate the process for recording data during each two-week recording period in the PMRN.

5. How will the principal/designee monitor collection and utilization of assessment data, including progress-monitoring data, to determine intervention and support needs of students?

The District's Response to Instruction/Intervention (RtI) model provides guidance to the principal in the RtI process approach for collection and utilization of assessment data to determine intervention and support needs of students. This multi-tiered approach to providing services and interventions to students at increasing levels of intensity is based on progress monitoring and data analysis. Problem solving at all tier-levels is a cyclical process that involves analyzing the data to identify the problem and determine why the problem is occurring, implementing an instructional plan to target specific differentiated student needs, and evaluating the plan to ensure effective response to the intervention.

The principal will monitor collection and utilization of assessment data, including progress monitoring and ongoing progress monitoring data in Virtual Counselor and/or in the PMRN, the District's Benchmark Assessment Tests (BAT), and District Mini-Benchmark Assessments, data

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from the Florida Assessments for Instruction in Reading (FAIR), data from Classroom Walk Throughs, and/or other data to determine the intervention and instructional support needs of students. Schools will use the progress monitoring and intervention tools identified on the Elementary and Secondary Struggling Reader Charts, the district Placement and Assessment Charts, and Decision-Making Trees within the specific sections of the K-12 Reading Plan.

Progress monitoring tools include the Florida Assessments for Instruction in Reading (FAIR) (for grades K-10), Macmillan Treasure's Oral Reading Fluency Probes (grades 1-5), the Florida Online Reading Fluency (FORF) probes (grades 6-12). Schools may also use the Grade Level Lexiled Passages and the NAEP Fluency Rubric for screening and/or progress monitoring. In addition, high school students are assessed on the Career and College Readiness Indicators, the ACT, SAT, and CPT. Additional assessment data is provided via the District's Benchmark Assessment Tests (BAT) and District Mini-Benchmark Assessments (Mini-BATS). Diagnostic data is collected and analyzed to determine areas of weakness, determine appropriate placement, and to provide differentiated instruction. Data is reported to the District's Virtual Counselor System or, in the case of the Florida Assessments for Instruction in Reading, is reported directly to the state's PMRN. Schools refer to the Elementary and Secondary Struggling Reader Charts, the district Placement and Assessment Charts, and Decision-Making Trees within the specific sections of the K-12 Reading Plan for more guidance.

In addition, the principal monitors that all teachers maintain folders or portfolios of student work with corrective feedback in their classrooms, to provide additional data and a fuller picture of student progress for district and school-based monitoring.

6. How will assessment data be communicated to and between teachers? Include how often this will occur. (Examples may include: data study teams, weekly grade level meetings, and vertical team meetings)

The district's Virtual Counselor database is the repository and communication tool for students, parents, teachers, schools and the district for district data including Benchmark Assessment results, screening and progress monitoring assessments, and other demographic and assessment data for the classroom, school district and state. Data from the Florida Assessment for Instruction in Reading (FAIR) is reported directly to the PMRN and then imported into Virtual Counselor.

Schools will follow the guidelines in the Florida Continuous Improvement Model for the collection and review of data and analysis of impact on student learning and instruction. Data will be reviewed and analyzed during School Leadership Team meetings and administrative data conferences with teachers. Additional collaboration will occur at department and/or grade level meetings, during professional development programs, and faculty meetings. School leadership will provide on-going data analysis as they meet with small groups of teachers, department heads, grade level chairs, individual teachers, and/or administrators to disaggregate and discuss the data. In addition, the District's Response to Instruction/Intervention (RtI) model will guide school Collaborative Problem Solving Teams (CPT) in implementing a tiered approach to instructional delivery that includes interventions of increasingly higher intensity, based on students' needs. Teachers play an active role in the RtI problem solving process.

As part of the RtI model, making informed instructional decisions based on data is a dynamic on-going process and may occur as frequently as weekly or biweekly, or after each Progress Monitoring period, depending on need. Minimally, it must occur after the results of each progress monitoring period and when Benchmark Assessment Test data is available. Classroom teachers analyze student using informal data, such as student work maintained in folders or portfolios in their classrooms, and classroom based assessments to determine if students are progressing towards mastery of benchmarks aligned to their Instructional Focus Calendars. Teachers will use data to plan and differentiate effective instruction.

7. How will the principal, in collaboration with the instructional employee, target specific areas of professional development need based on assessment data and reflect those goals in the Individual Professional Development Plan (IPDP)? Include how the principal will use progress-monitoring data to differentiate and intensify professional development for teachers.

The principal and School Leadership Team will encourage all instructional employees to have a reading goal as one of the several goals in their Professional Growth Plans (PGP). Through the use of diagnostic, ongoing progress monitoring, and outcome-based data, teachers, in cooperation with their principal, will develop professional growth plans (PGP). Assessment data will be used to monitor progress towards goals and target specific areas of professional development need. Being highly trained in the six areas of reading and strategies for working with teachers, school reading coaches will be an on-site resource for one-on-one, small group, or whole faculty professional development. In addition, the District offers a wide variety of professional development offerings and delivery formats including face-to-face workshops, online workshops, learning communities, and study groups. Teachers will be encouraged to attend professional development opportunities to assist them in accomplishing their stated goals.

The principal will follow the guidelines in the Florida Formula for Effective and Powerful instruction: $3 \text{ Fs} + 1 \text{ S} + \text{Data} + \text{PD} = \text{Effective and Powerful Instruction}$ (Frequency, Focus, and Format of instruction; size of instructional group; Data and Professional Development). By following this formula, the principal and School Leadership Team will examine school/student data to determine needs and necessary resources for professional development. Teacher and student needs can be determined by a survey in the beginning of the year, teacher professional development records, student achievement data, student work samples, formal and informal assessments and classroom observations. Schools should draw on the expertise and modeling of effective practices from the school's reading coach/reading resource specialist, grade level or department chairpersons, and exemplary teachers. In addition, the district has developed a reading professional development plan of training targeting all of the essential reading components. All professional development incorporates the teaching and implementation of effective learning strategies to increase reading achievement in the six areas of reading.

8. How will the principal identify mentor teachers and establish model classrooms within the school?

As the School Leadership Team develops in capacity, the principal, with the support of the

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reading coach, will actively seek to recruit and develop a literacy cadre of model/demonstration teachers who have demonstrated a long-term, professional commitment to focus on increased student achievement by improving classroom literacy instruction through exemplary instructional practices.

The principal will review Classroom Walkthrough data, student folders or portfolios, BAT, FAIR, and other data, and seek recommendations from the reading coach and School Reading Leadership Team members to identify exemplary reading teachers to serve as model/demonstration teachers. Teachers may have different areas of expertise, such as the delivery of instruction, managing student behavior, engaging students as active learners, content knowledge, meeting of individual student needs, or using technology and digital tools to enhance teaching and learning. Principals may identify different teachers to serve as model/demonstration teachers in these different areas of expertise. In addition, principals may wish to set up different demonstration/model classrooms to reflect the different reading programs implemented for different levels of literacy learners at the school.

Demonstration classrooms should provide a comprehensive and observable model of the K- 12 Reading Plan in action in which the teacher uses research-based strategies that are systematic, explicit, scaffolded, and differentiated in which the teacher implements scientifically based reading instruction with fidelity in an engaging and motivating manner. In addition, the elementary, middle and high sections of the K-12 Comprehensive Reading Plan outline a daily design for instruction for each reading block and the recommended plan for before, during, and post reading instruction.

The demonstration classroom should provide a model of the K-12 Comprehensive Reading Program in action, including:

- Opportunities to observe scientifically based reading instruction and balanced literacy in action
- A classroom set up as the ideal learning environment for the reading coach to model systematic, explicit, scaffolded reading instruction that will advance teacher practice and professional development
- A grade-specific or content-specific learning environment for teachers to observe instructional strategies and delivery of instruction with fidelity
- Discussion and study points for literacy conversations that may be addressed during other professional development opportunities
- A model digital learning environment for learning new technologies and strategies that enhance teaching and learning, such as the use of student responders, interactive white boards, video projectors and document cameras that enable teachers to systematically and explicitly model reading strategies and the reading process using visual and audio tools that enhance learning.

9. How will the principal ensure that time is provided for teachers to meet weekly for professional development opportunities that may include, but are not limited to grade group meetings, additional training, visiting model classrooms and one on one coaching sessions?

The Master Schedule will be developed to provide common planning time as much as is possible

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for grade and department teams to engage in data-based decision making, job-embedded professional development, Professional Learning Communities (PLCs) or Lesson Study Groups, problem-solving, collaboratively reviewing student work, and implementing effective daily instruction.

Principals will also ensure that weekly professional development is offered in school, and inform teachers about district, state and national opportunities for professional development. Schools are encouraged to create a professional development calendar aligned to the Instructional Focus Calendar and School Improvement Plans.

Principals will establish time for teachers to meet regularly for problem-solving and to work towards achieving the goals of the school's reading plan and/or implement the Response to Intervention (RTI) model. The district provides early release and teacher planning days for this to occur. Reading coaches will assist teachers by modeling effective instruction, sharing best practices and instructional strategies, conducting coach-teacher conferences, and participating in knowledge-building activities.

10. How and when will the principal and reading/literacy coach (if applicable) provide teachers with the information contained in the K-12 Comprehensive Research-Based Reading Plan?

The Department of Education approved 2011-2012 K-12 Reading Plan will be posted and available for each school on the Core Curriculum Reading Website, on the Reading Conferences in the district's email communications system, and within the District's Curriculum and Instructional Management Portal (BEEP).

The plan will be reviewed with administrators during administrative meetings or their professional development programs. A "What's New" Memo and presentation outlining the K-12 plan is sent to all principals and reading coaches for sharing with the school at the beginning of the new school year. The presentation includes a scripted overview of the details generic to all schools K-12, including charter schools, as well as details that are specific to either elementary (K-5) or secondary (6-12) schools. The school can use this presentation to provide training on the K-12 Comprehensive Research-Based Reading Plan to faculty and staff.

11. How will the principal increase the amount of student reading inside and outside of school? Include how the principal will increase media center circulation.

The principal will support students' reading inside and outside of school by supporting initiatives from the School Leadership Team, media center, and School Improvement Plan. The school Media Specialist, supported by the Learning Resources and Instructional Materials department, is ideally suited to develop, initiate, and facilitate motivational reading programs such as school-wide book clubs, family literacy nights, media events, book passes, visiting authors, motivational bulletin boards, book drives, Partners in Excellence, and other activities that encourage literacy. Schools should also use their school website to promote these literacy activities. The School Leadership Team is encouraged to establish a school-wide reading motivational program to bolster the amount of time students spend reading, in which teachers collect reading logs to

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monitor students' reading progress. The district also provides Reading Across Broward, a program that rewards students based upon the number of books read per year. A district Literacy Task Force is also making recommendations on promoting, supporting and increase literacy inside and outside of the school.

There is a deep relationship between reading achievement and use of the school media resources and library collection materials. Schools will review their circulation data from 2010-2011 to set new goals for the 2011-12 school year. The principal, along with the School Leadership Team will create a plan for increased media center circulation including, but not limited to:

- Providing classroom teachers and students with instruction on using the district's Library/Media database system, Destiny
- Organizing book clubs
- Increasing collaborative reading projects with core subject teachers
- Providing classroom teachers with "text sets" – collections of books around a specific theme or topic of study in a content area of study
- Promoting books through morning announcements and book talks
- Promoting literacy activities through the school newsletter, school web page, and media web page
- Integrating technology and reading using digital tools and strategies such as student response devices, interactive white boards, LCD projectors and document cameras that can project print and digital resources
- Integrating the use of videoconferencing related to reading, for example connecting students with authors
- Participating in a DEAR program (Drop Everything And Read)
- Organizing literacy events such as "Battle of the Books" contests
- Promoting titles recommended annually by the Florida Reading Association (elementary), Sunshine State Young Readers Award (elementary and middle) and Teen Reads (high)
- Promotional bulletin boards and book displays to promote reading
- Promote awareness of online and district resources such as BEEP, online textbooks, Teachingbooks.net, and other reading resources through parent workshops

12. How will principals establish themselves as literacy leaders in their schools? (One way to ensure this is to include a reading goal in your School Improvement Plan although it may not be required.)

The principal, as the literacy leader of the school, should encourage, facilitate and model lifelong literacy goals. The principal should have knowledge of all subject areas, know how to use student data to drive instruction, and support and encourage teachers to attend professional development to become highly qualified by becoming reading certified or reading endorsed, by completing the Next Generation Content Area Professional Development (NGCAR-PD) and other reading professional development offered by school, district, and/or state. The principal supports, as a literacy leader and life-long literacy learner, building a cultural of literacy at their school through the development of model classrooms and through literacy activities and support for students, parents, and staff. Principals will be encouraged to continue literacy related

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professional development throughout the year and learn alongside the School Literacy Leadership Team, Professional Learning Communities, and Study Groups.



Professional Development



Professional development for all teachers, coaches and administrators must be provided to ensure that all district educators are grounded in the essential components of reading instruction. Providers of professional development (internal and external) must base training in reading instruction on scientifically-based reading research. Professional development options must be provided to address the following:

- Implementation of all instructional materials, all reading programs, and strategies based on scientifically-based reading research, including early intervention, classroom reading materials, and accelerated programs. Immediate intensive intervention (iii) should also be addressed.
- Instruction in the use of screening, diagnostic, and classroom-based progress monitoring assessments, as well as other procedures that effectively identify students who may be at risk of reading failure or who are experiencing reading difficulties.

Further, for professional development to be considered comprehensive, it must address the body of knowledge grounded in scientifically-based reading research and must be in alignment with the National Staff Development Council Standards (NSCD) and Florida's Professional Development System Evaluation Protocol. Professional development must be individualized based on student performance data – not on a “one size fits all” model.

In order to ensure that each individual teacher has the level of intensity needed for professional growth based on student achievement data, professional development must be individualized. All teachers, paraprofessionals and substitutes, and even mentors can benefit from differentiated professional development – providing more information for less experienced teachers and advanced activities for those who are at a mentor level.

1. Provide the district professional development schedule for ALL reading professional development, not just the professional development funded through the FEFP reading allocation, for the 2011-2012 school year through Chart A. This chart will be completed through the web based system. Repeat this process within the application as many times as necessary for each professional development offering in reading offered by your district. ALL Reading Endorsement professional development offerings should be described in Chart A. Please address the Reading Endorsement professional development first in your charts. To create and edit all professional development charts for Chart A, use the link provided within this section online. Please be sure to indicate whether you are accepting a previously approved chart or creating/revising a new chart by clicking the appropriate radio button on Chart A.

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Chart A is available on the web-based reading plan through the Florida Department of Education Website.

2. Does your district offer Next Generation Content Area Reading Professional Development (NGCAR-PD) in at least one school?

Delivery of NGCAR-PD reading instruction is optional, based on school-choice. At this time, all high schools (31) and several middle schools and center schools have informed the District office of the decision to use the NGCAR-PD option in the 2011-2012 school year. Delivery of NGCAR-PD reading instruction is optional, based on school-choice. At this time, all high schools (31) and several middle schools and center schools have informed the District office of the decision to use the NGCAR-PD option in the 2011-2012 school year.

A priority has been established for the 2011-12 school year to ensure that all high school reading coaches complete the Next Generation CAR-PD Train-the-Trainer so that they may support the development of more teachers able to provide Intensive Reading Intervention for students eligible for the CAR-PD Option.

3. Does your district offer Reading Endorsement for ESOL (REESOL)?

At this time the ESOL Department has chosen to follow the Broward Reading Endorsement Add-On Program for all ESOL teachers. ESOL teachers have the option of following the REESOL Program through other districts, if they choose. The District will also consider using BEACON for this as well.

4. Does your district conduct transcript reviews of college coursework for application towards the District Add-On Reading Endorsement?

Broward has retired the college credit option on the Reading Endorsement Add-On Plan as the approved courses previously offered through Florida International University by Florida State University are no longer available. Broward County does accept state approved college credit for the Reading Endorsement through the Certification Department.



Elementary Student Achievement and Instruction



It is the philosophy of the Just Read, Florida! Office to use scientifically-based reading research (SBRR), including that found in the National Reading Panel Report (2001) and Preventing Reading Difficulties in Young Children (1998). Research shows that children benefit from reading instruction that includes explicit and systematic instruction in skills and strategies and opportunities to apply those skills and strategies in text.

Schools must offer daily classroom instruction in reading in a dedicated, uninterrupted block of time of at least 90 minutes duration. An initial lesson from the Comprehensive Core Reading Program (CCRP) is provided based on program guidelines and student needs. For the remainder of the block, the teacher differentiates instruction focusing on the specific instructional needs of each student. In addition to, or as an extension of the 90 minute reading block, the classroom teacher, special education teacher, or reading resource teacher will provide daily immediate intensive intervention (iii) to children as determined by progress monitoring and other forms of assessment.

The following performance-based flexibility options may be utilized by districts to provide targeted instruction according to student needs:

- Elementary schools meeting all of the following criteria are not required to implement a Comprehensive Core Reading Program:
 - A current school grade of an A or B
 - AYP in reading met for all subgroups
 - 90% of students meeting high standards in reading (an FCAT score of Level 3 or above).

Districts implementing this flexibility must describe their plan for reading instruction, including the intervention for those students reading below grade level in grades K-5(6) in questions 5.1 and 5.2.

- For students in grades four and five scoring Level 4 or 5 on FCAT reading, districts should offer enrichment programs steeped in content that continue to develop the child's reading skills. These students are not required to receive instruction from a Comprehensive Core Reading Program, nor are they required to receive 90 minutes

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of reading instruction. Districts implementing this flexibility must report the reading instruction that will be provided to these students, including the time allotted for reading instruction in question 5.

All information provided in this section should detail how you will meet the reading needs of all student subgroups identified under No Child Left Behind.

1. CHART C

Individual elementary schools complete an informational chart (Chart C) with school-specific information about the comprehensive core reading programs, supplemental programs, intervention programs, technology, and time allotments. The Charts can be accessed through the Florida Department of Education K-12 Comprehensive Reading Plan Website:

[https://app1.fldoe.org/Reading_Plans/Narrative/\(S\(ry23ypy415rlzib23sgw0uil\)\)/NarrativeList.aspx](https://app1.fldoe.org/Reading_Plans/Narrative/(S(ry23ypy415rlzib23sgw0uil))/NarrativeList.aspx)

2.1 Describe all research-based instructional materials used to provide reading instruction. Include a description of how they will be integrated into the overall instructional design.

Comprehensive Core Reading Programs (CCRP): Comprehensive Core Reading Programs are the instructional tools used to provide high quality instruction in K-5 classrooms. The CCRP correlates to all Reading and Language Arts Sunshine State Standards and includes instructional content based on the six essential components of reading instruction: phonological awareness, phonics, fluency, vocabulary, and comprehension, and oral language. The CCRP contains instructional design components including explicit instructional strategies, coordinated instructional sequences, ample practice opportunities, aligned student materials, and assessment to guide instruction.

The District's Response to Instruction/Intervention (RtI) model will guide school Collaborative Problem Solving Teams (CPST) with implementing a tiered approach to instructional delivery that includes fidelity of instruction using the Comprehensive Core Reading Program (CCRP) and supplemental reading interventions of increasingly higher intensity. This multi-tiered approach to providing initial and intervention instruction to students at increasing levels of intensity is based on students' needs as evidenced through analysis of diagnostic and progress monitoring data. Problem solving at all tier levels is a cyclical process that involves analyzing data to identify the problem and determine why the problem is occurring, implementing an instructional plan to target specific differentiated student needs, and evaluating the instructional plan to ensure effective response to the intervention.

As part of Tier 1 universal instruction, all students will be provided a daily, 90-minute block of uninterrupted reading instruction following the high quality, explicit, and systematic initial instructional plan of the Macmillan/McGraw-Hill Treasures Comprehensive Core Reading

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Program (CCRP). The Treasures CCRP is state adopted and meets the criteria of a scientifically, research based reading series that incorporates the current 2007 reading and language arts Sunshine State Standards (SSS).

The Treasures CCRP provides comprehensive lesson plans for both whole and small group instruction using an explicit, systematic, and interactive instructional design focused on the six essential components of reading instruction (oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension). The Treasures CCRP provides guidance to teachers in delivering differentiated instruction for diverse learners with lesson plan sequences coordinated to move instructional delivery from cognitively simple skills and strategies to more complex skills and strategies. Techniques such as modeling, previewing and predicting, visualizing, summarizing, and direct instruction in strategic reading are embedded throughout the program.

The Treasures CCRP provides lesson plans for whole group instruction that include the introduction of skills and strategies, embedded teacher modeling opportunities, systematic and explicit lesson sequences, guided and independent application, and review of skills and strategies with frequent re-teaching opportunities. Whole group instruction focuses on the introduction of skills and strategies embedded in the context of grade level resources for the teacher to provide scaffolded support as needed by all students.

The Treasures CCRP provides small group instructional lesson plans that are aligned to the whole group lessons and differentiated to meet the needs of on-level learners, advanced learners, below-level learners, and English Language Learners. Integrated within the small group lesson plans is a scope and sequence that provides teachers guidance in delivering strategy and skill instruction based on the specific differentiated needs of all students. Daily lessons for small group incorporate the use of leveled readers and decodable texts to provide numerous reading opportunities for application and mastery of skills and strategies within the context of reading.

A variety of assessment opportunities, both informal and formal, are included in the Treasures CCRP and are used regularly to monitor students' progress and match students with appropriately leveled text for independent, instructional, and challenging reading experiences.

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

Supplemental reading resources can be used to differentiate instruction for all students across the continuum of instructional intensity levels of Tiers 1, 2, and 3. When data show that students need additional explicit and systematic intensive instruction in a specific component of reading (i.e., oral language, phonemic awareness, phonics, fluency, vocabulary, or comprehension) supplemental intervention resources can be used as an extension beyond the universal Tier 1 initial instruction of the Comprehensive Core Reading Program (CCRP). As part of Tier 2 (strategic) or Tier 3 (intensive) intervention instruction, Supplemental Intervention Reading Programs (SIRP) are implemented to provide targeted instructional support to meet the specific differentiated needs of struggling readers.

In addition to the abundant resources included in the CCRP implemented to deliver initial instruction, the following SIRPs are recommended for use in providing targeted differentiated intervention support to meet the specific needs of struggling readers.

- Elements of Reading: Vocabulary is an oral vocabulary instructional program, designed for kindergarten through third grade students. This intervention program is based on the research of Drs. Isabel Beck and Margaret G. McKeown. Elements of Reading: Vocabulary is one component of a modular reading program series published by Steck-Vaughn, an imprint of Harcourt Achieve. Each of the individual components of this modular reading program, Elements of Reading (Vocabulary, Fluency, Comprehension, Phonemic Awareness, and Phonics), has been flexibly designed to implement separately or in combination to supplement initial reading instruction, based on the targeted differentiated needs of students.
- Great Leaps is implemented as an intervention for kindergarten through third grade students needing supplemental support in reading fluency instruction. The program consists primarily of student practice lessons, with an instructor manual that includes assessment guidelines. Teachers, volunteers, or paraprofessionals work individually with students using timed readings to employ immediate error corrections that incorporate the modeling of correct responses. Independent research conducted in 2000, and reviewed by the Florida Center for Reading Research (FCRR), showed that Great Leaps produced statistically significant gains in fluency for students with learning disabilities. FCRR has carefully reviewed Great Leaps and determined it is consistent with current scientifically based reading research in design and content, and that independent research was found to be encouraging with regard to the efficacy of Great Leaps for improving students' reading fluency development.
- QuickReads is used as an intervention program targeting fluency instruction. Specifically designed to improve students' reading fluency, the QuickReads program additionally contains strong elements of comprehension, vocabulary, and background knowledge building. QuickReads consists of expository passages that are short, informational texts covering a variety of topics in science and social studies. Ninety-eight percent of the words in QuickReads are a combination of high-frequency words and words with a grade-appropriate set of phonic/syllabic patterns. Additional content-related words are also included. The instructional content and principles of QuickReads are soundly based on the research findings conducted by Hiebert and Fisher, 2002. This study was designed to test the effectiveness of the QuickReads program in a California school district, and statistical analyses of the results identified a strong, consistent effect on reading fluency development.
- Road to the Code is a phonological awareness program designed for small group and large group intervention instruction. The program is designed for primary grade-level students. Over the years, the Road to the Code program has been modified and expanded based on the knowledge of successful methods such as Say-It-and-Move-It (Elkonin, 1973), and on implementation evaluations of the program. Results of one particular research study demonstrated that by the end of grades one and two, students were better readers than their counterparts who did not participate in the program.

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- Soar to Success is a reading intervention program designed for students reading below grade level in third through eighth grades. Delivered in a small group setting, Soar to Success provides specialized, structured instructional lessons to struggling readers and is based on extensive research addressing the effective application of reading comprehension strategies. The core principle of Soar to Success is the reciprocal teaching model, with rich dialogue exchanges between teachers and students that focus on using the cognitive comprehension strategies of clarifying, predicting, summarizing, and questioning.

- Wilson Foundations, designed for students in kindergarten through third grades, is based on the adaptation of the research-based Wilson Reading Systems program. Systematic and explicit phonics and word study instruction is emphasized in the Foundations program and is presented in a cumulative and scaffolded format incorporating assessment, instruction, and practice opportunities. Home Support Packets are included to encourage parental involvement and bridge the home-school connection. Materials include a detailed teacher's manual, a CD-ROM that contains lesson demonstrations, and manipulatives for use in multi-sensory and interactive learning opportunities.

- Rigby Newcomer (ELL) Kits - Levels I, II, III provide practice with basic classroom language, academic language, thematic concepts, phonemic awareness/phonics skills, and beginning literacy skills for students in kindergarten through fifth grades. This supplemental resource complements any program for English Language Learners and supports independent practice. Each kit contains: Teacher's Guide, Language Learning Masters, Oral Language Development Audio, Newcomer Books, Picture Cards, Reading Strategy Cards, and Interactive Language and Phonics CD-ROM.

- Oxford Let's Go Series (ELL) combines a carefully controlled, grammar-based syllabus with practical language for newcomers to the English language in kindergarten through fifth grades. Functional dialogues, interactive games, and pair work activities introduce the alphabet, basic phonics, and simple language structures. The components of the program include: Teacher's Books, Student Books, Levels 1-6, Workbooks, Audio CD, and Tests.

- English In My Pocket (ELL) is a 16-week program that provides opportunities and support for students to develop English language skills through interactive rhymes, chants, songs, books, and games involving visual, auditory, and kinesthetic activities. This program targets the needs of students in kindergarten through second grades and includes eight thematic units that provide intensive, fun-filled instruction, serving as a bridge to more advanced language-learning programs.

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

When assessment data indicates that a student is not making adequate progress, the school-based collaborative problem solving team will meet to analyze the problem and design an intensive intervention instructional plan that includes the implementation of a Comprehensive Intervention Reading Program (CIRP). CIRPs typically provide explicit instructional lesson plans that address multiple essential components of reading (i.e., oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension), providing students explicit and systematic instruction beyond the Comprehensive Core Reading Program (CCRP). A CIRP, however, may not provide as powerful and explicitly intensive instruction in a single targeted reading component (i.e., oral language, phonemic awareness, phonics, fluency, vocabulary, or comprehension) as a Supplemental Intervention Reading Program (SIRP), which is designed to focus instruction on one single component of reading. Both SIRPs and CIRPs can be used together to meet the needs of struggling readers as part of the instructional continuum of Tier 2 (strategic) and Tier 3 (intensive) intervention.

In addition to the abundant resources included in the CCRP implemented to deliver initial instruction, the following CIRPs are recommended for use in providing targeted differentiated intervention support to meet the specific needs of struggling readers.

- Accelerated Literacy Learning (A.L.L.) is an intensive early intervention program designed for students in first and second grades who are performing in the lowest 20th percentile of their class in reading. The daily comprehensive instructional plan for A.L.L. includes appropriate administration of early reading assessments, the analysis of assessment data to guide differentiated instructional planning, and the delivery of targeted instruction that best meets the needs of struggling readers. Similar to Reading Recovery, A.L.L. was originally designed for implementation in a one-on-one, pullout delivery format with a reading specialist, but has been adapted for implementation more efficiently in classrooms, with services offered to a greater number of struggling readers. To effectively serve more at-risk students and empower classroom teachers to provide reading strategy instruction that focuses on developing appropriate strategy talk related to the cueing systems and scaffold student learning, A.L.L. has been adapted for classroom use to include differentiated instruction delivered in small-group settings.
- Fast Track Reading is an intervention program for struggling readers in fourth through eighth grades. The primary goal of the program is to rapidly accelerate the achievement of struggling readers to reach grade level proficiency. Fast Track Reading is not a stand-alone program, as it is intended for use in conjunction with a comprehensive core reading program. Fast Track Reading is divided into the following three strands: word work (including phonics and word study), fluency, and comprehension. This program includes a multitude of teacher aides and support features. There are numerous magazine passages for students to read that are written on six different reading levels and include both fiction and non-fiction texts.
- Triumphs Intervention is a state-adopted comprehensive reading intervention program designed for students in first through fifth grades who have been identified as at-risk readers with an instructional reading level of up to two years below grade placement level. This intervention program is designed to be implemented in conjunction with the Treasures comprehensive core reading program, as both of these Macmillan/McGraw-Hill reading programs are highly

correlated, providing consistency in thematic content, strategy focus, and skill focus instruction. Triumphs Intervention provides the resources, instructional tools, and practice opportunities to assist struggling readers with improving key reading skills and strategies using appropriately leveled texts.

- The Wilson Reading System is a highly structured systematic reading intervention program that supports struggling readers in third through twelfth grades with learning the structure of words and language. This intensive intervention program provides for the development of total word construction, employing interactive and multi-sensory instruction that focuses on the development of fluent decoding and encoding (spelling) of words. Wilson Level A resources include age-appropriate reading material for younger or ESL students, while Wilson Level B resources include age-appropriate reading material for older students.

2.4 Educational technology: Educational technology is intended for additional support in reading. Educational technology without a teacher-led instructional component should be listed and described here. Educational technology must supplement and not supplant instruction by a highly qualified instructor. Educational technology that has an instructional component should be listed and described under either Supplemental Intervention Reading Programs or Comprehensive Intervention Reading Programs, where applicable.

Educational technology is implemented to supplement the instructional sequences of the Comprehensive Core Reading Program (CCRP) to provide additional teacher-directed instructional support in reading and independent application of skills and strategies. Broward's Struggling Readers' Chart provides schools guidance with recommendations of scientifically research-based supplemental and intervention software, along with indications of specific support provided for each of the six essential components of reading instruction (oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension).

In addition to the abundant resources included in the CCRP implemented to deliver initial instruction, the following educational technology programs are recommended for use as a supplemental resource.

- Destination Reading, published by Riverdeep, supplements the comprehensive core reading instruction by providing systematic and explicit instruction in all six essential components of reading for students in kindergarten through fifth grade. This computer-assisted comprehensive intervention program is designed for use during whole group, small group, or individual instruction. Students play games and puzzles, manipulate letters, sounds and words, listen to and model fluent reading, match and challenge vocabulary words, and make connections through a variety of comprehension strategies. Destination Reading is available in several technical formats that include access via the Internet, a CD-ROM, the Local Area Network server of schools, or the District portal - Broward Enterprise Education Portal (BEEP).
- Breakthrough to Literacy is a comprehensive language and reading technology program designed for emergent and early readers in grades K-2. This technology program addresses all six essential components of reading instruction, and supports the focus book of the week through

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Read-Along CDs and a software program that addresses individual student needs, enabling children to experience each book in multiple ways.

- Earobics Literacy Launch, published by Cognitive Concepts, supplements reading instruction in phonemic awareness for students in first and second grades. Earobics provides individualized, explicit support in all areas of reading. As students engage with the software, the program automatically adjusts based on each student's individual strengths and weaknesses. Teachers can also customize the program to meet students' learning needs, by selecting directions delivered in one of 10 different languages. All instruction is supported by a blend of multimedia materials and student-guided activities that extend the computer experience to the classroom curriculum.

- Read Naturally supplements reading instruction in fluency, specifically addressing speed, accuracy, and proper expression. Designed for use with beginning readers through adult, Read Naturally is a supplemental intervention to be implemented with a comprehensive core reading program. Students develop fluency by working with high-interest stories on paper with audio support on audio-cassettes or audio CDs.

- FCAT Explorer, developed by the Florida Department of Education, is a free, online, web-based program designed to supplement reading instruction, and reinforce reading skills outlined in the Sunshine State Standards (SSS). The program supplements the comprehensive core reading program by supporting students with practice reading FCAT-like passages, answering FCAT-like questions with immediate feedback, vocabulary building games and activities, and animated reading for pleasure. Once students receive sign-in capabilities to FCAT Explorer, they are able to access and use the program in school, at home, or in remote locations such as public libraries. The program is adaptive and changes the amount of support students receive based upon their performance.

- Buggles and Beezy computer software program, a part of the Macmillan/McGraw Hill Treasures comprehensive core reading program, supports phonemic awareness and phonics skills in kindergarten through third grade. While using the software, students progress at an individualized pace through a variety of skill-based games that mirror the instruction in the comprehensive core reading program, including lessons on letter names, letter-sound relationships, word recognition and patterns, rhyming words, spelling patterns, and writing. The program can be used on the Local Area Network server of the school or as a stand-alone application on a classroom computer.

5. How will all students receive high-quality, explicit, and systematic reading instruction according to their needs during the 90 minute uninterrupted reading block? (Refer to the following website: <http://www.justreadflorida.com/educators.asp>). If districts are choosing to implement the flexibility options regarding the 90 minute reading block provided in the introduction to this section, please include a description of implementation of these options here.)

As part of Tier 1 universal instruction, all students will be provided a daily, 90-minute block of uninterrupted reading instruction following the high quality, explicit, and systematic initial instructional plan of the Macmillan/McGraw-Hill Treasures Comprehensive Core Reading

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Program (CCRP). The Treasures CCRP is state adopted and meets the criteria of a scientifically, research based reading series that incorporates the current 2007 reading and language arts Sunshine State Standards (SSS).

Implementing high quality initial instruction is the foundation for developing reading proficiency in all students. The Treasures CCRP provides comprehensive lesson plans for both whole and small group instruction using an explicit, systematic, and interactive instructional design focused on the six essential components of reading instruction (oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension). The Treasures CCRP provides guidance to teachers in delivering differentiated instruction for diverse learners with lesson plan sequences coordinated to move instructional delivery from cognitively simple skills and strategies to more complex skills and strategies. Techniques such as modeling, previewing and predicting, visualizing, summarizing, and direct instruction in strategic reading are embedded throughout the program.

The Treasures CCRP provides lesson plans for whole group instruction that include the introduction of skills and strategies, embedded teacher modeling opportunities, systematic and explicit lesson sequences, guided and independent application, and review of skills and strategies with frequent re-teaching opportunities. Whole group instruction focuses on the introduction of skills and strategies embedded in the context of grade level resources for the teacher to provide scaffolded support as needed by all students.

The Treasures CCRP provides small group instructional lesson plans that are aligned to the whole group lessons and differentiated to meet the needs of on-level learners, advanced learners, below-level learners, and English Language Learners. Integrated within the small group lesson plans is a scope and sequence that provides teachers guidance in delivering strategy and skill instruction based on the specific differentiated needs of all students. Daily lessons for small group incorporate the use of leveled readers and decodable texts to provide numerous reading opportunities for application and mastery of skills and strategies within the context of reading.

A variety of assessment opportunities, both informal and formal, are included in the Treasures CCRP and are used regularly to monitor students' progress and match students with appropriately leveled text for independent, instructional, and challenging reading experiences.

It is recommended that the 90-minute initial reading block be divided into 30 minutes of whole group instruction followed by 60 minutes of small group differentiated instruction. Both whole and small group reading instruction are delivered through the CCRP with additional supplemental resources added to meet the individual differentiated needs of all students. During small group instruction, students are grouped according to shared instructional needs and abilities, and are re-grouped, as their instructional needs change. Group size, allocated instructional time, and instructional content varies among groups, as this is all based on differentiated student needs. Time should be adjusted so that additional instruction is provided for all struggling readers.

Integral to the Macmillan/McGraw-Hill Treasures CCRP is an explicit, systematic, and interactive instructional design focused on the six essential components of reading instruction

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(oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension) and detailed below.

Oral Language

Oral language is an important link in the process of developing effective learning and thinking skills, providing a foundation for the proficient development of other language-based skills, including reading and writing. It is through speech that children learn to organize their thinking and focus their ideas (Lyle, 1993). A variety of oral language based activities are incorporated throughout the Macmillan/McGraw-Hill Treasures CCRP, including peer interactions, guided practice, summarizing and retelling, picture chats, and weekly “Talk About It” lessons. These activities are designed to build and strengthen vocabulary, increase communication skills, and foster connections with language in print form.

Phonemic Awareness

Phonemic awareness, or manipulating phonemes in words, is a necessary prerequisite for successful phonics instruction and learning the decoding process. In an extensive meta-analysis of 52 studies, the National Reading Panel (2000) determined that teaching children phonemic awareness was highly effective under a variety of teaching conditions, grades, and age levels, significantly improving reading more than instruction that lacked explicit lessons in phonemic awareness. Phonemic Awareness instruction in the Macmillan/McGraw-Hill Treasures CCRP is based on this research and supports following attainment in beginning levels of understanding and skill that is driven primarily by instruction and practice in the use of phonemic decoding strategies in reading (Perfetti, Beck, Bell, & Hughes, 1987; Wagner, et al., 1997).

Phonics

Phonics instruction focuses on the acquisition of letter-sound correspondences and their use in reading and spelling. In the Macmillan/McGraw-Hill Treasures CCRP, phonics is taught sequentially and cumulatively with multiple opportunities for applying the skills into decodable text. The Treasures CCRP includes daily lessons to ensure that students are explicitly taught the process of blending individual sounds into words, and includes phonics instruction based on scientific research showing that systematic, explicit phonics instruction is a valuable and essential part of a successful reading program (Chall, 1996; Foorman, Francis, Fletcher, Schatschneider, & Mehta, 1998).

Fluency

Fluency in reading is the ability to read text accurately and with proper expression at an appropriate rate. According to the Report of the National Reading Panel (2000), fluency is one of several critical elements necessary for the effective development of reading comprehension. When text is read in a laborious and inefficient manner, it poses difficulty for a reader to remember what has been read, and to relate the ideas expressed in the text to his or her background knowledge. The ability to process text accurately and effortlessly requires an effective application of blending words together quickly and recognizing high-frequency words with automaticity. Instructional lesson plans for phonemic awareness, phonics, and automaticity of word recognition, the key foundational elements of fluency development, are embedded in the Macmillan/McGraw-Hill Treasures CCRP. Frequent opportunities are provided through the Treasures CCRP for teachers to model fluent reading by proficiently applying strategies through

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daily read aloud and shared reading experiences. Additional activities that include readers' theatre, choral reading, echo reading, books recorded on tape, and repeated readings are also provided through the Treasures CCRP.

Vocabulary

Instructional plans focusing on the understanding of word meanings, applying strategies for making vocabulary connections, and recognizing the link between vocabulary and comprehension are embedded into each daily reading lesson throughout all parts of the 90-minute initial instructional reading block. According to Donald Bear (2005), research supports explicit and systematic vocabulary instruction involving the active study of words before, during, and after reading text. The Macmillan/McGraw-Hill Treasures CCRP provides daily opportunities for students to learn vocabulary through extensive reading in rich contexts, oral language development, multiple encounters with words, and direct instruction of key ideas, concepts, and connections to other words.

Comprehension

Comprehension is the primary component of reading instruction that directly relates to the understanding of text. It includes making sense of words, connecting ideas between text and prior knowledge, and constructing and organizing meaning from print. Readers must be able to understand the meaning of the literal words read and create a broader understanding of the meaning implied from the text (Kintsch, 1998). The process of comprehension is strategic and interactive, involving the ability to apply, synthesize, and interact with what is being read (Adams, 1998; Harvey & Goudvis, 2000; Moats, 2000). The Report of the National Reading Panel (2000) identified several strategies that have been shown to provide a firm scientific basis for improving reading comprehension. These strategies include monitoring comprehension, using graphic organizers, answering questions, generating questions, recognizing text structures, and summarizing information from text and graphics. The Macmillan/McGraw-Hill Treasures CCRP features systematic and explicit comprehension instruction, using these strategies. The instructional plans of the Treasures CCRP are designed to support the building of background knowledge and the application of metacognitive skills and multi-level questioning toward the development of comprehension that supports higher-level, more complex thinking. Direct comprehension instruction is provided through explicit explanations of strategies, teacher modeling, and guided practice. Students are provided multiple opportunities to apply these strategies through scaffolded teacher support within leveled text during small group instruction and independent reading.

High-quality, explicit, and systematic reading instruction to meet the needs of all students will incorporate the following research based strategies:

1. The District's Response to Instruction and Intervention (RtI) model guides school Collaborative Problem Solving Teams (CPST) in implementing a tiered approach to instructional delivery. The model focuses on a continuum of support and instruction in increasingly higher intensity, through a multi-tiered approach, including fidelity of implementation using the Comprehensive Core Reading Program (CCRP) and supplemental interventions. Instruction is based on students' needs as evidenced through analysis of diagnostic and progress monitoring data. Collaborative problem solving

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within and across all tiers is a cyclical process that involves the following steps: using data to define the problem; analyzing data to determine why the problem is occurring; implementing a plan to target specific student needs; and evaluating the plan to ensure positive response to the initial or intervention instruction.

2. Teaching and learning utilizes research-based strategies that are systematic, explicit, scaffolded, differentiated, and print rich, addressing literacy growth in all six of the essential components of reading instruction (oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension).
3. Teaching and learning focuses on helping students find personal motivation and purpose in literacy activities, such as viewing reading as a social act to be shared with others; connecting literacy activities with real worlds outside of school; using reading as an opportunity to explore personal interests; reading widely for a variety of purposes; becoming comfortable with a variety of written forms and genres; and recognizing that reading is essential for lifelong learning and citizenship in a global society.
4. Teachers embed Sunshine State Standards (SSS) and instruction within the curriculum, avoiding isolated delivery of "FCAT Prep". Instruction includes teacher modeling during guided and independent learning activities. Assessment is formative and includes higher order questions with rigorous, complex tasks.
5. Teachers create literacy/print-rich learning environments with varied informational (content area) and literary text resources, which provide a range of reading levels that are challenging and complex.
6. Academic learning time is both engaging and motivating, and includes daily reading, writing, and collaborative discussion across all content areas, in every classroom.
7. Teachers vary strategies used to motivate learners and adjust instruction to meet the individual, differentiated needs of students.
8. Daily instruction includes strategies that support students by setting a purpose for reading, activating and building prior knowledge, and making text connections, that include text to self, text to other texts, and text to world.
9. Daily instruction includes "Think Alouds", or mental modeling, in which the teacher forsees the challenges that students will have unlocking the text before, during, and after reading. The teacher models the thinking process used to overcome those challenges.
10. Teachers across all content areas provide students, including striving readers, instruction that is immersed in rich, deep, and rigorous literature.
11. Teachers provide daily opportunities to engage students in oral language activities where verbalization is used to develop word knowledge, language skills, and reflection on

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meaning through class discussions, interactive read alouds, teacher think alouds, and peer interactions.

12. Teachers model fluent reading daily, and engage students with fluency needs through activities such as repeated readings, guided reading, paired reading, choral reading, echo reading, whisper reading, and readers' theater.
13. Teachers provide both direct (explicit) and indirect (implicit) instruction daily to support vocabulary development through wide and extensive independent reading, instruction in specific content words to enhance comprehension of texts containing targeted words, instruction in independent word-learning strategies, and word consciousness and word-play activities to motivate and enhance learning.
14. Comprehension-monitoring strategies, such as using sticky notes, making notes in the margin, highlighting selectively, and making personal connections to text, are incorporated within all reading activities. Comprehension-monitoring strategies help students visualize, ask questions, stay focused, make inferences, and remember what is read.
15. Teachers utilize varied structures for independent and collaborative instruction including whole group, small group, student pairs, and one-on-one settings.
16. Teachers model how to summarize by synthesizing main ideas and information both within and across texts.
17. Teachers incorporate the use of graphic organizers into before, during, and after reading experiences to demonstrate visual representations of relationships and connections between knowledge, concepts, or ideas.
18. Teachers provide daily opportunities for students to generate and answer their own questions, assume responsibility for learning, clarify information, and infer beyond literal interpretations of the text.
19. Teachers help students develop self-monitoring "fix-up" strategies when experiencing difficulty with vocabulary and comprehension. Some self-monitoring strategies include activating prior knowledge, making connections with text, making predictions, asking and answering questions, adjusting reading rate for understanding, visualizing, retelling, looking for text patterns, and looking for clues in conventions of print.
20. Teachers explicitly instruct and model strategies for effectively reading science and social studies informational texts, and provide students multiple opportunities to apply the strategies through guided and independent reading.

Schools Granted a Waiver for an Alternative Comprehensive Core Reading Program

Students at schools that have been granted a waiver to use an alternative comprehensive core

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reading program participate in a daily, 90-minute block of uninterrupted reading instruction where literacy is balanced through the use of a leveled book system and quality literature. Oral language, phonemic awareness, vocabulary, grammar, fluency, phonics, and comprehension are developed through participation in daily interactive read alouds, modeled reading and writing, shared reading and writing, interactive reading and writing, guided reading and writing, direct skills instruction, literacy centers, and writer's workshop.

For small group differentiated instruction, students are flexibly grouped according to shared instructional needs and abilities, and then regrouped as their instructional needs change. Group size, allocated instructional time, instructional content, and instructional intensity vary among the differentiated small groups. Students are matched with books from a variety of genres at their appropriately identified instructional and independent reading levels, as they apply instructed skills and strategies during guided and independent reading activities. Time is adjusted so that additional instruction is provided for struggling readers and writers.

6. How will students targeted for immediate intensive intervention receive services? (If districts are choosing to implement the flexibility options regarding the 90-minute reading block provided in the introduction to this section, please include a description of implementation of these options here.)

As part of Tier 1 universal instruction, all students including struggling readers receive daily initial instruction (ii) in reading during a dedicated, uninterrupted reading block of at least 90 minutes duration. The Macmillan/McGraw-Hill Treasures Comprehensive Core Reading Program (CCRP), the major instructional resource tool for delivering initial reading instruction, is implemented with fidelity during the initial reading block. The Treasures CCRP includes lesson plans for delivering both whole group and small group differentiated high quality reading instruction that is explicit, systematic, and scaffolded to meet the individual needs of all students. Small groups are flexible, as instructional focus and participants are closely monitored using frequent progress monitoring and diagnostic data analysis to regroup students as needed.

As part of the Response to Instruction/Intervention (RtI) model, when assessment data indicates that students are not making adequate progress, the school collaborative problem solving team meets to analyze the problem and design an intensive instructional intervention plan targeted to meet students' specific needs. In addition to the initial instruction (ii) provided through a CCRP, struggling readers who exhibit a substantial deficiency in reading are provided additional daily immediate intensive intervention (iii) instruction until the deficiency is remedied. Tier 2 or Tier 3 immediate intensive intervention (iii) instruction focuses on the specific differentiated needs of students and provides more intense reading instructional time that extends beyond the initial 90-minute reading block as a double or triple dose of targeted instruction. "The purpose of providing extra instructional support time is to help children achieve levels of literacy that will enable them to be successful through their school careers and beyond" (Snow, Burns, & Griffin, 1998, p. 247).

The reading progress of all students is monitored frequently, at a minimum of three times per year to include a baseline, mid-year, and end-of-year assessment. Struggling readers, exhibiting substantial deficiencies in reading, receive immediate intensive intervention (iii) instruction that

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includes frequent progress monitoring and diagnostic evaluation. The Reading Leadership Team at each school site, consisting of administrators, reading coaches, reading resource specialists, curriculum facilitators, and teacher leaders, collaborates with classroom teachers to analyze student diagnostic and progress-monitoring assessment data that is used to guide effective instructional decisions for targeting the specific needs of all students, including struggling readers.

To address the specific needs of struggling readers, the CCRP is complemented with additional reading instructional resources at each school site, such as Comprehensive Intervention Reading Programs (CIRPs) and Supplemental Intervention Reading Programs (SIRPs). The CIRPs and SIRPs are designed specifically for targeting the wide range of differentiated needs students with reading deficiencies exhibit, and provide support to teachers with the delivery of an explicit, systematic, and intensive instructional reading plan. The CIRP identified for use is the Macmillan/McGraw-Hill Triumphs Intervention program. This CIRP provides instruction in a broad range of reading skills designed for students who read approximately one to two years below grade level, and is implemented with fidelity in combination with the accompanying Treasures CCRP.

The District Divisions of Curriculum and Educational Programs & Student Support have carefully reviewed a variety of SIRPs to support the CCRP. These supplemental intervention resources are listed on Broward County's Struggling Reader Chart. The chart is used to organize research-based programs according to the essential components of reading and student instructional reading levels, to provide schools guidance in the selection of appropriate immediate intensive interventions (iii). The recommended supplemental intervention resources have received favorable research-based reviews by the Florida Center for Reading Research (FCRR), and are supported by scientifically valid evidence indicating the programs are highly effective for addressing the deficiencies of struggling readers. Some of the recommended SIRPs include Accelerated Literacy Learning, Destination Reading, Elements of Reading-Vocabulary, Fast Track, Great Leaps, Phonics for Reading, Quick Reads, Road to the Code, Soar to Success, Super QAR, Wilson Foundations, Wilson Reading, and Words Their Way.

Students who have been retained two times at the same grade level and are spending their third year in that same grade level are provided a more intensive, explicit, systematic, and scaffolded instructional plan. For these identified students, initial instruction is delivered using an alternative Comprehensive Core Reading Program (CCRP) that differs from the CCRP used during the previous year. Several alternative CCRPs have been reviewed by the Florida Center for Reading Research. The review reports, conducted by FCRR staff, are accessible on their website at www.fcrr.org. The reviewed alternative CCRPs that have been identified for implementation with students who are spending their third year at the same grade level include Kaleidoscope, Voyager Passport, and Wilson Reading System. If Voyager Passport is selected for use as the alternative CCRP, the Macmillan/McGraw-Hill Treasures CCRP must be used in conjunction as a supplemental resource, as the Voyager Passport program is not as comprehensive as the other stand-alone alternative CCRPs listed above.

Additional classroom support for struggling readers may be provided by resource teachers, ESOL teachers, ESE teachers, speech/language pathologists, and highly-qualified

paraprofessionals within the classroom, when implementation of the intervention warrants that delivery method.

Schools Granted a Waiver for an Alternative Comprehensive Core Reading Program

All students at schools that have been granted a waiver for an alternative comprehensive core reading program, including struggling readers, receive daily initial instruction (ii) in reading during a dedicated, uninterrupted reading block of at least 90 minutes duration. In addition to the initial instruction (ii) provided through balanced literacy, struggling readers who exhibit a substantial deficiency in reading are provided additional daily immediate intensive intervention (iii) instruction until the deficiency is remedied. Immediate intensive intervention (iii), that focuses on the specific differentiated needs of students, provides more intense reading instructional time that extends beyond the initial 90-minute reading block for which a double or triple dose of targeted instruction is delivered.

Schools granted waivers will follow the same guidelines listed above for non-waiver schools regarding the alternative comprehensive core reading programs for students who have been retained two times at the same grade level and are spending their third year in that same grade level. As stated above, the reviewed alternative CCRPs that have been identified for implementation with students who are spending their third year at the same grade level include Kaleidoscope, Voyager Passport, and Wilson Reading System. If Voyager Passport is selected for use as the alternative CCRP, the Macmillan/McGraw-Hill Treasures CCRP must be used in conjunction as a supplemental resource, as the Voyager Passport program is not as comprehensive as the other stand-alone CCRPs listed above.

Supplemental Intervention Reading Programs (SIRPs) and Comprehensive Intervention Reading Programs (CIRP) at these schools will be designed specifically for targeting the wide range of differentiated needs exhibited by students with reading deficiencies, and will provide support to teachers with the delivery of an explicit, systematic, and intensive instructional reading intervention program.

7. How will teachers provide student access to leveled classroom libraries of both fiction and nonfiction text focused on content area concepts implemented during the 90 minute reading block as a meaningful extension of the skills taught through the core reading program? Include the following: how these classroom libraries are utilized; how the books will be leveled; and the process for matching students to the appropriate level of text.

Classroom libraries and leveled text collections are a significant component of all reading programs, offering a wide range and selection of resources that support a variety of student interest and reading levels. Students who participate in a substantial amount of voluntary reading demonstrate positive attitudes toward reading, eagerly applying their reading skills and strategies to a variety of text (Allington, 2001; Calkins, 1996; Greaney, 1980; Krashen, 1994). The amount of time students read independently correlates significantly with successful reading achievement (Anderson, Hiebert, Scott, & Wilkerson, 1985; Anderson, Wilson, & Fielding, 1988; Elley & Mangubhai, 1983; Ingham, 1981; Samuels and Wu, 2008; Taylor, Frye, & Maruyama, 1990), therefore, a well-organized classroom library is vital to offering students daily opportunities for

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access to a variety of reading material specific to their interest and readability levels (Neuman, 1999; Reutzel & Fawson, 2002; Routman, 2003).

The Macmillan/McGraw-Hill Treasures Comprehensive Core Reading Program (CCRP) incorporates a collection of leveled readers that include an appropriate balance of both authentic fiction and nonfiction text designated for use during the 90-minute reading block. The leveled reader collection contains a substantial amount of nonfiction texts that tie directly to science and social studies content. To expand upon the literature collections contained in the Treasures CCRP, schools are encouraged to provide additional resources to expand upon the size and content of their classroom library collections. Additional resources should serve to balance the variety of literature included in the classroom library, and be selected based upon varied reading levels, genres, and content focus to provide adequate inventory that will appropriately match the differentiated needs of all students.

An additional source for supplementing classroom library collections is to establish and continue building upon a school-wide centralized, community resource room that consists of a wide variety of quality authentic reading resources organized by reading levels, interests, genres, and topics. School resource rooms provide teachers access to additional texts that can be added to classroom libraries and frequently rotated with other literature on a regular basis. Teachers are also encouraged to borrow books from the school media center to enhance the variety and quality of literature in an established classroom library.

The Macmillan/McGraw-Hill Online Leveled Reader Database, accessible by all teachers through the Broward Enterprise Education Portal (BEEP), is used as a technology extension to the physical classroom library collection. This provides a new and varied resource for leveled reader access, expanding and enhancing the collection of texts not previously available to classrooms.

Students are provided daily access to classroom library resources for self-selecting a variety of reading material. During the reading block and throughout the school day, teachers provide time for students to explore authentic literature written at their independent reading level. Access to independent level reading material is critical for students to successfully read on their own and apply skills and strategies they have learned during previous instructional experiences.

The classroom library serves students well when designated as a literacy center, allowing students to access literature during the daily reading block, as they read independently or collaboratively with their peers. Teachers are highly encouraged to provide students access to the classroom library throughout the remainder of the school day, beyond the reading block. As students complete their class work, open access to the classroom library offers additional opportunities for independent reading experiences.

An inviting environment along with the strategic organization of books provided in a classroom library, are critical to its success. Displaying literature in an attractive manner supports the motivation of students to visit the classroom library, and self-select reading material. Organization is key to providing students easier access to the literature, as they search and make appropriate selections for reading that will not only support successful reading opportunities, but

will additionally provide just the right challenges designed to effectively meet the differentiated reading needs of all students in the classroom.

The abilities of students vary widely in their strengths and weaknesses as readers, therefore, not every book is suitable for all students. Whether a text is easy or difficult for a student depends on one or more characteristics inherent to the text and the reader. Some of the characteristics that need to be taken into consideration when organizing texts for book choice are reading levels, genre, content, vocabulary, and text features. Students are provided access to books that are appropriate for them to self-select based on differentiated reading levels, understanding of content, and abilities to apply previously learned skills and strategies in context.

A portion of the classroom library contains a collection of texts organized by reading levels. Leveling books based on readability levels provides guidance to students in choosing appropriate books written at their independent reading level, which helps to ensure success during reading experiences. In addition to leveled text collections, the classroom library contains collections of authentic literature organized by topics/content, providing students the opportunity to choose books based on their personal interest. Higher-level texts that interest students often provide incentive for a challenging read, and should be encouraged for occasional exploration.

Teachers collect and analyze frequent progress-monitoring data from both informal and formal reading assessments, recommended for use on the District Struggling Reader Chart, to accurately determine appropriate independent and instructional reading level texts for students. Assessments such as running records, informal reading inventories, and some comprehensive diagnostic assessments provide data indicating the independent and instructional reading levels of students. Reading level data guides teachers toward determining appropriate reading material to provide students for use during independent and instructional reading experiences.

**8. How will all content area teachers incorporate reading and literacy instruction into subject areas to extend and build discussions of text in order to deepen understanding?
Include detail regarding how teachers will address the NGSSS in all content classrooms.**

Elementary teachers are responsible for teaching all disciplines, including the core content areas of social studies, science, and math. During instruction in these content areas, teachers will model reading strategies as they extend and build on discussions of the content in order to deepen understanding. Students will interact with the content area text before, during, and after reading to support the strategies and skills of making predictions, building on prior knowledge, visualization, asking questions, inferencing, determining word meaning, making connections, and summarizing. By modeling these strategies within content area expository text, teachers will be able to build background and vocabulary in multiple genres and support comprehension skills/strategies specific to non-fiction writing (text features, topics/subtopics, key facts, etc.) Teachers will also provide multiple opportunities for written response in the content areas, including organizing information on graphic organizers, summarizing in content area notebooks, and writing content-related expository essays. Professional development in promoting the understanding of the reading process and reading strategies to assist educators with integration of curriculum in applying effective reading instruction across all content areas will be offered throughout the year.

The Macmillan/McGraw-Hill Treasures Comprehensive Core Reading Program (CCRP) contains content related material that addresses the Sunshine State Standards (SSS) in science, social studies, and math through read-alouds, weekly core selections in the student text, paired weekly selections, big books, and leveled readers. The Treasures CCRP includes Time For Kids selections as an additional resource to support the development of content area knowledge.

Schools are encouraged to build reading resource rooms with supplemental, leveled readers that include nonfiction topics and support content area curriculum. The district's adoption of leveled readers for social studies provides additional reading resources to reach diversified learners. The social studies adoption has included the Time for Kids Deluxe Set grades 1-5 with leveled readers to enhance the reading program. Classroom teachers include content area resources while teaching small groups in the 90-minute reading block as well as during whole group science, social studies, and math lessons.

9. How will writing be incorporated into the 90 minute reading block as an aid to comprehension?

Writing activities in response to reading are incorporated into the 90-minute reading block to provide students the opportunity to apply skills, strategies, and techniques related to the six components of reading instruction (oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension). The Macmillan/McGraw-Hill Treasures Comprehensive Core Reading Program (CCRP) includes lesson plans with a writing component used to specifically aid comprehension before, during, and after reading.

Before reading, teachers can build background by having students write what they already know about a topic, draw pictures and label to support visualization, collect words with concept maps in word journals to enhance vocabulary, and/or write a prediction about what might happen in the reading. During reading, writing is used to help students stay actively engaged with the text. Students can confirm predictions, summarize what has happened so far, create questions about parts they may find confusing, write opinions about characters or actions, or take notes to support question/ answer relationships. Students can create responses after reading through writing to create visual displays of their understanding with graphic organizers, to support or revise their predictions, to explain their thinking, to use new vocabulary words in a different context, and to make connections with the text. Literacy work station and center ideas included in the Treasures CCRP embed writing activities such as innovations on the core student text, extensions that cross genres, and research writing to build background and vocabulary to support the reading/writing connection.

Writing workshop, where students are instructed in the process of writing, takes place daily outside of and beyond the 90-minute reading block.

10. What before, after, and summer school reading activities will be utilized, including mentoring and tutoring activities? Include criteria for student eligibility and how these activities will be linked to reading instruction provided during the school day. (The district and school site designees for the Third Grade Summer Reading Camp must create a

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reading camp schedule that facilitates intensive reading intervention for all third grade students scoring a Level 1 on FCAT. The plans for the Third Grade Summer Reading Camps are due March 31, 2011 for the Just Read, Florida! Office to review and provide feedback by April 8, 2011. For more guidance on Third Grade Summer Reading Camps and to submit the district's Summer Reading Camp Plan, visit <http://www.justreadflorida.com/camps/>.

Based on the number of students requiring additional support in reading instruction, each school site has the flexibility to independently maintain and operate before, during, and after school mentoring and tutoring activities. Attendance eligibility for tutoring and mentoring activities is left to the discretion of the school-based administrator. The Reading Leadership Team at each school collaborates with staff to analyze student assessment data for determining their student population eligible for participation in tutoring and mentoring activities. Student assessment data is further analyzed collaboratively to guide in developing reading instructional plans that are relevant and intensive, and designed to specifically target the individual differentiated needs of participating students.

Reading resources used in the classroom during the school day, such as the Comprehensive Core Reading Program (CCRP), Comprehensive Intervention Reading Programs (CIRP), and Supplemental Intervention Reading Programs (SIRP), are extended for use in tutoring and mentoring activities that occur beyond the school day. Extending the use of these resources and accompanying intensive skill and strategy instruction into tutoring and mentoring activities provides consistency of learning that links directly from the classroom instruction to supplemental tutoring and mentoring activities.

Determination of eligibility for participation in the Third Grade Summer Reading Camp is based on FCAT Reading criteria and promotion status in third grade. Participation in the Third Grade Summer Reading Camp is available to all third grade students in the district scoring Level 1 on FCAT Reading (regardless of promotion status), as well as any third grade student who is retained in third grade at the conclusion of the current school year.

The curriculum implemented in the Third Grade Summer Reading Camp is a comprehensive intervention reading program utilizing an extensive collection of leveled readers. Explicit and systematic lesson plans are provided for each of the leveled readers, and focus on the essential components of reading instruction in phonics, fluency, vocabulary, and comprehension. The leveled reader resources include a balance of fiction and nonfiction authentic texts that address a wide range of student readability levels, providing ample resources for use during daily intensive small group differentiated guided reading instruction and skill and strategy application during frequent independent reading opportunities. Heavy emphasis is placed upon students effectively learning and applying comprehension skills and strategies across a variety of text types.

11.1. Which assessments are administered to determine reading instructional needs for the following students:

Non-English speaking ELL students?

English Language Learner (ELL) students in grades 3-12 who score Fluent English Speaker on the IDEA Oral Language Proficiency Test are administered the Kaufman Test of Educational Achievement II Brief Form (KTEA-II) as part of the entry requirements into the English for Speakers of Other Languages (ESOL) program. This test generates reading and writing scores and can be used to determine reading achievement. All ELLs are administered the same assessments as non-ELLs to determine reading intervention placement. Schools must also conduct a programmatic assessment at the time of registration. Gathering information about the student's educational background and prior academic placement achievements will provide a basis for appropriate placement and scheduling. In addition, ELLs are administered the Comprehensive English Language Learning Assessment (CELLA) which contains a separate reading section. Schools may also administer the assessments that accompany the specific supplementary materials used for instruction with ELLs.

These materials are:

- Rigby: English In My Pocket
- Rigby: Newcomer Kits
- Rigby: In Step Readers
- Hampton Brown: Reading Basics
- Oxford University Press: Let's Go Series

11.2 Students with severe speech/auditory impairments?

Schools servicing students exhibiting severe speech impairments follow the assessment guidelines as listed in the Broward County Struggling Reader Chart and are administered the Diagnostic Assessments of Reading (DAR) as the major diagnostic assessment tool. Students with severe auditory impairments are administered the Diagnostic Assessments of Reading (DAR) and the Test of Auditory Processing Skills 3.

11.3. Students with severe vision impairments?

Reading programs implemented with the blind and the visually impaired elementary students are the same programs designated for use by each of the students' established boundary school, and include those programs recommended on the Broward County Struggling Reader Chart. Certain programs used in the lower elementary grades are too visual in nature for a student reading Braille. When teaching Braille students, the teacher of the visually impaired incorporates reading strategies while teaching the Braille code. Some reading programs that can be modified for use with visually impaired students include the Macmillan/McGraw-Hill Treasures Comprehensive Core Reading Program (CCRP), Wilson Reading, and Great Leaps by Campbell.

Assessments administered to the blind and the visually impaired elementary students to determine reading instructional needs are the same assessments designated for use by each of the students' established boundary school, and include those assessments recommended on the Broward County Struggling Reader Chart.

Students with low vision can access any assessment and supplementary intervention with the use

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of magnification. Some tests cannot be modified for Braille students due to the visual nature of the questions used, therefore, a student who is blind cannot utilize all the assessments and supplementary interventions implemented by the school. Some reading assessments that can be modified for use with students who are blind include the Basic Reading Inventory of Phoneme Segmentation by Johns; Informal Reading Inventory (IRI) by Burns and Roe; Rigby PM Benchmark; Diagnostic Assessments of Reading (DAR); Fast Track Reading by Wright Group; Treasures Oral Reading Fluency Probe; Just Read, Florida! Third Grade Portfolio Assessment, and the Qualitative Reading Inventory (QRI).

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Middle School Student Achievement and Instruction



Successful implementation of your K-12 Comprehensive Research-Based Reading Plan will meet the requirements of the Florida Secondary School Redesign Act, which requires each school to use research-based reading activities that have been shown to be successful in teaching reading to low-performing students. These research-based activities should align with the Florida Formula for Success. All information provided in this section should detail how you will meet the reading needs of all student subgroups identified under No Child Left Behind.

1. CHART F

Individual middle schools complete an informational chart (Chart F) with school-specific information about reading programs, supplemental programs, intervention programs, assessments, technology, and time allotments. The Charts can be accessed through the Florida Department of Education K-12 Comprehensive Reading Plan Website:

[https://app1.fldoe.org/Reading_Plans/Narrative/\(S\(ry23ypy415rlzib23sgw0uil\)\)/NarrativeList.aspx](https://app1.fldoe.org/Reading_Plans/Narrative/(S(ry23ypy415rlzib23sgw0uil))/NarrativeList.aspx)

2.1 Describe all research-based instructional materials used to provide reading instruction. Include a description of how they will be integrated into the overall instructional plan.

Describe your Middle Grades Programs- The goal of a middle grades reading program is to provide a variety of methods and materials to develop strategies and critical thinking skills in reading for students who are reading on or above grade level and enrolled in reading courses which may be transferred to content courses across the curriculum. The skills and strategies taught should align with Sunshine State Standards for Reading at the appropriate grade level, specifically those benchmarks which are assessed by the Florida Comprehensive Assessment Test (FCAT).

If your district does not offer a middle grades reading program for students who are reading on or above grade level, please provide N/A as a response for this question.

The District's Response to Intervention (RtI) model will guide school Collaborative Problem Solving Teams (CPT) in implementing a tiered approach to instructional delivery that includes fidelity of instruction with the core program and interventions of increasingly higher intensity, based on students' needs. This multi-tiered approach to providing services and interventions to students at increasing levels of intensity is based on progress monitoring and data analysis. Problem solving at all tiers is a cyclical process that involves using the data to define the

problem, analyzing the data to determine why it is occurring, implementing a plan to target specific student needs, and evaluation to ensure positive response to the intervention.

As part of Tier 1 instruction, the Junior Great Books Program, along with Novel Study, is used as a reading program for students in grades 6-8 who are on grade level and would benefit from advanced comprehension, critical thinking, and vocabulary skills. Junior Great Books utilizes Socratic Seminars as the foundation for increasing critical thinking and delivering high quality instruction for all middle school readers in vocabulary and comprehension skills. Socratic Seminars is a method of teaching in which students "examine" a common piece of text and the teacher facilitates inquiry dialogue around the text, responding to student questions with more open-ended questions instead of answers. This process encourages divergent thinking rather than convergent thinking.

Junior Great Books and Novel Study use age-appropriate literature and non-fiction texts with the shared inquiry method of discussion. Junior Great Books and Novel Study bring literature to life and help students discover a joy of reading they will carry with them into adulthood. In addition to quality young adult literature, Junior Great Books and Novel Study engages students in authentic and meaningful experiences with biographies, autobiographies, historical novels, textbooks, and other non-fiction and content-area texts that help students build background knowledge and support content learning across the curriculum.

Junior Great Books and Novel Study help students develop the essential skills of reading carefully, thinking critically, listening intently, and speaking and writing persuasively. Students are an integral part of the reading process. Instruction is aligned to mastery of the Sunshine State Standards and employs before, during, and after reading strategies. Students use Socratic questioning techniques to increase critical thinking and develop skills in formulating their own questions to guide their inquiry.

Along with Junior Great Books and Novel Study, Super QAR, Vocabulary Through Morphemes, Vocabulary Improvement Program or Word Wisdom may be used for additional support. QAR—Question Answer Relationships—is a research-based method for helping students think critically about what they read. It helps students identify the type of questions asked and shows them how to approach each type of question to answer it correctly. Research studies have shown that students' vocabulary knowledge strongly correlates with their success in reading comprehension.

Word Wisdom uses innovative approaches to help students build a "toolbox" of skills to decipher the meanings of unfamiliar words with confidence. It emphasizes roots, affixes, and strategies to determine meaning in context. Each Word Wisdom level consists of teacher-directed instruction with cooperative group learning (proven effective for teaching heterogeneous groups of students), and individual activities for reinforcement. For each grade, teachers facilitate an age-appropriate curriculum that takes approximately 20 minutes per day. Each curriculum consists of eight regular lessons built around a section of a text that takes two weeks each to complete and two review lessons that take one week each and use new activities to reinforce what students have learned.

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Under specific conditions outlined below, some Level 2 students who do not need instruction in decoding and text reading efficiency may be served in a content area class. This content area teacher will be the reading teacher of record, and will provide the student with additional reading instruction using reading strategies embedded within the content area curriculum. Placement criteria for these students is outlined on the middle school Intensive Reading Placement Chart under Developmental Reading/CAR-PD Option. If the student meets the criteria, these students must be placed in content area coursework with a teacher that is Reading Certified, Reading Endorsed, or who has completed the NGCAR-PD Package.

Annual growth in reading is demonstrated by the Scholastic Reading Inventory (SRI), data from Progress Monitoring tools such as the Florida Oral Reading Fluency (FORF) probes, Diagnostic Assessments of Reading (DAR), the Florida Assessments for Instruction in Reading (FAIR), and FCAT results.

As part of Tier 2 instruction, all students who are reading below grade level (FCAT Reading Level 1 or 2) participate in a daily 55-minute or 90-minute block of uninterrupted reading instruction with a highly qualified teacher who is either Reading Certified or Reading Endorsed. Students who have been identified with intervention needs in the areas of decoding and/or text reading efficiency are placed in Intensive Reading instruction for an extended block of instruction of at least 90 minutes per day, 5 days per week. Students who do not need instruction in decoding and text reading efficiency are placed in Intensive Reading instruction for at least 55 minutes per day, 5 days per week for the full school year (180 days). Students are placed in the specific Intensive Reading program that best meets their need based on data and the criteria for each placement is outlined in detail on the Curriculum Decision Trees and corresponding placement charts.

Tier 2 instruction in grades 6-8 consists of explicit and systematic initial instruction using the Wilson Reading or Scholastic Read XL. Wilson Reading and Scholastic Read XL are state adopted and meet the criteria for scientifically research based reading programs.

Both Comprehensive Intervention Reading Programs provide explicit instruction for whole and small groups that include introduction of skills, modeling, teaching, independent and guided application, and review of skills and concepts. Strategies such as modeling, previewing and predicting, visualizing, summarizing, asking and generating questions, and direct instruction in strategic reading are embedded throughout each program. Integral to both programs is an explicit, systematic, and interactive instructional design focused on the six essential elements of reading as defined by the National Reading Panel that includes oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension. Each Comprehensive Intensive Reading Program provides guidance to teachers in delivering differentiated instruction for diverse learners within the reading block. The programs contain integral instructional sequences coordinated by strand of instruction and are carefully planned to spiral through cognitively simple to more complex skills. Each program provides practice opportunities for mastery of skills and strategies. Each program provides rigorous instruction in vocabulary, comprehension strategies, and high-level reasoning and critical thinking skills using authentic reading, writing, and presentation tasks. NGSSS benchmark strategies are infused with scaffolded support using increasingly complex grade level content area and literary texts.

Daily lesson plans are focused around Essential Questions and provide teachers guidance in facilitating strategy and skill instruction across multiple text selections, both literary and informational. Relevant, contemporary literature engages adolescent learners and provides opportunities to access increasingly more challenging text. A variety of assessments, both informal and formal, are included in both programs and are used regularly to monitor students' progress and identify targeted instructional needs.

Lesson sequences are enhanced with strategies, resources, and supplemental instruction to meet the differentiated needs of on-level learners, advanced learners, below-level learners, and English-language learners. The Secondary Struggling Reader Chart identifies Supplemental Intensive Reading Programs (SIRP) and materials specifically targeted to meet instructional needs of students with deficits in phonics, fluency, vocabulary, comprehension and/or critical thinking skills. Through ongoing progress monitoring and in-program assessments, teachers identify these needs, implement supplemental instruction to target these specific student needs, and assess frequently, both informally and formally, to ensure student progress.

When targeted supplemental instruction does not yield desired results, the school Collaborative Problem Solving Team (CPST) will use the collaborative problem-solving approach to identify more targeted interventions for Tier 3 students following Florida's Formula for Effective and Powerful Instruction. This may include additional instruction through extended learning opportunities, push-in or pull out tutoring, or a change in the focus, format, frequency and/or size of instructional group to best meet the Tier 3 student's specific learning needs.

All Level 1, Level 2, and 'fragile' Level 3 middle school students are administered a screening at the beginning of the year and are Progress Monitored three times a year using the Florida Assessment for Instruction in Reading (FAIR) or the Florida Oral Reading Fluency (FORF) probes and Diagnostic Assessments of Reading (DAR) word lists. Both FAIR and Non-FAIR implementing schools may use Grade Level Lexiled Passages and the NAEP Fluency Rubric as additional screening assessments. Florida Oral Reading Fluency (FORF) data is recorded in Virtual Counselor and data from the Florida Assessment for Instruction in Reading (FAIR) is reported directly to the PMRN.

Students in middle school should be placed in the highest level of program in which student data suggests the student can succeed. In some cases, the student's formal assessment data, such as FCAT score, does not provide the full picture of a student's strengths and their needs, and the reading coach may need to administer an additional diagnostic assessment or administer a previously administered assessment again to determine the best placement for the student. The school's Reading Leadership Team should review placement criteria to ensure the proper placement of students in programs that will challenge them and best meet their reading intervention needs. Schools are allowed some flexibility, but they may not bend state mandates to meet school scheduling parameters.

2.2 Comprehensive Intervention Reading Programs (CIRP): A Comprehensive Intervention Reading Program is defined as a stand-alone program providing instruction in multiple areas of reading. The instruction provided through these programs should

accelerate growth in reading with the goal of returning students to grade level proficiency. The skills and strategies taught should align with Sunshine State Standards for Reading at the appropriate grade level, specifically those benchmarks which are assessed by the Florida Comprehensive Assessment Test (FCAT). Middle school students are required to read extensively and comprehend rigorous text in specific subject areas such as government, science, and literature. Higher level thinking skills that require comprehension of challenging concepts and processes are required in specific subject areas such as geometry, history, and physical science. For many students in grades 6-8, success in subject area courses is contingent upon intensive reading intervention of content area vocabulary and concepts.

NOTE: In 2010 Broward County Public Schools had planned to adopt a new middle school program, completed the full review process by committee, and selected a program to recommend for adoption. Because of severe deficits in the district budget, the adoption of a Middle School Comprehensive Intervention Reading Program (CIRP) has been placed on hold until further notice. If funds should become available to move forward with the adoption, the middle school section of this K-12 Reading Plan will be amended.

Most Intensive - Level 1 students with intervention needs in the areas of decoding and/or text reading efficiency:

The most intensive Level 1 students with intervention needs in the areas of decoding and/or text reading efficiency receive at least 90 minutes of reading instruction every day in middle school. These students read words at or below a third grade level and have needs in most of the 5 areas of reading as defined by the National Reading Panel. Many of these students don't have the basic skills to unlock words accurately and quickly. These students have severe deficits in phonemic awareness and decoding that impact all areas of reading. They need extensive and intensive intervention in word study/recognition, applying decoding strategies to text, building fluency as accuracy increases, and building vocabulary and comprehension skills.

These students are placed in the direct instruction program of the Wilson Reading System. The goal of the Wilson Reading System is to accelerate learning so that students who have fallen behind can catch up to read grade level text. The Wilson Reading System is a highly structured systematic reading and writing program that serves as an intervention and assists struggling readers in third through twelfth grades with learning the structure of words and language by instructing students to decode and encode (spell) fluently. Instruction is interactive and multi-sensory. The Wilson Reading System thoroughly teaches total word construction, not just phonics. Wilson Reading resources include age-appropriate reading material for older students.

Progress monitoring for students in the Wilson Reading System is conducted through in-program mastery tests. Annual growth in reading is monitored by pre and post Diagnostic Assessments of Reading (DAR) results, the WADE (for Wilson), in-program assessments, and FCAT results. Students are progress monitored three times per year using the Florida Assessments for Instruction in Reading (FAIR) or the Florida Oral Reading Fluency (FORF) probes. The Progress Monitoring schedule for all students is outlined on the Middle School Assessment Chart.

Level 1 and 2 Students with intervention needs in the areas of decoding and/or text reading efficiency:

Level 1 and 2 students with intervention needs in the areas of decoding and/or text reading efficiency may be reading at a slightly higher level (between grades 4-6), but these students have significant deficits in phonics, especially in decoding multisyllabic words, fluency, word study and comprehension. They need intensive intervention of at least 90 minutes of reading instruction every day in middle school focusing on word study/recognition, applying decoding strategies to text, building fluency as accuracy increases, and building vocabulary and comprehension skills.

These intensive reading classrooms use Scholastic Read XL supplemented with Sopris West's REWARDS and REWARDS Plus Social Studies or Read XL with Wilson's Just Words. Read XL includes instruction on creating interest, building a mental model, unlocking text structure, vocabulary and word study, establishing a purpose, guided reading, comprehension aligned with benchmark instruction, fluency building, and the reading-writing connection. Integral components of the program are instructional sequences coordinated with the daily lesson plans. READ XL is taught in a 90-minute reading block for 180 days. Ancillary materials to READ XL include independent practice activities, FCAT practice book offered in leveled practice, three shared novels per grade level, novel study guides, professional development guide, electronic text collection, content-area text collection, and guided practice activities. Broward has written a fluency enhancement student book with permission from Scholastic that gives students fluency practice on selections that were taught in the Read XL program. This book is posted in the district's database of unit plans and lesson plans in Learning Village on BEEP. Read XL is supplemented with REWARDS and REWARDS Plus Social Studies or with Wilson's Just Words, described in Section 2.3, for students at this level.

Progress monitoring for students in Read XL with REWARDS and REWARDS Plus Social Studies or Read XL with Wilson's Just Words is conducted through in-program mastery tests, as well as the fall, winter and spring Florida Assessments for Instruction in Reading (FAIR) or the Florida Oral Reading Fluency (FORF) probes. Annual growth in reading is demonstrated by pre and post Diagnostic Assessments of Reading (DAR) results, in-program assessment, and FCAT results. The Progress Monitoring schedule is outlined on the Middle School Assessment Chart.

Level 1 and 2 Students who do not need instruction in decoding and text reading efficiency:

Level 1 and 2 Students who do not need instruction in decoding and text reading efficiency may be two or more grade levels behind, but they have mastered the basic decoding and encoding skills and therefore must be placed in a program of intensive intervention for at least 55 minutes every day depending on the school's schedule. Instruction for these students is focused on providing comprehension, reasoning, and vocabulary development. Student may need differentiated support in fluency with text reading efficiency (fluency and comprehension), automaticity at the sentence and paragraph level and practice with repeated readings.

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

Read XL with Novel Study, is used as a reading program for students in grades 6-8 who are slightly below grade level and would benefit from advanced comprehension, critical thinking, and vocabulary skills. Novel Study helps students develop the essential skills of reading carefully, thinking critically, listening intently, and speaking and writing persuasively. Instruction is aligned to mastery of the Next Generation Sunshine State Standards and employs before, during, and after reading strategies.

READ 180 is an alternative program for Level 1 and 2 Students who do not need instruction in decoding and text reading efficiency, and is used in a limited number of schools. READ 180 is a research-based program providing instruction and practice in fluency, spelling, grammar, vocabulary and comprehension. READ 180 uses a three-piece instructional delivery design: a teacher directed center, technology center, and student silent reading center. READ 180 provides continuous progress monitoring through the use of the Scholastic Reading Inventory. Schools using READ 180 must schedule these students into a 90-minute reading block.

Districts may serve Level 2 students who do not need instruction in decoding and text reading efficiency in content area classes through a content area reading intervention. Teachers of these classes must complete the one hundred fifty (150) hour Content Area Reading Professional Development (CAR-PD) package, have the Reading Endorsement or Certification in Reading (Grades K-12), or complete the ninety (90) hour Next Generation Content Area Reading Professional Development (NGCAR-PD) Package.

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

English Language Learners

English Language Learners classified as A1 or A2 with no FCAT scores, or with Level 1 or 2

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

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

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

2.3 Supplemental Intervention Reading Programs (SIRP): Supplemental Intervention Reading Programs provide instruction in one or more areas of reading skill. They are intended for flexible use as part of differentiated instruction or more intensive interventions to meet student-learning needs in specific areas (phonological awareness, phonics, fluency, vocabulary, and comprehension). They may be used with almost all students in the class because the Comprehensive Intervention Reading Program (CIRP) does not provide enough instruction and practice in a given area for the majority of the students in the class or to provide targeted, intensive interventions for smaller groups of struggling readers. These programs provide targeted instruction designed to fill in gaps in student knowledge or skill. These programs can be used to provide either additional instruction, additional practice, or both. Test preparation materials and educational technology without a teacher-led instructional component should not be listed in this category.

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

The Struggling Reader Chart provides schools with guidance in the delivery of appropriate intensive interventions. The resources are consistent with the reading research based on careful review by the Florida Center for Reading Research (FCRR), the What Works Clearinghouse (<http://ies.ed.gov/ncee/wwc/>), are reviewed by district experts, and supported by scientifically valid evidence that the programs are highly effective for struggling readers. By following the recommendations of the Struggling Readers Chart, schools select programs that have been shown to have a substantial research base. Although schools have some choice of the materials, materials selected by schools must be on the Struggling Reader Chart and implemented with fidelity. The supplementary intervention programs on the Struggling Reader Chart organize research-based programs by deficiency area based on the essential components of reading.

Supplemental resources can be used to differentiate instruction for all students (Tiers 1, 2, and 3). As Tier 2 or 3 interventions, Supplemental Intervention Reading Programs (SIRP) are used for students who need explicit and intensive instruction in one or more of the specific components of reading (oral language, phonemic awareness, phonics, fluency, vocabulary, or comprehension) and are intended to extend beyond the initial instruction of a Comprehensive Intervention Reading Program (CIRP).

Oral Language/Phonemic Awareness/Phonics/Decoding

Broward County Schools recognizes that many our students, while not needing the intensity of direct instruction in phonemic awareness or phonics, may need additional practice in word study, especially in multisyllabic words and fluency. Research has found that the ability to decode long words increases the qualitative differences between good and poor readers and that the number of multisyllabic words begin to dramatically increase in third grade (Perfetti, 1986). According to Shefelbine and Calhoun (1999) accurate word recognition is a necessary skill for comprehension. Broward supplements the most intensive reading courses with Wilson Fluency and Just Words from Wilson Language.

Sopris West's REWARDS: Reading Excellence: Word Attack and Rate Development Strategies and REWARDS Plus Social Studies are intense, short-term intervention reading programs specifically designed for students in fourth through twelfth grades who have mastered some phonics skills. REWARDS and REWARDS Plus Social Studies provide intermediate and secondary students that read between a 3.0 and 5.0 reading level with flexible strategies for decoding multisyllabic words to build reading accuracy and fluency. This is accomplished by teaching a strategy to segment a word into parts, read the word part by part, and then read the word independently. Students learn that they can be flexible in dividing the word into parts as long as they can ultimately make the word into a real word. After completing REWARDS and REWARDS Plus Social Studies students have generally increased their word reading skill skills by 2 years.

Wilson Just Words® provides a curriculum for the study of word structure through the six syllable types in English and the most common Latin roots. It is a highly explicit, multisensory decoding and spelling program for students in grades 4 -12 and adults who do not require intensive intervention but do require explicit decoding and spelling instruction due to word-level deficits. Just Words is based on the research validated Wilson ReadingSystem® and moves at an

accelerated pace by focusing primarily on the concentrated study of word structure for reading and spelling.

Fluency

Jamestown Reading Fluency is used for medium-risk students who need to increase their oral fluency rate. Through paired reading, repeated reading and self-monitoring, students increase their accuracy, prosody and rate. The program is used at the students' readability levels and increases in difficulty as the program grows.

Great Leaps Reading by Campbell is a supplementary reading program used in conjunction with students' current curriculum. Its primary emphasis is on fluency, with the assumption that comprehension will improve if the student becomes a more fluent reader. The lessons are administered one-to-one via 5-7 minute daily practice sessions. During those 5-7 minutes, the student reads three timed readings focusing on phonics, sight phrases, and stories. Error correction is immediate and followed by modeling of the correct response. As students achieve mastery, the student progresses, or "leaps", to tackle more difficult material.

QuickReads by Pearson is a program designed to improve students' fluency, and has strong comprehension, vocabulary, and background knowledge elements as well. The QuickReads program consists of short informational texts that are read quickly for meaning. The texts are all expository, covering a variety of topics in science and social studies. Ninety-eight percent of the words in QuickReads are a combination of high-frequency words and words with a grade-appropriate set of phonic/syllabic patterns. Other words are words that are related to the topic being read. They are purposely written into the text more than one time, so that the student has repeated opportunities to see the new words and incorporate them into their sight word vocabulary.

Vocabulary

Word Wisdom by Zaner-Bloser and the Vocabulary Improvement Program, Brookes Publishing provides targeted support for vocabulary development. These programs use innovative approaches to help students build a "toolbox" of skills that let them decipher the meanings of unfamiliar words with confidence.

Word Wisdom combines teacher-directed instruction with cooperative group learning (proven effective for teaching heterogeneous groups of students) and individual activities for reinforcement. For each grade, teachers instruct an age-appropriate, curriculum for approximately 20 - 30 minutes a day. Each curriculum consists of eight regular lessons built around a section of a story or novel, that take two weeks each. Two review lessons take one week each and use new activities to reinforce what students have learned.

Vocabulary Improvement Program, or VIP, is a vocabulary development curriculum for English language learners and native English speakers. The 15-week program includes 30-45 minute whole class and small group activities, which aim to increase students' understanding of target vocabulary words included in the weekly reading assignments. On Mondays English language

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learner students are given the weekly reading assignment in their native language to preview before it is introduced in English on the following day. On Tuesdays the teacher leads whole-group lessons to review the text and define the target vocabulary. On Wednesdays teachers divide the students into heterogeneous language groups to complete two cloze4 activities. On Thursdays teachers again divide the students into small groups to complete word association, synonym/antonym, and semantic feature analysis activities. On Fridays, teachers lead activities that cover a range of topics including analysis of root words and knowledge of multiple meanings of words.

Vocabulary Through Morphemes provides relevant, meaningful vocabulary acquisition skills through word study. It enables students to both expand their current vocabulary and to better understand the unknown words they will encounter in the future. It is a study of structural analysis through morphemes (Greek, Latin, and Anglo-Saxon prefixes, suffixes and roots). Students learn to analyze the structure of words and to use context clues networks of related words, and morphemes to find meaning. This curriculum also strongly develops words origins (including etymologies and the history of the English language), shades of meaning, and use of context clues. Students learn to decode 'chunks' with greater ease. Spelling improves, as well, as guidelines and rules are peppered throughout the program.

Word Generation is a middle school academic language program developed under the direction of Harvard University Professor Catherine Snow, one of the nation's most prominent experts in literacy. The program originated at the SERP-Boston field site in collaboration with teachers and administrators in the Boston Public Schools. It is geared toward all students, in all subject areas, and can be used in all three middle grades simultaneously. The program is strategically designed to create a coherent school-wide effort that gives students the sustained exposure to academic language they need for success in school—even while demanding relatively little (15 minutes, once a week) from any single subject area teacher.

Comprehension

With Principal Woods' IMPACT, students receive direct instruction in all areas of the Florida Next Generation Sunshine State Standards Reading Benchmarks. Students self-monitor progress and read thematically related fiction and non-fiction.

Jamestown Critical Reading Series consists of the Critical Reading Series, the Wildside Series, and the Outer Edge Series. The Critical Reading Series is used with students that need additional vocabulary and comprehension instruction. The series employs high-interest nonfiction selections with comprehension instruction based on the latest reading research. Comprehension questions, including author's purpose, personal response, and self-assessment, are included. The Critical Reading Series serves students reading between grade levels 6.0 - 8.0. The Wildside Series is designed for students needing support with word study, fluency, vocabulary and comprehension. The Wildside Series uses the same instructional design as the Critical Reading Series, but is targeted for students reading at grade levels from 4.0 to 6.0. The Outer Edge Series, written for students reading at grade levels from 2.0 to 4.0, includes motivational texts for secondary students. The Outer Edge Series supports students with the greatest needs, such as those in Wilson Reading during the 90-minute block.

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

Reading Advantage by Great Source is a supplemental program designed for students in grades 6-12 who are reading two or more years below grade level. The goal of the program is to help students become successful readers through frequent and supported reading of engaging text, written at their instructional levels. Program materials, in magazine article format, may be used with a whole class or in small groups. Each Reading Advantage lesson lasts approximately 160 minutes and is completed in three or four 40-minute class sessions. Instructional support for each magazine article includes explicit before, during, and after reading strategies, and explicit Think-Aloud strategies are embedded throughout each story. Vocabulary and word study activities are included, and additional skill instruction, writing suggestions, fluency practice suggestions, enrichment activities, and student self-reflection and self-evaluation accompany each story. Model lessons provide a rationale for the instructional approach and detailed examples of five reading strategies: critical reading, monitoring understanding, summarization, understanding text structure, and engaging with text.

2.4 Educational technology: Educational technology is intended for additional support in reading. Educational technology without a teacher-led instructional component should be listed and described here. Educational technology must supplement and not supplant instruction by a highly qualified instructor. Educational technology that has an instructional component should be listed and described under either Supplemental Intervention Reading Programs or Comprehensive Intervention Reading Programs as applicable.

A rich collection of digital curriculum, instructional resources, lesson plans, print and multimedia resources are available in the district's curriculum and instructional management portal, BEEP. These resources include student and teacher access to online versions of student textbooks, online databases, newspapers, and multimedia encyclopedias, Discovery Education Streaming, netTrekker Academic Search Engine, Teaching Books.net, and other resources that help students increase their background knowledge and make connections before, during and after reading using authentic and engaging texts and multimedia.

All schools have installed a certain number of "digital classrooms" incorporating 21st century instructional tools and technologies and ideally these digital tools and technologies, and the 21st century learning strategies for implementing them should targeted for the school's most fragile students in Intensive Reading programs. The digital classroom includes an Interactive Whiteboard (Promethean or SMART), video projector, document camera, student interactive responders, access to electronic readers (such as iPods, Kindles or other e-book readers), Tablet PCs or notebook computers, and/or wireless laptops and desktop computers. These digital tools bring learning alive for students and allow teachers to provide explicit, visual modeling of reading strategies. Teachers have access to thousands of vendor and teacher created Flipcharts to use with Interactive Whiteboards or Tablets to make learning more interactive and explicit for

students.

Educational software in the form of Integrated Learning Systems (ILSs) may also be used to supplement teacher directed reading instruction. If technology is used, the data must be carefully reviewed, and the program implemented with fidelity as recommended by the vendor. All instruction in computer labs or using wireless laptop carts must be monitored by a teacher who interacts with students to ensure that students are appropriately placed, on task, and implementing the program with fidelity. Programmed instruction delivered via technology implementation should support, not supplant, teacher-led instruction, especially for students with the greatest needs. Integrated Learning Systems used by schools are not intended to take the place of reading instruction and may be incorporated within or beyond the intensive reading block, in language arts or other content area classes, and/or before or after school tutorial sessions.

The following programs are Integrated Learning Systems and/or educational technology currently approved for use in Broward County middle schools:

Read Naturally is a scientifically based reading program whose success at increasing reading ability has been validated by the Florida Center for Reading Research. The program is designed to provide interventions for fluency, but not in isolation. Vocabulary instruction is woven into the program as well as comprehension. Each Read Naturally reading includes key vocabulary, prediction, repeated readings, comprehension questions and story retell. Daily progress monitoring and feedback are a crucial part of this program. Students are initially assessed using three unpracticed grade level passages. The assessment ensures that students begin this program at an appropriate level of reading materials and set appropriate goals so that growth in reading skills is rapid and almost certain. Read Naturally is used in the reading classroom three times a week and is recommended to be a part of a 90-minute plus reading block.

Compass Learning is an integrated learning system that offers standards-based reading/language arts, mathematics, and English language development/ESL curriculum. It also provides cross content learning, with science and social studies lessons incorporated into the math and reading curriculum. Compass Learning includes offers a management system, assessment, and curriculum resources to provide administrators, teachers, and students with tools to improve academic performance. Compass Learning is not intended to take the place of reading instruction and is best implemented outside of the reading classroom, through language arts, content area classes, or before or after school tutorial sessions. Compass Learning individualizes instruction to the specific needs of each student by presenting instruction at the level at which a student is ready to learn thereby creating a successful learning experience. It uses guiding learning and employs a variety of instructional strategies when a student has difficulty. It also provides multiple opportunities for students to master each concept. Additionally, this program periodically activates retention checks during the learning process to ensure retention of previously presented skills. Based on initial assessments, it emphasizes the specific content areas where students need to focus, and reports powerful data to identify student areas of difficulty and help teachers effectively target instruction. Self-paced, project-based activities promote exploration, individual and cooperative learning, problem solving, reflection, and real-world connections. Integrated assessment and management tools offer students immediate

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feedback and guidance and allow teachers to assess and monitor student progress in real time. Browser-based curriculum and assessment promote differentiated instruction, allow students to move forward at their own pace, and provide opportunities for students who need remediation or enrichment. Compass Learning curriculum solutions complement, supplement, and extend each other as well as the classroom curriculum, offering a comprehensive solution to promoting student achievement.

Destination Reading is available to all teachers on the district's educational portal, BEEP. It uses individualized, age-appropriate, and diverse content. Course IV focuses on complex vocabulary and comprehension strategies to take students beyond reading, applying reading across the curriculum. Students practice and apply skills and strategies to longer and more complex passages. Destination Reading is aligned with state and Florida's curriculum standards and fully conforms to today's research-focused funding requirements. Teachers can use it in the classroom as the centerpiece of a flexible reading program or as the electronic component of a traditional basal. Teachers can access or create standards based lesson plans with this software.

Achieve 3000's Teen Biz is a web-based, individualized reading and writing instruction solution for grades 6-12 that reaches every student at his or her Lexile level. Assignments are delivered to an entire class, but each article is customized according to an individual student's reading level. TeenBiz enables teachers to customize content and monitor student progress over time. Students' Lexile levels are assessed initially using LevelSet™, a proprietary assessment tool that determines each student's level of comprehension for informational text. After the initial assessment, students receive level-appropriate, standards-aligned nonfiction reading/writing assignments via TeenBiz's internal student email system. The web-based assignments are interactive, engaging, and highly motivating. The customized assignments provide time on task and practice with text, which in turn fosters gains in reading comprehension, writing skills and vocabulary development across subject areas. Students' levels of comprehension are monitored by a daily formative assessment of students' reading comprehension abilities. To measure Lexile growth, a second administration of LevelSet is given mid-year so that students' Lexiles can be adjusted and more appropriate-leveled assignments can be delivered. A post assessment is done at the end of the year when another version of LevelSet is administered. TeenBiz provides teachers and administrators with ongoing management reports and diagnostic data that enable individualized intervention and remediation based on a given student's needs.

NewsCurrents by Knowledge Unlimited is available to every middle school. The web-based program provides weekly online news articles written at three distinct Lexile Levels. This program can be used in both reading and social studies classrooms and brings current events and global awareness into the classroom. It also provides teachers with discussion questions and activities for each article. In addition to the news articles, the program provides weekly non-fiction text on different topics such as: Country of the Week, This Week In History, Biography of the Week and web links for more in-depth research.

The Fast ForWord program develops and strengthens memory, attention, processing rate, and sequencing—the cognitive skills essential for reading intervention program success. The strengthening of these skills results in a wide range of improved critical language and reading skills such as phonological awareness, phonemic awareness, fluency, vocabulary,

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comprehension, decoding, working memory, syntax, grammar, and other skills necessary to learn how to read or to become a better reader.

Reading Plus is a web-enabled reading intervention system that uses technology to provide individualized scaffolded silent reading practice for students in third grade and higher. Reading Plus provides rapid and sustainable comprehension and silent reading fluency gains. Reading Plus develops sustained attention, word recognition automaticity, grade-appropriate reading rates, enhanced vocabulary, and improved reading comprehension. The Reading Plus system, designed in alignment with current reading research, develops and improves reading proficiency in students who are not responding to core interventions, and provides effective practice for students who are established readers.

FCAT Explorer, developed by the Florida Department of Education, is free, online, web-based program designed to supplement reading instruction, and reinforce reading skills outlined in the Sunshine State Standards. The program supplements the comprehensive core reading program by supporting students with practice reading FCAT-like passages, answering FCAT-like questions with immediate feedback, vocabulary building games and activities, and animated reading for pleasure. Once students receive sign-in capabilities to FCAT Explorer, they are able to access and use the program in school, at home, or in remote locations such as public libraries. The program is adaptive and changes the amount of support students receive based upon their performance.

3. Section 1003.4156, Florida Statutes, requires middle school students who score at Level 1 on FCAT Reading to complete an intensive reading course. Those students who score at Level 2 must be placed in an intensive reading course or a content area reading intervention course.

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

This intervention course should include on a daily basis:

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

Districts may serve Level 2 students who are not in need of decoding or text reading efficiency instruction in content area classes through a content area reading intervention. Teachers of these classes must complete the 150-hour Content Area Reading Professional Development (CAR-PD) package, the 90 hour Next Generation Content Area Reading-Professional Development (NGCAR-PD) package, or the Reading Endorsement, and classroom infrastructure (class size, materials, etc.) should be adequate to implement the

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content area reading intervention course.

This intervention course should include on a daily basis:

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

Schools must progress monitor Level 1 and 2 students a minimum of three times per year. This should include a Baseline, Midyear, and End of the Year Assessment.

As a reminder, each struggling reader must be given the instruction that best fits his or her needs. Districts must establish criteria beyond FCAT for placing students into different levels of intensity for reading intervention classes. Examples include data from screenings, progress monitoring and diagnostic assessments already in use in the district, as well as teacher recommendation.

Additional guidelines for student placement in reading intervention can be found through using the Just Read, Florida! Student Reading Placement Chart at: http://info.fl DOE.org/justread/educators/Secondary_Reading_Placement_Chart.pdf. End-of-year assessments should be used to determine specific areas of student reading difficulty and reading intervention placement.

Schools must diagnose specific reading deficiencies of students scoring at Level 1 and Level 2 on FCAT Reading. Although formal diagnostic assessments provide specific information about a student's reading deficiencies, many progress monitoring tools and informal teacher assessments can provide very similar information in a more efficient manner. The only reason to administer a formal diagnostic assessment to any student is to determine the specific deficit at hand so teachers can better inform instruction to meet student needs. The decision to deliver a formal diagnostic assessment should be the result of an in-depth conversation about student instructional and assessment needs by the teacher, reading coach, and reading specialist.

4. Describe in detail the reading classroom (include all levels of intervention). Be sure to address student motivation. Determinations for intensity of the remediation effort should be based on the most recent reliable and valid assessment data.

The goal of all Intensive Reading instruction and intervention is to improve student achievement through mastery of the Next Generation Sunshine State Standards (NGSSS). Reading programs alone cannot accomplish the task of moving students to achieve mastery of grade level text. Schools need to use research-based strategies that are systematic, explicit, scaffolded, differentiated, and print-rich and that are compatible with the instructional goals in the district's Comprehensive Intervention Reading Programs.

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Instruction must follow Florida's Formula for Reading Success: 6 + 4 + ii + iii = No Child Left Behind:

6 = The 6 essential components of reading instruction

- Oral Language
- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

4 = The 4 types of assessment

- Screening
- Progress Monitoring
- Targeted Diagnosis
- Outcome Measures

ii = High quality Initial Instruction that is facilitated for all students through a comprehensive core reading program during a 55 or 90-minute daily reading block. An effective reading program integrates the six instructional components of effective reading instruction into a comprehensive and cohesive instructional design. Classroom teachers use assessment data to plan for and provide instruction to meet the specific needs of each including:

- Explicit instructional strategies
- Coordinated instructional sequences
- Differentiated instruction
- Print-rich instruction
- Whole group/small group/whole group

iii = Immediate Intensive Intervention that is facilitated to support striving and struggling readers using comprehensive and supplemental intervention reading programs within and beyond the regular reading block. This intensive intervention may include more explicit and systematic instruction, extended learning opportunities, push-in or pull out tutoring, or a change in the focus, format, frequency and/or size of instructional group to best meet the student's specific learning needs.

Instruction must also follow Florida's Formula for Effective and Powerful Instruction = 3 Fs + 1 S + Data + PD:

- Frequency and duration of instruction (WHEN or HOW OFTEN)
- Focus of instruction in oral language, phonemic awareness, phonics, fluency, vocabulary, or comprehension (WHAT)

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- Format of lesson determining the instructional structure and the level of scaffolding, including modeling, think-aloud, use of graphic organizers, and other explicit instructional strategies (HOW)
- Size of instructional groups (HOW MANY)
- Analyze DATA to determine the 3 Fs and 1 S = (WHY)
- Provide Professional Development that focuses on the collection and analysis of data, the 3 Fs, and 1 S

Response to Instruction/Intervention (RtI):

The District's Response to Instruction/Intervention (RtI) model guides school Collaborative Problem Solving Teams (CPST) in implementing a tiered approach to instructional delivery. The model focuses on a continuum of support and instructional delivery, through a multi-tiered approach, including fidelity of implementation using the comprehensive intervention reading programs and supplemental interventions of increasingly higher intensity, based on students' needs as evidenced through analysis of progress monitoring data.

Collaborative problem solving within and across all tiers is a cyclical process that involves the following steps:

- Using the data to define the problem
- Analyzing the data to determine why the problem is occurring
- Implementing a plan to target specific student needs
- Evaluating the plan to ensure positive response to the instruction/ intervention

The district has identified the following instructional practices and routines to ensure that instruction and intervention efforts are based on the research-based practices and interventions proven to be effective with struggling adolescent learners and aligned with the most recent reliable and valid assessment data.

1. Reading strategies are infused into all content areas. Standards-based instruction is aligned with the primary reading benchmarks as introduced and reinforced in the Comprehensive Intervention Reading Program's Instructional Focus Calendar. In addition, schools should develop secondary reading benchmarks based on their own student data and specific needs, and organize these on a school-based Instructional Focus Calendar for reading across the content areas.
2. Teachers explicitly instruct and model strategies for effectively reading increasingly challenging and complex science, social studies, and technical informational texts, and provide students multiple opportunities to apply strategies through guided and independent reading.
3. Teachers embed Next Generation Sunshine State Standards (NGSSS) and instruction within the curriculum, avoiding isolated delivery of "FCAT Prep." Instruction includes teacher modeling during guided and independent learning activities. Assessment is

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formative and includes higher order questions with rigorous, complex tasks. Senate Bill 1908 prohibits any suspension of curriculum for "test prep" practices.

4. Teaching and learning focuses on helping students find personal motivation and purpose in literacy learning activities by viewing reading as a social act, to be shared with others and connecting literacy activities with real worlds outside of school. Students use reading as an opportunity to explore personal interests, read widely for a variety of purposes including reading for enjoyment, for gathering information, to complete authentic, real-world tasks, and solve problems. Instruction should help students become comfortable with a variety of written forms and genres and recognize that reading is essential for lifelong learning and citizenship in a global society.
5. Academic learning time ("Bell-to-Bell" instruction) is both engaging and motivating, and includes daily reading, writing, and collaborative discussions across all content areas, in every classroom, not just teachers assigning work. Teachers create literacy/print-rich learning environments with varied informational (content area) and literary text resources, across a range of reading levels that are increasingly challenging and complex.
6. Daily instruction includes strategies that support students by setting a purpose for reading, activating and building prior knowledge, and making text connections, including text-to-self, text-to-other texts, and text-to-world.
7. Daily instruction includes "think-aloud," or mental modeling in which the teacher foresees the challenges that students will have unlocking the text before, during, and after reading and the teacher models the thinking process used to overcome those challenges.
8. Teachers listen to students read and think aloud to make visible the processes students use in their heads to bring meaning to text so that teachers can appropriately diagnose specific challenges and areas of difficulty.
9. Teachers across all content areas provide all students, including striving readers, instruction that is immersed in rich, deep, and rigorous literature and informational texts.
10. Teachers provide daily opportunities to engage students in oral language activities where verbalization is used to develop word knowledge, language skills, and reflection on meaning through class discussions, interactive read-aloud, teacher read/think-aloud, and/or peer interactions.
11. Teachers vary strategies used to motivate learners and adjust instruction to meet the individual, differentiated needs of students.
12. Teachers model fluent reading daily, and engage students with fluency needs through activities such as repeated readings, guided reading, paired reading, choral reading, echo reading, whisper reading, and/or Reader's Theater.

13. Teachers provide both direct (explicit) and indirect (implicit) instruction daily to support vocabulary development through wide and extensive independent reading to expand word knowledge, instruction in specific content words to enhance comprehension of texts containing targeted words, instruction in independent word-learning strategies (word structure, roots and affixes, or using context to determine meanings), word consciousness and word-play activities to motivate and enhance learning.
14. Teachers use varied structures for independent, cooperative, and collaborative instruction including whole group, small group, student pairs, and one-on-one settings.
15. Teachers facilitate instruction that is student-centered rather than teacher-centered, to help build engagement and involve more students actively in learning.
16. Teachers incorporate the use of graphic organizers into before, during, and after reading experiences to demonstrate visual representations of relationships and make connections between knowledge, concepts, and/or ideas. Graphic organizers help students to remember and retrieve critical information, to think more deeply about text, recognize the structure and patterns of text, and build vocabulary knowledge and comprehension.
17. Teachers provide daily opportunities for students to generate and answer their own questions, assume responsibility for learning, clarify information, and infer beyond literal interpretations of the text.
18. Teachers help students develop comprehension-monitoring and “fix-up” strategies when students experience difficulty with text. Comprehension monitoring strategies help students visualize, stay focused, make inferences, and remember what is read. When students learn comprehension-monitoring strategies and fix up strategies, they learn to recognize the signals when their reading is confused so they can “fix-up” their reading and self-correct. Examples of self-monitoring and “fix-up” strategies include using sticky notes, margin notes, or selective underlining, making personal connections to text, activating prior knowledge, making predictions, asking and answering questions, adjusting reading rate for understanding, visualizing, summarizing and retelling, identifying text patterns and structure, and looking for clues in conventions of print.

The Physical Set-Up of the Learning Environment

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

Middle School reading classrooms should be inviting literacy learning environments with different instructional areas to support whole group, small group, and independent reading activities, and the use of technology tools to aid instruction. These areas should include a classroom library area where students can explore books and read during silent sustained

reading, a section for small group instruction where teachers can provide differentiated instruction to meet the intervention needs of struggling learners, computer area for students using websites or reading software, and a direct instruction area for whole class instruction. Students should keep folders or portfolios of student work with corrective feedback to demonstrate progress towards achievement of mastery on reading benchmarks. Digital tools such as an interactive whiteboard, video projector, document camera, and/or student interactive responders help to bring the learning alive for students, and allow the teacher to provide explicit, systematic, visual modeling of reading strategies to students.

Classroom Libraries

All reading classes in Broward County schools have classroom libraries. Each library includes a contemporary collection of quality literature and informational texts that include materials written at varying reading levels and in a variety of genre forms, fiction and non-fiction. This collection offers students reading material that will support their individual interests and abilities. When students can frequently access, select, and enjoy successful reading experiences, engagement and motivation for reading is enhanced. Frequent successful reading experiences using appropriate and engaging texts provides students opportunities to improve their reading proficiency with regard to fluency, vocabulary, and comprehension. The books in the classroom library should be attractively displayed and inviting to students. Teachers organize their classrooms to give students' opportunities for and easy access to reading materials during literacy center/independent reading time within the daily reading block. The Media Specialist should work closely with the Reading teacher to create "text sets" or collections of books around a theme of different reading levels that may be checked out to the teacher for an extended period of time to maintain a fresh selection of books in the classroom for student reading.

Research has demonstrated the importance of classroom libraries to students' reading development. As comprehension skills and strategies are explicitly taught to students through direct instruction, students require many opportunities to apply them in a variety of texts (NRP, 2000). Allowing students choices in their reading material increases student's motivation for reading and provides them the opportunity to apply their knowledge to a variety of self-selected texts. Exposure to themed non-fiction and fiction texts – or text sets - through teacher read alouds and Novel/Content Literacy Study supports content area learning, helps students build background knowledge, vocabulary, knowledge, and comprehension skills. (NRP, 2003).

Word Walls

Developing an understanding of words, their uses, and the connections among word concepts is key to comprehension (National Reading Panel, 2000; Snow, Burns & Griffin, 1998). Teachers must be able to introduce students to new words before they read, using various strategies to get contextual meanings and make connections between words they already know. Students must have ongoing and multiple exposure to vocabulary words. As a part of vocabulary study, current words are placed on a word wall. Teachers are trained on methods for reviewing word walls, how to conduct word sorts with the word wall, and how to make connections with the words. Word walls should be in a continuous process of reflecting new words and new learning in the classroom. Dynamic, continuously growing word walls show students how much they have

learned during a particular reading unit.

Meeting Diverse Student Needs

The Response to Intervention (RtI) model for Collaborative Problem Solving Teams (CPT) helps schools implement a tiered approach to instructional delivery that includes fidelity of instruction within the core program and interventions of increasingly higher intensity, based on students' diverse instructional needs. This multi-tiered approach to providing services and interventions to students at increasing levels of intensity is based on progress monitoring and data analysis. Problem solving at all tiers is a cyclical process that involves using the data to define the problem, analyzing the data to determine why it is occurring, implementing a plan to target specific student needs, and evaluation to ensure positive response to the intervention.

When students with similar needs are placed in the same reading classrooms, diversity among the student population still exists. Without some small group reading instruction, some children will fall further behind. Broward County reading classrooms should provide a variety of interactive activities and the reading classroom must be conducive to whole group instruction, small group instruction, peer group, and independent learning activities. For each reading course offered, teachers receive professional development on how to set up their classrooms and differentiate instruction to help meet the needs of all learners. Teachers who instruct English Language Learners (ELLs) and Students with Disabilities (SWD) include the use of ESOL/ESE instructional strategies to meet the needs of these learners.

Graphic Representations and Student Work

Explicitly engaging students in the creation of nonlinguistic representation of text stimulates and increases critical thinking (Gerlic & Jausovec, 1999). Graphic organizers help students gain understanding and increase critical thinking. Completed graphic organizers that show exemplary work should be posted in the classroom. Additionally, teachers are encouraged to post meaningful student work that is current and to maintain student folders or portfolios of work in the classroom to demonstrate progress towards student mastery of Next Generation Sunshine State Standards. Student book reviews and reflections on the text may be posted to encourage other students to read those reviewed books and peak interest. The district has created and provides classroom teachers with a variety of reading strategy posters.

Physical Set-up

Middle School reading classrooms should be inviting literacy learning environments with different instructional areas to support whole group, small group, and independent reading activities, and the use of technology tools to aid instruction. These areas should include a classroom library area where students can explore books and read during silent sustained reading, a section for small group instruction where teachers can provide differentiated instruction to meet the intervention needs of struggling learners, computer area for students using websites or reading software, and a direct instruction area for whole class instruction. Digital tools such as an interactive whiteboard, LCD projector, document camera, and/or student interactive responders help to bring the learning alive for students, and allow the teacher to

provide explicit, systematic, visual modeling of reading strategies to students.

The Reading Lesson

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

To create a successful and motivating literacy learning experience for students - in addition to implementing the comprehensive research-based reading program with fidelity - teachers must learn how to model the reading process for students using explicit, systematic instruction and “think alouds” of scientifically based reading strategies when approaching a variety of text. This modeling should be visual as well as auditory, so that students see and hear the metacognitive processes needed to successful print meaning to print.

Explicit modeling of the reading process and strategies for bringing meaning to a variety of texts will help students accelerate the transfer and generalization of newly acquired skills. All reading coaches should provide professional development and modeling for reading and content area teachers at their schools on the elements of an effective reading lesson. The lessons are monitored by classroom walk-throughs, review of lesson plans and student work, and feedback from school administrators and the reading coach. The components of a lesson may consist of several days of instruction. This process is a general concept that teachers modify to meet the needs of the students.

Components of the Middle School Reading Lesson

1. Teacher Read Aloud

The read aloud should be fluent and motivational. It should include a teacher think aloud as well as give attention to any high level vocabulary, summarization, and text structure.

2. Word Wall Review

Word walls should contain continuous and current vocabulary words. Teachers may have students review these words in pairs, by conducting word sorts or by individual practice.

3. Reading Objective

Objectives that are aligned with the reading benchmarks are translated into “student-friendly” language. Teachers discuss the objective, what students should know and be able to do after the lesson, and create essential questions that help drive instruction.

4. Pre-Reading Activities

Teachers need to use strategies to build motivation and generate interest using an authentic and relevant “hook” to engage readers. Other pre-reading activities include introduction of new vocabulary, word study, previewing the text, predicting author’s purpose, identifying text

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structure and organization, utilizing and activating student's prior knowledge, and using graphic organizers. Student work should be reviewed and students should be given corrective feedback to enhance learning. Work should be saved and archived in student folders or portfolios for ongoing review and monitoring of student progress to attain mastery of benchmark instruction.

5. During Reading Activities

During reading activities include guided reading, non-linguistic or linguistic representations of text, and matching the objectives. Students actively read in pairs, with the teacher, individually and silently. Students use margin notes, selective underlining or graphic organizers as they read. Cooperative groups may jigsaw reading or shared/partner reading. Questions aligned to FCAT item specifications for reading benchmarks and higher levels of Bloom's Taxonomy are asked during reading, and students are encouraged to pose their own questions to guide reflection and learning. Think-Pair-Share may be used for higher level questions. The teacher models strategies using "think alouds" and students practice and complete strategies in pairs, small groups, or individually. Reciprocal Teaching or Collaborative Strategic Reading methods are strongly recommended. Student work should be reviewed and students should be given corrective feedback to enhance learning. Work should be saved and archived in student folders or portfolios for ongoing review and monitoring of student progress to attain mastery of benchmark instruction.

6. After Reading Activities

After reading activities may include one minute timed readings for students who need fluency practice. Other fluency practice such as repeated readings or reader's theater may be utilized. Students should discuss, write and apply information from the text and make relevant and authentic personal connections to it. Informal or formal assessments that meet the objective(s) may be conducted. Student work should be reviewed and students should be given corrective feedback to enhance learning. Work should be saved and archived in student folders or portfolios for ongoing review and monitoring of student progress to attain mastery of benchmark instruction.

7. Silent Sustained Reading

Increments of independent, sustained silent reading should be included in the reading classroom to help students build stamina for increasingly longer and more challenging text. Teachers must monitor for engagement. Reading logs, reaction journals, text talk, book passes or story summaries help students make connections to text. Classroom libraries with leveled text and a wide variety of reading genres are available.

8. Differentiated Instruction

Small teacher directed groups meet for more intensive intervention in word study, fluency, comprehension or vocabulary. Student work should be reviewed and students should be given corrective feedback to enhance individual needs for learning. Work should be saved and archived in student folders or portfolios for ongoing review and monitoring of student progress to attain mastery of benchmark instruction.

9. NGSSS benchmark strategies are infused with scaffolded support using increasingly complex grade level content area and literary texts.

Teaching all students to read requires that every student is carefully screened to determine deficiencies and that the instructional content and delivery of the reading instruction is specifically designed to remediate those needs. Because of the diversity of needs, the district has created different instructional designs to meet the differentiated needs of struggling readers. Placement of students in intensive reading is determined by the curriculum decision-making tree and the Middle School Placement Chart using FCAT scores, a word list (DAR), fluency screening measures (FORF), and diagnostic data, or using data from the Florida Assessments for Instruction in Reading.

Placement in intensive reading is determined by the curriculum decision-making tree and the Middle School Placement Chart using FCAT scores, a word list (DAR), fluency screening measures (FORF), and diagnostic data or using data from the Florida Assessments for Instruction in Reading (FAIR).

The Middle School Intensive Reading courses outlined on the Middle School Curriculum Decision Tree and Placement Chart. Each course is outlined in detail in section 2.1 of this section of the K-12 Comprehensive Reading Program.

5. How will students be provided with access to authentic fiction and non-fiction texts representing a range of levels, interests, genres, and cultures within the reading program? Include the following: a) how daily independent reading, monitored by the teacher, will be incorporated into all reading classrooms; b) how classroom libraries will be utilized; c) process for leveling books; and d) process for matching students with the appropriate level of text.

Research indicates that authentic fiction and non-fiction texts will improve vocabulary, fluency, and comprehension. All reading classrooms will house a classroom library. The library will be inclusive, but not limited to novels that are selected in a variety of literary genres, interest, and Lexile levels. Reading strategies such as guided, partner, choral, silent, as well as read alouds will be utilized to maximize time devoted to textual reading. Teachers will incorporate into their curriculum a variety of informational text, e.g., subject area text (science, history), magazines and newspaper articles, informational essays, biographies and autobiographies, and tables and graphical presentations of text (illustrations, photographs, and captions) and literary text i.e., short stories, literary essays (critiques, personal narratives), poems, and historical fiction and multicultural texts.

The teachers will monitor the reading of text by having regular discussions about the text, having the students keep a journal/reading log that the teacher reviews regularly, asking students to share during Author's Chair, Literature Circles, and by sitting and reading with students daily.

The materials available, provided through the reading programs, by the media center, and by donations to the school, have a wide variety, from fiction to nonfiction, cover all genres, and represent a variety of cultures. There are books and high-quality magazines to meet the needs and interests of all students in the class. Teachers will use the student data and interest surveys to determine appropriate materials that should be included in the classroom libraries.

Programs such as Read XL and Read 180 have authentic literature built into the program. Classroom libraries are selected by the publishers and are selected based on Lexile scores, interest level, and grade level appropriateness. Wilson Reading uses controlled and decodable text that is created and/or selected by the program. The district also provides a list of recommended novels to all reading coaches to be used when creating classroom libraries for the reading classes. Reading coaches, reading teachers, and language arts teachers should articulate for shared use of the novels provided through the McDougal Littell state adoption.

There are two different staff development options that teachers may choose from when learning how to integrate literature into the classroom. The Literature Circles workshop focuses on implementing book passes, small group discussion on chosen novels and student directed Socratic seminars. The teacher learns how to monitor and facilitate this process. In the Novel Study professional development, teachers learn how to teach benchmarks and vocabulary through novels as well as how to approach both fiction and non-fiction novels.

The relationship between achievement and the amount of time that students read is clearly supported by research, "The more students read, the higher they achieve." (Samuels and Wu, 2008; Anderson, Wilson, & Fielding, 1988; Anderson, Hiebert, Scott, & Wilkerson, 1985; Elley & Mangubhai, 1983; Ingham, 1981; Taylor, Frye, & Maruyama, 1990). Increasing the time students spend reading increases both vocabulary and comprehension. Students are motivated to read independently if text is self-selected and engaging. Classroom libraries and our schools' media centers host a wide range and selection of reading materials to support a variety of interest levels, thus increasing motivation to read. Teacher model fluent reading and motivate students to read independently through read alouds with engaging, relevant adolescent literature.

Secondary reading teachers must provide a time for the consistent and well-monitored practice of authentic engagement in text. This can include silent sustained reading, pre, during, and after reading activities and self-selection. While students are engaged in the independent reading process teachers will be monitoring via a rubric-designed observation, RAP (reading with a purpose), conducting student teacher conferences or reading logs on a daily basis. Teachers can also utilize class discussions, small group sessions, and student reflective journals. Students will have access to a variety of genres, subject area content levels, reading and grade levels, and passage length. The teachers should facilitate book talks and engaging conversations about books and texts read daily. Students should keep a journal or reading log that the teacher reviews regularly. The log should include book pass sheets and/or lists of books they have read with reflective comments, demonstrating increasing independence with longer and more rigorous texts. The classroom should be one with teacher-facilitated and student-facilitated discussions around books and texts through book talks, book passes, Literature Circles, and reading with students daily. Student work utilizing reading strategies should be reviewed and students should be given reflective feedback to enhance learning. Work should be saved and archived in student folders or portfolios for ongoing review and monitoring of student progress to attain mastery of benchmark instruction.

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To encourage students and increase motivation, schools might have book fairs and other literacy events including reader's theater, poetry readings, book clubs, author visits, and literacy contests, and other incentive programs.

Classroom libraries and leveled text collections are a significant component of all reading programs. Research shows that children who participate in a substantial amount of voluntary reading demonstrate positive attitudes toward reading, and these students tend to be the best readers eagerly applying their reading skills to a variety of text.

Secondary reading teachers should conduct "Book Passes" with their students to help students become aware of the variety of literature for young adults and to promote student interest, help students learn their own preferences, and make successful self-choices that keep them engaged in reading longer and more rigorous text. Classroom libraries will be made available for students to read both at home and in the classroom. Libraries should support dynamic literacy learning environments where new novels and publications are added and introduced by the teacher and students. The library should be organized and physically appealing to demonstrate a print-rich environment as well as the importance of having reading choices. The Media Specialist should work closely with the Reading teacher to create "text sets" or collections of books around a theme that may be checked out to the teacher for extended periods of time during a particular unit of study.

Teachers will utilize their classroom libraries by implementing a well-defined learning environment, which will include the following activities: pre, during, and after reading activities, SSR, teacher-directed activities, group projects and/or discussions and pair/shared activities.

Classroom libraries will have a variety of readability levels in their inventory. A range of levels is appropriate to meet diverse needs as well as appeal to students' interests and abilities. The expertise of the curriculum, reading, and media specialists help level the classroom libraries. These are based on Lexile scores, interest level and grade level appropriateness. The district also provides a list of recommended novels to all reading coaches to be used when creating classroom libraries. The Media Specialist should work closely with the Reading teacher to create "text sets" or collections of books at different levels around a theme that may be checked out to the teacher for extended periods of time during a particular unit of study.

To match students with the appropriate level of text, the district offers an interactive database to provide current student achievement progress in reading. Instruction and material selection is based on the available student data. Students are purposefully placed and grouped in reading coursework according to their reading achievement level. Text selection is made by matching students' data to text levels. This information can come from FCAT, DAR, SRI, and other available student data such as information yielded from technological reading programs in schools. The Florida Assessments for Instruction in Reading (FAIR) also provides student Lexile level data to help match students with the appropriate levels of text.

6. How will all content area and elective teachers incorporate reading and literacy instruction into subject areas to extend and build discussions of text in order to deepen understanding? Include detail regarding how teachers will address the NGSSS in Reading

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and Language Arts in all content classrooms.

Students need exposure to diverse texts in all subject areas. Content area teachers will incorporate reading into their subject area through novels, trade books, magazines, newspapers, biographies, autobiographies, and appropriate websites that relate to curriculum content. The Media Specialist should work closely with the content area teacher to create “text sets” or collections of books around a theme that may be checked out to the teacher for extended periods of time during a particular unit of study.

Teachers will use CRISS, McRel, and Socratic Seminar learning strategies to increase students’ comprehension. Student work utilizing the strategies should be reviewed and students should be given reflective feedback to enhance learning. Work should be saved and archived in student folders or portfolios for ongoing review and monitoring of student progress to attain mastery of benchmark instruction.

CRISS is based on the philosophy that comprehension and learning can be improved when students build on prior knowledge and are actively involved in the learning process through organizing information, discussion, writing, cooperative learning, and metacognition. Student achievement is measured through in class assessment, Benchmark Assessment Testing, FCAT and Next Generation Sunshine State Standards developmental scale score learning gains.

McRel: Teacher delivery of comprehension methodologies and strategies using both linguistic and nonlinguistic organizers, cooperative learning, and metacognitive approaches to understanding text in all content areas. Student achievement is measured through in class assessment, Benchmark Assessment Testing, FCAT and Next Generation Sunshine State Standards developmental scale score learning gains.

Socratic Seminar method helps students understand information by creating a dialogue about a specific text. In a Socratic Seminar, participants seek deeper understanding of complex ideas in the text through rigorously thoughtful dialogue, rather than by memorizing bits of information.

The district encourages all content area teachers to obtain the Next Generation Content Area Reading Professional Development (NGCAR-PD) endorsement to enhance reading instruction in all areas. Collaborative Strategic Reading (CSR), Question Answer Relationships (QAR), Reciprocal teaching and are among the many strategies teachers learn through NGCAR-PD.

Teachers are expected to provide guided instruction before reading, during reading, and after reading using a variety of learning strategies and instruction techniques. Reading coaches and administrators play an important role in this process. The reading coach will provide staff development on a regular basis to all content area teachers on how to incorporate reading and learning strategies into the curriculum. The reading coach will also model best practices for content area teachers so that teachers can see the strategies in action. Staff development for content area teachers will be based on individual needs and student data. The administration and the reading coach will monitor implementation of these strategies on a regular basis in all content area classrooms through the classroom walk-through and reviewing lesson plans. Reading coaches keep a weekly planning calendar of coaching activities and log the professional

development that teachers have attended and where they have modeled strategies for these teachers in the PMRN.

All Broward County teachers are provided access to teaching and learning resources in the BEEP Student and Teacher Portal. Resources in BEEP include access to online textbooks, Online multimedia encyclopedias and databases of professional journals, newspapers and magazines, the Tumblebook Library, Teaching Books.net, netTrekker Academic Search Engine, Discovery Education Streaming video content, Destination Reading, and many other resources to provide authentic and engaging reading resources to enhance reading and content area instruction in the classroom.

Reading coaches and administrators will play an important role in this process. The reading coach will provide staff development on a regular basis to all content area teachers on how to incorporate reading and learning strategies into the curriculum. The reading coach will also model best practices for content area teachers so that they can see the strategies in action. The administration and the reading coach will monitor implementation of these strategies on a regular basis in all content area classrooms.

7. How will writing be incorporated across the curriculum to deepen text comprehension?

Students who have difficulty reading often have difficulty writing. Students who are learning to read must learn how to write, but more importantly, make connections between the reading of the text and writing about what is being read. Teachers will incorporate writing across the curriculum using CRISS and/or McRel learning strategies, through reading journals/reading logs, through in class assignments and activities, and through student projects. Students will use writing as a before reading activity, for example, as brainstorming, completing anticipation guides, and KWL's. During-reading writing activities could include two column notes, Venn diagrams, journaling, and nonlinguistic graphic organizers. Additional writing activities completed after reading could include summary writing, oral presentation notes, mapping projects, and others.

The reading coach's role is to ensure that reading and writing connection occurs in all content area classrooms. To that end, reading coaches will provide staff development on a regular basis to all teachers and support staff. Teachers also use the district writing benchmarks to assist our students in improving the writing skills required on the SAT and FCAT Writes exams. All of these activities and the many others available to teachers and students reinforce and check comprehension, allow for cooperative learning, expand vocabulary and enhance reading and writing skills. Reading and writing must go hand in hand to move our students forward towards success.

The reading coach's role is to ensure that the reading and writing connection occurs in all content area classrooms. To that end, reading coaches will provide staff development on a regular basis to teachers on CRISS and McRel strategies that are specific to writing. Student work should be reviewed and students should be given reflective feedback to enhance learning. Work should be saved and archived in student folders or portfolios for ongoing review and monitoring of student

progress to attain mastery of benchmark instruction.

The district provides professional development on writing, both face-to-face and online. Workshops on Six Traits of Writing provides teacher training on an analytic model of ideas, voices, organization, word choice, sentence fluency and conventions, FCAT Writing includes strategies for essay development, Writing Across the Curriculum teaches various modes for writing to learn. Writing Across the Curriculum teaches strategies such as RAFT, and touches upon technical writing, creative writing and academic writing. Teachers will also use the district writing benchmarks to assist students in improving the writing skills required on the FCAT Writes exam. The Six Traits writing model is used in all content area, with an emphasis on ideas, content, and organization. All of these activities and the many others available to teachers and students reinforce and check comprehension, allow for cooperative learning, expand vocabulary and enhance reading and writing skills. Reading and writing must go hand in hand to move our students forward towards success.

8. What before, after, and summer school reading activities will be utilized, including mentoring and tutoring activities? Include criteria for student eligibility and how these activities will be linked to reading instruction provided during the school day.

Individual secondary schools offer varying before and after school programs and Saturday camps for students who need more instruction to achieve mastery of NGSSS Reading benchmarks. Teachers may meet with small groups before or after school for tutorials and differentiated instruction in reading benchmark strategies using specific program materials. After-school and Saturday camps are offered for students who need additional test preparation and reading instruction to prepare for the state assessments. Tutoring programs are aligned to meet the needs of students differentiated needs. Schools use assessment data to allow students correct placement in tutoring programs to support each students' area of deficit. Each tutoring program looks different from school to school based on the needs of the students. Mentoring programs are aligned to meet the needs of students differentiated needs. Schools-site administrators may choose any of the program recommendations on the Struggling Readers Chart.

Children's Services Council provides after-school academic programs at Broward County's Boys and Girls Clubs. Certified teachers work with small groups and individuals in reading instruction. This program coordinates their efforts with the student's home school, sharing data and providing feedback to the teacher at the student's school. Individual schools provide extended hours activities using a variety of materials, depending on their needs. Individual school reports for extended learning time, use of classroom libraries, school-wide reading interventions and integration of materials follows.

The need for extended learning services and interventions for students is based on progress monitoring and data analysis. Schools use the Response to Intervention (RtI) Collaborative Problem Solving Team (CPT) for implementing a tiered approach to instructional delivery that includes interventions of increasingly higher intensity based on students' needs, such as students whose instructional needs are not being met during the regular instructional reading block. Schools may select from any of the program recommendations on the Struggling Readers Chart. Priority for services is for students who have not achieved reading proficiency on the FCAT

(level 1 or 2 or whose progress monitoring or ongoing progress monitoring data from FAIR and other assessments such as the district's Benchmark Assessment Tests (BATs) and Mini-BATs indicates need. However, the intervention, intensity and time should be individually determined to meet each student's needs.

9.1. Which assessments are administered to determine reading intervention placement for students with the following needs: Non-English speaking ELL students?

ELLs in grades 3-12th who score Fluent English Speaker on the IDEA Oral Language Proficiency Test are administered the Kaufman Test of Educational Achievement II Brief Form (KTEA-II) as part of the entry requirements into the ESOL program. This test generates Reading and Writing scores and can be used to determine reading achievement. All ELLs are administered the same assessments as non-ELLs to determine reading intervention placement. Schools must also conduct a programmatic assessment at the time of registration. Gathering information about the student's educational background and prior academic placement achievements will provide a basis for appropriate placement and scheduling. Also, schools may administer the assessments that accompany the specific supplementary materials used for instruction with ELLs. In addition, ELLs are administered the Comprehensive English Language Learning Assessment (CELLA) which contains a separate reading section.

9.2. Students with severe speech/auditory impairments?

The students with severe speech impairments follow the Struggling Readers Chart and use the Diagnostic Assessments of Reading (DAR). For students with severe auditory impairments, the county uses the DAR and Test of Auditory Processing.

9.3. Students with severe vision impairments?

Assessments administered to the blind and the visually impaired students to determine reading instructional needs are the same assessments used by the boundaried school the student is attending including those from the Struggling Reader Chart. Students with low vision can access any assessment and supplementary intervention with the use of magnification. Some tests cannot be modified for Braille students due to the visual nature of the questions used. Therefore a student who is blind cannot utilize all the assessments and supplementary interventions used in the school. Some assessments that can be modified are: Basic Reading Inventory of Phoneme Segmentation by Johns, Informal Reading Inventory (IRI) by Burns & Roe, and Diagnostic Assessments of Reading (DAR).

9.4. Students in grades 6 and above with no FCAT scores?

Students should be administered the full Diagnostic Assessments of Reading (DAR) if, according to their IEP, the student had a deficit in reading due to the impact of their disability. Students arriving in Florida's public schools for the first time, or students moving from private schools to the district's public schools, should first have their records reviewed. Next, each student should be given the Florida Assessments for Instruction in Reading (FAIR) or the Florida

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Oral Reading Fluency (FORF) probes and the DAR Word List to determine needs. Schools may also administer a benchmark assessment test as well.

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High School Student Achievement and Instruction



Students entering the upper grades who are not reading on grade level have a variety of reading intervention needs. No single program or strategy can be successful in the remediation of all students. Therefore, it is necessary to implement a combination of research-based programs and strategies that have been proven successful in the remediation of older struggling readers. Successful implementation of your K-12 Comprehensive Research-Based Reading Plan will meet the requirements of the Florida Secondary School Redesign Act, which requires each school to use research-based reading activities that have been shown to be successful in teaching reading to low-performing students. These research-based activities should align with the Florida Formula for Success. All information provided in this section should detail how you will meet the reading needs of all student subgroups identified under No Child Left Behind.

1. CHART I

Individual high schools completed an informational chart (Chart I) with school-specific information about reading programs, supplemental programs, intervention programs, assessments, technology, and time allotments. The Charts can be accessed through the Florida Department of Education K-12 Comprehensive Reading Plan Website:

[https://app1.fldoe.org/Reading_Plans/Narrative/\(S\(ry23ypy415rlzib23sgw0uil\)\)/NarrativeList.aspx](https://app1.fldoe.org/Reading_Plans/Narrative/(S(ry23ypy415rlzib23sgw0uil))/NarrativeList.aspx)

2.1.

Describe all research-based instructional materials used to provide reading instruction. Include a description of how they will be integrated into the overall instructional plan.

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

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courses is contingent upon intensive reading intervention geared at increasing knowledge of content area vocabulary and concepts.

Students entering high school that are not reading on grade level have a variety of reading intervention needs. No single program or strategy will be successful in the remediation of all of these students' needs. Schools must facilitate instruction based on students' needs and skills, as evidenced by student data. The District's Response to Intervention (RtI) model guides school Collaborative Problem Solving Teams (CPST) in implementing a tiered approach to instructional delivery that includes fidelity of instruction with the core programs and interventions of increasingly higher intensity, based on students' needs. This multi-tiered approach to providing instruction and interventions at increasing levels of intensity is based on progress monitoring and data analysis. Problem solving at all tiers is a cyclical process that involves using the data to define the problem, analyzing the data to determine why it is occurring, implementing a plan to target specific student needs, and evaluation to ensure positive response to the instruction and/or intervention.

As part of Tier 1 instruction, all students should be instructed in using literacy strategies across all content areas as a tool for "reading and writing to learn." Reading instruction across all content areas support students' literacy development, enhances vocabulary, comprehension and critical thinking and reasoning skills, and supports the comprehension and mastery of increasingly complex text and content knowledge.

Pursuant to Section 1003.428, F.S., high school students who score at Level 1 on FCAT Reading are required to complete an intensive reading course. Students who score at Level 2 may be served by an intensive reading course or a content area reading intervention course.

- High school students who score at Level 1 or Level 2 on FCAT Reading and who have intervention needs in the areas of decoding and/or text reading efficiency must have extended time for reading intervention. The teacher must have the Reading Endorsement or Certification in Reading (Grades K-12).
- Level 2 students who do not need instruction in decoding and text reading efficiency may be served in content area classes through a content area reading intervention. Teachers of these classes must complete the 150-hour Content Area Reading Professional Development (CAR-PD) package, have the Reading Endorsement or Certification in Reading (Grades K-12), or complete the Next Generation Content Area Reading Professional Development (NGCAR-PD).

As part of Tier 2 instruction, students are placed in the specific Comprehensive Intervention Reading Program (CIRP) that best meets their need based on data, and the criteria for placement in each program is outlined in detail on the Curriculum Decision Trees and corresponding placement charts.

The Comprehensive Intervention Reading Programs (CIRP) for Level 1 and 2 students in grades 9 through 12 are *Wilson Reading* and Hampton Brown/National Geographic *Edge*. *Wilson Reading* and Hampton Brown/National Geographic *Edge* are state adopted and meet the criteria

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for scientifically research based reading programs. Both Comprehensive Intervention Reading Programs provide rigorous instruction in all areas of reading as well as critical thinking and reasoning skills using authentic reading, writing, and presentation tasks. NGSSS benchmark strategies are infused with scaffolded support across increasingly complex grade level content area and literary texts.

Explicit and systematic instruction for whole and small groups in *Wilson Reading* and Hampton Brown/National Geographic *Edge* includes the introduction of skills, vocabulary and word study, modeling, guided practice, independent practice, review of skills and concepts, and assessment for instruction. Strategies include modeling, previewing and predicting, visualizing, summarizing, asking and answering questions, making text connections, speaking, listening, writing, and direct instruction in strategic reading and NGSSS benchmarks. Both programs incorporate an explicit, systematic, and interactive instructional design focused on the six essential elements of reading as defined by the National Reading Panel that includes oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension. Each Comprehensive Intervention Reading Program provides guidance to teachers in facilitating differentiated instruction for diverse learners within the reading block.

Daily lesson plans are focused around Essential Questions and provide teachers guidance for facilitating strategy and skill instruction across multiple text selections, both literary and informational. Relevant, contemporary literature engages adolescent learners and provides opportunities to access increasingly more challenging and complex text. A variety of assessments, both informal and formal, are included in both programs and are used regularly to monitor students' progress and identify targeted instructional needs.

Lesson sequences are enhanced with strategies, resources, and supplemental instruction to meet the differentiated needs of on-level learners, advanced learners, below-level learners, and English-language learners. The Secondary Struggling Reader Chart identifies Supplemental Intensive Reading Programs (SIRPs) and materials specifically targeted to meet instructional needs of students with deficits in phonemic awareness, phonics, fluency, vocabulary, comprehension and/or critical thinking skills. Through ongoing progress monitoring and in-program assessments, teachers identify needs, implement supplemental instruction to target specific student needs, and assess frequently, both informally and formally, to ensure student progress.

When the comprehensive and supplemental instruction does not yield desired results, the school's Collaborative Problem Solving Team (CPST) will use the collaborative problem-solving approach and Response to Intervention/Instruction (RtI) to identify more targeted interventions for Tier 2 and Tier 3 students following Florida's Formula for Effective and Powerful Instruction. This may include additional instruction through extended learning opportunities, push-in or pull out tutoring, or a change in the focus, format, frequency and/or size of instructional group to best meet the Tier 3 or 3 student's specific learning needs.

All Level 1 and 2 secondary students are administered a screening at the beginning of the year and are Progress Monitored three times a year using the Florida Assessment for Instruction in Reading (FAIR) or the Florida Oral Reading Fluency (FORF) probes, and the Diagnostic

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Assessments of Reading (DAR) word lists. Both FAIR and Non-FAIR implementing schools will also use Grade Level Lexiled Passages and the NAEP Fluency Rubric as additional screening assessments to confirm placement. Detailed placement criteria, including cut scores for each assessment, are outlined in detail on the District's Decision Tree and corresponding placement charts. Florida Oral Reading Fluency (FORF) data is recorded in Virtual Counselor and data from the Florida Assessment for Instruction in Reading (FAIR) is reported directly to the PMRN.

In all cases, students should be placed in the highest level of program in which student data suggests the student can succeed. In some cases, the student's formal assessment data, such as FCAT score, does not provide the full picture of a student's strengths and their needs, and the reading coach should administer additional assessments, or administer previously administered assessments again to determine the best placement for the student. The school's Reading Leadership Team should review placement criteria to ensure the proper placement of students in programs that will challenge them, best meet their reading intervention needs, and ensure college and career readiness. Schools are allowed some flexibility, but they may not bend state mandates to meet school scheduling parameters.

Placement of Level 1 students in Grades 9-12 with the most intensive intervention needs in decoding and text reading efficiency:

The most intensive Level 1 students who have intervention needs that impact all areas of reading as defined by the National Reading Panel and the State of Florida (oral language, phonemic awareness, phonics, fluency, vocabulary and comprehension) are placed into *Wilson Reading* for a double block of intervention instruction daily to address severe deficits that impact all those areas of reading. Students in *Wilson Reading* need extensive and intensive intervention in word study, applying decoding strategies to text, building fluency as accuracy increases, vocabulary and comprehension strategies, infusing NGSSS benchmark strategies with scaffolded support across texts of increasing complexity.

Wilson Reading is a highly structured, systematic reading and writing program that serves as a comprehensive intervention to support struggling readers in learning the structure of words and language by teaching them to decode and encode (spell) fluently. Instruction is interactive and multi-sensory. *Wilson Reading* resources include age-appropriate reading material for older students.

Progress monitoring for students in *Wilson Reading* is conducted through in-program Step mastery tests. Annual growth in reading is monitored by pre- and post-Diagnostic Assessments of Reading (DAR) results, the WADE (Wilson Assessment for Decoding and Encoding), and FCAT results. Students are progress monitored three times per year using the Florida Assessments for Instruction in Reading (FAIR) or the Florida Oral Reading Fluency (FORF) probes. The Progress Monitoring schedule for all students is outlined on the High School Assessment Chart.

Placement of Level 1 and 2 students in Grades 9-10 with significant intervention needs in decoding and text reading efficiency:

Level 1 and 2 students who have mastered basic decoding and encoding skills but still have significant intervention needs in phonics (especially with multisyllabic words) and fluency are placed in National Geographic/Hampton-Brown *Edge A* (if 9th grade) or *Edge B* (if 10th grade) with Sopris West's *REWARDS* and *REWARDS Plus Science* for a double block of Intensive Reading daily. Students in the double block of *Edge A* or *Edge B* need extensive intervention instruction on applying decoding strategies to text, word study with multisyllabic words, building fluency as accuracy increases, vocabulary and comprehension strategies, and infusing NGSSS benchmark strategies with scaffolded support across texts of increasing complexity.

Progress monitoring for students in the double block of *Edge A* or *Edge B* is conducted through in-program mastery tests, the district's Benchmark Assessment Tests, as well as the fall, winter and spring Florida Assessments for Instruction in Reading (FAIR) or the Florida Oral Reading Fluency (FORF) probes. Annual growth in reading is demonstrated by pre and post Diagnostic Assessments of Reading (DAR) results, in-program assessments, and FCAT results. The Progress Monitoring schedule is outlined on the High School Assessment Chart.

Placement of Level 1 and 2 students without needs in decoding and some deficits in text reading efficiency:

Level 1 and 2 students without needs in decoding but who have some deficits in text reading efficiency are placed in National Geographic/Hampton-Brown *Edge B* (if 9th grade) or *Edge C* (if 10th grade) for a single block of Intensive Reading daily. Students placed in *Edge B* or *Edge C* need instruction on text reading efficiency (fluency and comprehension), with a strong comprehension monitoring, reasoning, and vocabulary focus, infusing NGSSS benchmark strategies with scaffolded support across texts of increasing complexity, including grade level content area and literary texts.

Progress monitoring for students in the single block of *Edge B* and *Edge C* is conducted through in-program mastery tests, the district's Benchmark Assessment Tests, as well as the fall, winter and spring Florida Assessments for Instruction in Reading (FAIR) or the Florida Oral Reading Fluency (FORF) probes. Annual growth in reading is demonstrated by pre and post Diagnostic Assessments of Reading (DAR) results, in-program assessments, and FCAT results. The Progress Monitoring schedule is outlined on the High School Assessment Chart.

Placement of Level 2 students in Content Area Reading Intervention (CAR-PD) Option:

Level 2 students without needs in decoding or text reading efficiency may be served in a content area reading intervention or CAR-PD Option. The content area teacher serves as the reading teacher of record and provides the student with additional reading instruction using reading strategies embedded within the content area curriculum. The content area teacher must be Reading Certified or Reading Endorsed or must have completed CAR-PD or NGCAR-PD. If a CAR-PD teacher is not available, students will be placed in *Edge C*.

Students in CAR-PD need rigorous instruction in vocabulary, comprehension strategies, and high-level reasoning and critical thinking skills using authentic reading, writing, and presentation

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tasks, infusing NGSSS benchmark strategies with scaffolded support across highly complex and challenging grade level content area and literary texts.

Progress monitoring for students in CAR-PD is conducted through in-program mastery tests, the district's Benchmark Assessment Tests, as well as the fall, winter and spring Florida Assessments for Instruction in Reading (FAIR) or the Florida Oral Reading Fluency (FORF) probes. Annual growth in reading is demonstrated by pre and post Diagnostic Assessments of Reading (DAR) results, FAIR, and FCAT results. The Progress Monitoring schedule is outlined on the High School Assessment Chart.

Placement of 11th and 12th Grade students who have not passed the FCAT:

11th and 12th grade students that have not passed the tenth grade FCAT, having achieved a Level 1 or 2 SSS FCAT Reading score of 299 or below (or whatever the FL DOE determines as achieving a passing score on FCAT 2.0) must be served in Intensive Reading until they pass the FCAT or meet graduation requirements through a concordant score on the ACT or SAT. These students will be placed in Intensive Reading: Improving Reading for Career and College Readiness or Intensive Reading: Advancing Reading for Career and College Readiness.

Students in these courses need rigorous instruction with a strong vocabulary, comprehension, reasoning, and critical thinking focus, infusing NGSSS and ACT/SAT strategies with scaffolded support across highly complex and challenging grade level content area and literary texts. Students are provided guided support in applying these skills and strategies to their content area texts, inquiry and research projects, and other authentic reading, writing, and presentation tasks with a college and career focus. The curriculum focuses on strategies students need not just for passing the FCAT Reading Retake, but also on the strategies they need to achieve success on the ACT and/or SAT (with a concordant or college readiness score.)

Students use *Ten Steps to Improving College Reading Skills* and *Ten Steps to Advancing College Reading Skills*, by Townsend Press as core texts. Additional texts include *The Real ACT*, Impact, by Principle Woods, students' textbooks in other core subjects, and public domain texts such as those identified in Appendix B of *Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects*.

Progress monitoring in 11th and 12th Grade Intensive Reading is conducted through in-program assessments, the district's Benchmark Assessment Tests, released items and practice tests for the FCAT, ACT, and SAT, as well as the fall, winter and spring Florida Assessments for Instruction in Reading (FAIR) or the Florida Oral Reading Fluency (FORF) probes. Annual growth in reading is demonstrated by pre and post Diagnostic Assessments of Reading (DAR) results, FAIR, FCAT, and ACT and/or SAT results. The Progress Monitoring schedule is outlined on the High School Assessment Chart.

11th and 12th Grade students that have passed FCAT but not achieved a Level 3 (Proficient):

11th and 12th grade students that have passed the FCAT but remain at Level 2 (having a SSS Reading FCAT score between 300 and 326 or equivalent level 2 score for FCAT 2.0) may be

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served in content area classes with a teacher that has the Reading Endorsement or Certification in Reading (Grades K-12), or that has completed CAR-PD or NGCAR-PD, or has completed CRISS or McRel. These students must continue to be progress monitored three times a year.

9-12 Grade English Language Learners

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

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

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

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

- Vocabulary for informal and formal conversation
- Listening and speaking skills
- Major literary forms
- Reading and writing skills
- Study skills and learning strategies

Shining Star Levels Intro – C from Pearson/Longman, has been purchased as an intervention material by the Multicultural and ESOL Program Services Department for high schools. This program gives students all the support they need to master reading, writing, literature, and content, within a systematic language framework.

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

2.2. Supplemental Intervention Reading Programs (SIRP): Supplemental Intervention Reading Programs provide instruction in one or more areas of reading skill. They are intended for flexible use as part of differentiated instruction or more intensive interventions to meet student-learning needs in specific areas (phonological awareness, phonics, fluency, vocabulary, and comprehension). They may be used with almost all students in the class because the Comprehensive Intervention Reading Program (CIRP) does not provide enough instruction and practice in a given area for the majority of the students in the class or to provide targeted, intensive interventions for smaller groups of struggling readers. These programs provide targeted instruction designed to fill in gaps in student knowledge or skill. These programs can be used to provide additional instruction, additional practice, or both. Test preparation materials and educational technology without a teacher-led instructional component should not be listed in this category.

The district's Division of Curriculum and Instruction created a Struggling Reading Task Force that has reviewed supplementary materials and interventions to support the six areas of reading as identified by the National Reading Panel and consistent with Florida's Formula for Reading Success.

The Struggling Reader Chart provides schools guidance in selecting Supplemental Intervention Reading Programs (SIRP) to support students with deficits in one or more areas of reading. The resources are consistent with reading research reviewed by the Florida Center for Reading Research (FCRR) or the What Works Clearinghouse (<http://ies.ed.gov/ncee/wwc/>), and supported by valid evidence that the programs are highly effective for struggling readers. By following the recommendations of the Struggling Readers Chart, schools select programs that have been shown to have a substantial research base. Although schools choices in the selection of Supplemental Intervention Reading Programs, they must be on the Struggling Reader Chart and implemented with fidelity.

Supplemental Intervention Reading Programs can be used to differentiate instruction for all students (Tier 1), and are used as Tier 2 or 3 interventions for students who need explicit and intensive instruction in one or more of the specific components of reading (oral language, phonemic awareness, phonics, fluency, vocabulary, or comprehension). They supplement and extend the initial instruction of a Comprehensive Intervention Reading Program (CIRP).

The following Supplemental Intervention Reading Programs (SIRP) are recommended by the district for use in providing targeted differentiated intervention support to meet the specific needs of struggling readers:

Phonics and Decoding:

- *Wilson Reading* provides intervention support for students who need intervention support in phonemic awareness, phonics, and decoding.
- *REWARDS* (which stands for Reading Excellence Word Attack and Rate Development Strategies) is an intense, short-term intervention reading program specifically designed for

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students in fourth through twelfth grades that have mastered some phonics skills. It has been specifically identified as an intensive intervention for students placed in the double block of *Edge A. REWARDS* provides secondary students with flexible strategies for decoding multisyllabic words to build reading accuracy and fluency by segmenting words into parts, reading words part by part, and then reading words independently. When implemented with fidelity, students who successfully completing REWARDS may increase their word reading skills by 2 years.

- *REWARDS Plus Science* expands the strategies introduced in the regular *REWARDS* program to help students develop skills for decoding longer, more complex multisyllabic words and build fluency, with a greater focus on vocabulary, comprehension, and writing.
- *Vocabulary Through Morphemes* provides relevant, meaningful vocabulary acquisition skills through word study. It enables students to both expand their current vocabulary and to better understand the unknown words they will encounter in the future. It is a study of structural analysis through morphemes (Greek, Latin, and Anglo-Saxon prefixes, suffixes and roots). Students learn to analyze the structure of words and to use context clues networks of related words, and morphemes to find meaning. This curriculum also strongly develops words origins (including etymologies and the history of the English language), shades of meaning, and use of context clues. Students learn to decode 'chunks' with greater ease. Spelling improves, as well, as guidelines and rules are peppered throughout the program.

Fluency:

The National Reading Panel (2000) found that classroom practice that encourages repeated oral reading with feedback lead to meaningful improvement in students' fluency.

- Fluency routines embedded in both *Wilson Reading* and Hampton Brown/National Geographic *Edge* include:
 - Choral Reading: Students read in unison following the teacher's inflections and intonations
 - Echo Reading: Students echo the teacher's inflections and intonations
 - Listening while Reading: Students listen to a recording while following the text in print
 - Paired Reading: Students read aloud to an adult or peer, for practicing prosody (phrasing, expression, and intonation)
 - Reading Recording: Students use recording tools to record their own reading, listen and analyze it, and repeat readings to develop accuracy and rate
 - Timed Repeated Readings: Students establish specific targeted goals to increase their reading rate with good accuracy with texts they have previously read
 - Reader's Theater: Students read and/or perform individual or choral parts in dramatic texts (such as poetry, plays)
- *Vocabulary Through Morphemes*, previously described, helps students build fluency skills when they can quickly grasp new words and their meanings through strategies for inferring word meaning by combining context clues with structural word clues.

- *Jamestown Reading Fluency* may be used for students who need to increase their oral fluency rate. Through paired reading, repeated reading and self-monitoring, students increase their accuracy, prosody and rate and enhance text reading efficiency. *Jamestown Reading Fluency* is available in various readability levels and increases in difficulty as students progress through the program.
- *Great Leaps Reading* by Campbell includes lessons administered one-on-one via 5 to 7 minute daily practice sessions. During those 5-7 minutes, the student reads three timed readings focusing on phonics, sight phrases, and stories. Error correction is immediate and followed by modeling of the correct response. As students achieve mastery, the student progresses, or “leaps”, to tackle more difficult material.
- *QReads* by Pearson is designed to improve students’ fluency and supports comprehension, vocabulary, and building background knowledge as well. QReads consists of short informational texts that are read quickly for meaning. The texts are expository, across a variety of topics in science and social studies. Most of the words in QReads are a combination of high-frequency words, words with grade-appropriate phonic/syllabic patterns, or content words related to the topic. These words are purposely written into the text more than one time, so that the student has repeated opportunities to see the new words and incorporate them into sight word vocabulary.
- *Jamestown Critical Reading Series*, which includes the Critical Reading Series (6.0-8.0 reading level), the Wildside Series (4.0-6.0 reading level), and the Outer Edge Series (2.0-4.0 reading level), provides high interest fiction and non-fiction texts that increase in length and rigor with each grade level. The program includes silent reading fluency drills as a component of every lesson.
- *Jamestown Signature Series* includes silent reading fluency drills as a component of every lesson. The readings consist of fiction and non-fiction texts and increase in length and rigor with each grade level.

Vocabulary:

Teachers help build vocabulary and comprehension skills by immersing students in rich and varied language experiences, word study, playing with words, and making words their own through authentic reading, writing, speaking, and listening activities.

- Explicit and systematic vocabulary routines and word study are embedded in *Wilson Reading* and Hampton Brown/National Geographic *Edge* and include:
 - Vocabulary Notebooks
 - Vocabulary Study Cards
 - Vocabulary Graphic Organizers (such as Frayer Models and Semantic Maps)
 - Word Sorts
 - Word Games

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- Word Wall Activities
- Building Academic Vocabulary
- *Vocabulary Through Morphemes*, previously described, helps students build vocabulary skills and comprehension knowledge through systematic instruction in common prefixes, suffixes, and roots. When students learn the Greek, Latin, and Anglo Saxon roots, they can apply that knowledge to comprehending increasingly complex text.
- *Vocabulary Improvement Program* is a vocabulary development curriculum for English language learners and native English speakers. The 15-week program includes 30–45 minute whole class and small group activities to increase students' understanding of target vocabulary words in the weekly reading assignments and activities.
- *Word Generation* is a free, online academic language program developed under the direction of Harvard University Professor Catherine Snow, a nationally recognized expert in literacy. *Word Generation* is used across all subject areas and multiple grades simultaneously. While the program was developed for middle school students, high school students reading two - three or more grades below level can benefit from the engaging learning activities in Word Generation.

Vocabulary and Comprehension:

- *Reading Advantage* by Great Source is a supplemental program designed for students at the secondary level who are reading two or more years below grade level. The goal of the program is to help students become successful readers through frequent and supported reading of engaging text, written at their instructional levels. Program materials, in magazine article format, may be used with a whole class or in small groups. Each Reading Advantage lesson lasts approximately 160 minutes and is completed in three or four 40-minute class sessions. Instructional support for each article includes explicit before, during, and after reading strategies, and explicit Think-Aloud strategies are embedded throughout each article. Vocabulary and word study activities are included, and additional skill instruction, writing suggestions, fluency practice suggestions, enrichment activities, and student self-reflection and self-evaluation accompany each article. Model lessons provide a rationale for the instructional approach and detailed examples of five reading strategies: critical reading, monitoring understanding, summarization, understanding text structure, and engaging with text.
- *Jamestown Critical Reading Series*, previously described, includes the Critical Reading Series (6.0-8.0 reading level), the Wildside Series (4.0-6.0 reading level), and the Outer Edge Series (2.0-4.0 reading level). It provides high interest fiction and non-fiction texts that increase in length and rigor with each grade level. The program helps to increase student's background knowledge and vocabulary.
- *Jamestown Signature Series*, previously described, emphasizes strategies to improve comprehension. The program helps students build background knowledge and vocabulary, and practice writing to prompts. The readings consist of fiction and non-fiction texts and

increase in length and rigor with each grade level.

- *Impact*, by Principle Woods, provides students vocabulary and comprehension instruction with an emphasis on apply critical thinking skills to texts incorporating data, in the form of charts, graphs, and tables, and technical texts. Students self-monitor progress and read thematically related fiction and non-fiction.
- *Adolescent Toolkit: Content Area Literacy Guide* developed under the guidance of The Council of Chief State School Officers provides concrete literacy strategies for supporting all students as they progress from “learning to read” to “reading to learn.” The guide includes a collection of strategies that support students’ literacy development and understanding of content. Each strategy includes a description, purpose, step-by-step directions for use, and suggestions for differentiated applications. Each description also contains a quadrant chart that illustrates how each instructional strategy might be implemented in an English, mathematics, science, or social studies classroom.

2.3. Educational technology: Educational technology is intended for additional support in reading. Educational technology without a teacher-led instructional component should be listed and described here. Educational technology must supplement and not supplant instruction by a highly qualified instructor. Educational technology that has an instructional component should be listed and described under either Supplemental Intervention Reading Programs or Comprehensive Intervention Reading Programs as applicable.

A rich collection of digital curriculum, instructional resources, lesson plans, print and multimedia resources are available in the district’s curriculum and instructional management portal, BEEP. These resources include student and teacher access to online versions of student textbooks, including *Edge Online*, online databases, newspapers, and multimedia encyclopedias, Discovery Education Streaming, netTrekker Academic Search Engine, Teaching Books.net, that help students increase their background knowledge and make connections before, during and after reading using authentic and engaging texts and multimedia.

The “digital classroom” includes the 21st century instructional tools and should be incorporated within every reading classroom: Interactive Whiteboards (Promethean or SMART), LCD/video projector, document camera, student interactive responders, and access to electronic readers (such as iPods, Kindles or other e-book readers), Tablet PCs and notebook computers, and/or wireless laptops and desktop computers. These digital tools bring learning alive for students and allow the teacher to provide explicit, visual modeling of reading strategies. Teachers also use vendor and teacher-created Promethean or Smart Flipcharts with their Interactive Whiteboards to make learning more interactive and explicit for students.

Educational software in the form of Integrated Learning Systems (ILSs) may also be used to supplement teacher directed reading instruction. If technology is used, the data must be carefully reviewed, and the program implemented with fidelity as recommended by the vendor. All instruction in computer labs or using wireless laptop carts must be monitored by a teacher who interacts with students to ensure that students are appropriately placed, on task, and

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implementing the program with fidelity. Programmed instruction delivered via technology implementation should support, not supplant, teacher-led instruction, especially for students with the greatest needs. Integrated Learning Systems used by schools are not intended to take the place of reading instruction and may be incorporated within or beyond the intensive reading block, in language arts or other content area classes, and/or before or after school tutorial sessions.

The following programs are Integrated Learning Systems and/or educational technology currently approved for use in Broward County high schools:

- *FCAT Explorer*, developed by the Florida Department of Education, is a free, online, web-based program designed to supplement reading instruction and reinforce reading skills outlined in the Sunshine State Standards. The program supports students with practice reading FCAT-like passages, answering FCAT-like questions with immediate feedback, vocabulary building games and activities, and animated reading for pleasure. Once students receive sign-in capabilities to FCAT Explorer, they are able to access and use the program in school, at home, or in remote locations such as public libraries. The program is adaptive and changes the amount of support students receive based upon their performance.
- *Compass Learning* is an integrated learning system that offers standards-based reading/language arts, mathematics, and English language development/ESL curriculum. Compass Learning is not intended to take the place of reading instruction and is best implemented outside of the reading classroom, in before or after school camps and tutorial sessions. Compass Learning's self-paced, project-based activities promote exploration, individual and cooperative learning, problem solving, reflection, and real-world connections. Integrated assessment and management tools offer students immediate feedback and guidance and allow teachers to assess and monitor student progress in real time.
- *Read On* is an Integrated Learning System to help at-risk students make gains to grade-level achievement. The program delivers individualized instruction and a continuous series of learning experiences to accelerate mastery of reading and language arts skills. *Read On* is designed to motivate all types of learners, especially those who don't respond well to traditional classroom instruction and textbook exercises. Diagnostic assessments indicate skill deficiencies and place learners in cycles of instruction, reinforcement, and evaluation, utilizing print materials, software, or a combination of the two. A management system monitors, tracks, and documents students' progress. The three essential components of the *Read On* system include: an initial reading level/vocabulary assessment suite which determines each learner's appropriate entry level; specific prescriptions for reading, vocabulary, written language, and writing lessons; and "Cycles of Instruction" that move students through sequences of integrated learning activities that introduce, reinforce, and apply vocabulary, language skills, reading comprehension skills, and writing skills.
- *Newscurrents* by Knowledge Unlimited is a web-based program provides weekly online news articles written at three distinct Lexile Levels. This program can be used in both reading and social studies classrooms and brings current events and global awareness into the classroom. It also provides teachers with discussion questions and activities for each article. In addition

to the news articles, the program provides weekly non-fiction text on different topics such as: Country of the Week, This Week In History, Biography of the Week and web links for more in-depth research.

- *TeenBiz* by Achieve 3000 is a web-based, individualized reading and writing instruction solution for grades 6-12 that provides texts for student at his or her Lexile level. Assignments are delivered to an entire class, but each article is customized according to an individual student's reading level. TeenBiz enables teachers to customize content and monitor student progress over time. Students' Lexile levels are assessed initially using LevelSet™, a proprietary assessment tool that determines each student's level of comprehension for informational text. After the initial assessment, students receive level-appropriate, standards-aligned nonfiction reading/writing assignments via TeenBiz's internal student email system. Students' levels of comprehension are monitored by a daily formative assessment of students' reading comprehension abilities. To measure Lexile growth, a second administration of LevelSet is given mid-year so that students' Lexiles can be adjusted and more appropriate-leveled assignments can be delivered. A post assessment is done at the end of the year when another version of LevelSet is administered. TeenBiz provides teachers and administrators with ongoing management reports and diagnostic data that enable individualized intervention and remediation based on a given student's needs.
- *Read Naturally* is a scientifically based reading program whose success at increasing reading ability has been validated by the Florida Center for Reading Research. The program is designed to provide interventions for fluency, but not in isolation. Vocabulary instruction is woven into the program as well as comprehension. Each Read Naturally reading includes key vocabulary, prediction, repeated readings, comprehension questions and story retell. Daily progress monitoring and feedback are a crucial part of this program. Students are initially assessed using three unpracticed grade level passages. The assessment ensures that students begin this program at an appropriate level of reading materials and set appropriate goals so that growth in reading skills is rapid and almost certain. Read Naturally is used in the reading classroom three times a week and is recommended to be a part of a 90-minute plus reading block.
- *READ 180* by Scholastic is a research-based program providing instruction and practice in fluency, spelling, grammar, vocabulary and comprehension. READ 180 uses a three-piece instructional delivery design: a teacher directed center, technology center, and student silent reading center. READ 180 provides continuous progress monitoring through the use of the Scholastic Reading Inventory.
- *Destination Reading* is available to all teachers on the district's educational portal, BEEP. It uses individualized, age-appropriate, and diverse reading content. Course IV focuses on complex vocabulary and comprehension strategies to take students beyond reading, applying reading across the curriculum. Students practice and apply skills and strategies to longer and more complex passages. Destination Reading is aligned with state and Florida's curriculum standards and fully conforms to today's research-focused funding requirements. Teachers can use it in the classroom as the centerpiece of a flexible reading program or as the electronic component of a traditional basal. Teachers can access or create standards based lesson plans

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with this software.

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

Passing scores on FCAT and concordant scores on other assessments may not be used to exempt students from required intervention. Districts may use flexibility to provide intervention to students in grades 11 and 12 who have met the graduation requirement (1926 on FCAT or concordant score).

High school students who score at Level 1 or Level 2 on FCAT Reading and who have intervention needs in the areas of decoding and/or text reading efficiency must have an extended block of reading intervention. This teacher should be highly qualified to teach reading or working toward that status (pursuing the reading endorsement or K-12 reading certification) and classroom infrastructure (class size, materials, etc.) should be adequate to implement the intervention course. This reading intervention course should include on a daily basis:

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

Districts may serve fluent Level 2 students in content area classes through a content area reading intervention. Teachers of these classes must complete the 150 hour Content Area Reading Professional Development (CAR-PD) package, the 90 hour Next Generation Content Area Reading-Professional Development (NGCAR-PD) package, or the Reading Endorsement, and classroom infrastructure (class size, materials, etc.) should be adequate to implement the content area reading intervention course.

This intervention course should include on a daily basis:

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

Schools must progress monitor Level 1 and 2 students a minimum of three times per year. This should include a Baseline, Midyear, and End of the Year Assessment. As a reminder, each struggling reader must be given the instruction that best fits his or her needs. Districts must establish criteria beyond FCAT for placing students into different

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levels of intensity for reading intervention classes. Examples include data from screenings, progress monitoring and diagnostic assessments already in use in the district, as well as teacher recommendation.

Additional guidelines for student placement in reading intervention can be found through using the Just Read, Florida! Student Reading Placement Chart at:

http://info.fl DOE.org/justread/educators/Secondary_Reading_Placement_Chart.pdf.

End-of-year assessments should be used to determine specific areas of student reading difficulty and reading intervention placement.

Schools must diagnose specific reading deficiencies of students scoring at Level 1 and Level 2 on FCAT Reading. Although formal diagnostic assessments provide specific information about a student's reading deficiencies, many progress monitoring tools and informal teacher assessments can provide very similar information in a more efficient manner. The only reason to administer a formal diagnostic assessment to any student is to determine the specific deficit at hand so teachers can better inform instruction to meet student needs. The decision to deliver a formal diagnostic assessment should be the result of an in-depth conversation about student instructional and assessment needs by the teacher, reading coach, and reading specialist.

4. Describe in detail the reading classroom (include all levels of intervention) for students in grades 9-12. Be sure to address student motivation. Determinations for intensity of the intervention effort should be based on the most recent reliable and valid assessment data. Please be sure to address the reading intervention that your high schools will be providing for 11th and 12th grade students, including both those students who still need to meet the FCAT Reading graduation requirement and those students who have met the graduation requirement through an FCAT Reading score of 1926-2067 (Level 2) or through the use of concordant scores, keeping in mind that districts have great flexibility in how these juniors and seniors who have met the graduation requirement with a Level 2 score on FCAT Reading are served. These students may be served through reading courses, content area courses without a specific professional development requirement, or before or after school.

The goal of all Intensive Reading instruction and intervention is to improve student achievement through mastery of the Next Generation Sunshine State Standards (NGSSS). Reading programs alone cannot accomplish the task of moving students to achieve mastery of grade level text. Schools need to use research-based strategies that are systematic, explicit, scaffolded, differentiated, print-rich and compatible with the instructional goals in the district's Comprehensive Intervention Reading Programs.

Instruction must follow Florida's Formula for Reading Success: 6 + 4 + ii + iii = No Child Left Behind:

6 = The 6 essential components of reading instruction

- Oral Language
- Phonemic Awareness

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- Phonics
- Fluency
- Vocabulary
- Comprehension

4 = The 4 types of assessment

- Screening
- Progress Monitoring
- Targeted Diagnosis
- Outcome Measures

ii = High quality Initial Instruction that is facilitated for all students through a comprehensive core reading program during a 55 or 90-minute daily reading block. An effective reading program integrates the six instructional components of effective reading instruction into a comprehensive and cohesive instructional design. Classroom teachers use assessment data to plan for and provide instruction to meet the specific needs of each including:

- Explicit instructional strategies
- Coordinated instructional sequences
- Differentiated instruction
- Print-rich instruction
- Whole group/small group/whole group

iii = Immediate Intensive Intervention that is facilitated to support striving and struggling readers using comprehensive and supplemental intervention reading programs within and beyond the regular reading block. This intensive intervention may include more explicit and systematic instruction, extended learning opportunities, push-in or pull out tutoring, or a change in the focus, format, frequency and/or size of instructional group to best meet the student's specific learning needs.

Instruction must also follow Florida's Formula for Effective and Powerful Instruction = 3 Fs + 1 S + Data + PD:

- Frequency and duration of instruction (WHEN or HOW OFTEN)
- Focus of instruction in oral language, phonemic awareness, phonics, fluency, vocabulary, or comprehension (WHAT)
- Format of lesson determining the instructional structure and the level of scaffolding, including modeling, think-aloud, use of graphic organizers, and other explicit instructional strategies (HOW)
- Size of instructional groups (HOW MANY)
- Analyze DATA to determine the 3 Fs and 1 S = (WHY)
- Provide Professional Development that focuses on the collection and analysis of data, the 3 Fs, and 1 S

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Response to Instruction/Intervention (RtI):

The District's Response to Instruction/Intervention (RtI) model guides school Collaborative Problem Solving Teams (CPST) in implementing a tiered approach to instructional delivery. The model focuses on a continuum of support and instructional delivery, through a multi-tiered approach, including fidelity of implementation using the comprehensive intervention reading programs and supplemental interventions of increasingly higher intensity, based on students' needs as evidenced through analysis of progress monitoring data.

Collaborative problem solving within and across all tiers is a cyclical process that involves the following steps:

- Using the data to define the problem
- Analyzing the data to determine why the problem is occurring
- Implementing a plan to target specific student needs
- Evaluating the plan to ensure positive response to the instruction/ intervention

The district has identified the following instructional practices and routines to ensure that instruction and intervention efforts are based on the research-based practices and interventions proven to be effective with struggling adolescent learners and aligned with the most recent reliable and valid assessment data.

19. Reading strategies are infused into all content areas. Standards-based instruction is aligned with the primary reading benchmarks as introduced and reinforced in the Comprehensive Intervention Reading Program's Instructional Focus Calendar. In addition, schools should develop secondary reading benchmarks based on their own student data and specific needs, and organize these on a school-based Instructional Focus Calendar for reading across the content areas.
20. Teachers explicitly instruct and model strategies for effectively reading increasingly challenging and complex science, social studies, and technical informational texts, and provide students multiple opportunities to apply strategies through guided and independent reading.
21. Teachers embed Next Generation Sunshine State Standards (NGSSS) and instruction within the curriculum, avoiding isolated delivery of "FCAT Prep." Instruction includes teacher modeling during guided and independent learning activities. Assessment is formative and includes higher order questions with rigorous, complex tasks. Senate Bill 1908 prohibits any suspension of curriculum for "test prep" practices.
22. Teaching and learning focuses on helping students find personal motivation and purpose in literacy learning activities by viewing reading as a social act, to be shared with others and connecting literacy activities with real worlds outside of school. Students use reading as an opportunity to explore personal interests, read widely for a variety of purposes including reading for enjoyment, for gathering information, to complete authentic, real-world tasks, and solve problems. Instruction should help students become comfortable

with a variety of written forms and genres and recognize that reading is essential for lifelong learning and citizenship in a global society.

23. Academic learning time (“Bell-to-Bell” instruction) is both engaging and motivating, and includes daily reading, writing, and collaborative discussions across all content areas, in every classroom, not just teachers assigning work. Teachers create literacy/print-rich learning environments with varied informational (content area) and literary text resources, across a range of reading levels that are increasingly challenging and complex.
24. Daily instruction includes strategies that support students by setting a purpose for reading, activating and building prior knowledge, and making text connections, including text-to-self, text-to-other texts, and text-to-world.
25. Daily instruction includes “think-aloud,” or mental modeling in which the teacher foresees the challenges that students will have unlocking the text before, during, and after reading and the teacher models the thinking process used to overcome those challenges.
26. Teachers listen to students read and think aloud to make visible the processes students use in their heads to bring meaning to text so that teachers can appropriately diagnose specific challenges and areas of difficulty.
27. Teachers across all content areas provide all students, including striving readers, instruction that is immersed in rich, deep, and rigorous literature and informational texts.
28. Teachers provide daily opportunities to engage students in oral language activities where verbalization is used to develop word knowledge, language skills, and reflection on meaning through class discussions, interactive read-aloud, teacher read/think-aloud, and/or peer interactions.
29. Teachers vary strategies used to motivate learners and adjust instruction to meet the individual, differentiated needs of students.
30. Teachers model fluent reading daily, and engage students with fluency needs through activities such as repeated readings, guided reading, paired reading, choral reading, echo reading, whisper reading, and/or Reader’s Theater.
31. Teachers provide both direct (explicit) and indirect (implicit) instruction daily to support vocabulary development through wide and extensive independent reading to expand word knowledge, instruction in specific content words to enhance comprehension of texts containing targeted words, instruction in independent word-learning strategies (word structure, roots and affixes, or using context to determine meanings), word consciousness and word-play activities to motivate and enhance learning.
32. Teachers use varied structures for independent, cooperative, and collaborative instruction including whole group, small group, student pairs, and one-on-one settings.

33. Teachers facilitate instruction that is student-centered rather than teacher-centered, to help build engagement and involve more students actively in learning.
34. Teachers incorporate the use of graphic organizers into before, during, and after reading experiences to demonstrate visual representations of relationships and make connections between knowledge, concepts, and/or ideas. Graphic organizers help students to remember and retrieve critical information, to think more deeply about text, recognize the structure and patterns of text, and build vocabulary knowledge and comprehension.
35. Teachers provide daily opportunities for students to generate and answer their own questions, assume responsibility for learning, clarify information, and infer beyond literal interpretations of the text.
36. Teachers help students develop comprehension-monitoring and “fix-up” strategies when students experience difficulty with text. Comprehension monitoring strategies help students visualize, stay focused, make inferences, and remember what is read. When students learn comprehension-monitoring strategies and fix up strategies, they learn to recognize the signals when their reading is confused so they can “fix-up” their reading and self-correct. Examples of self-monitoring and “fix-up” strategies include using sticky notes, margin notes, or selective underlining, making personal connections to text, activating prior knowledge, making predictions, asking and answering questions, adjusting reading rate for understanding, visualizing, summarizing and retelling, identifying text patterns and structure, and looking for clues in conventions of print.

The Physical Set-Up of the Learning Environment:

High School intensive reading and content area reading classrooms reflect inviting and engaging literacy learning environments for students with different instructional areas to support whole group, small group, and independent reading and the use of digital tools and strategies to enhance instruction. It is highly recommended that reading teachers remain in the same classroom throughout the day so that classroom libraries, word walls, graphic organizers, and student work can be displayed and used as tools for motivating and engaging learners.

The classroom includes areas for whole group/direct instruction and small group collaborative and differentiated instruction, a classroom library to explore during independent reading, and digital tools, eBooks and/or computers for access to digital content and online resources. Walls reflect the personality of the teacher and students, including engaging, high interest visual tools for learning, displays of student work, word walls, and motivating art, photographs and other visual materials.

Students keep folders, notebooks, or portfolios of student work, including vocabulary/word study lists, and reflective/learning logs to demonstrate progress towards achieving of mastery on reading benchmarks. All student work reflects teacher constructive feedback, and only exemplary work is displayed publically on bulletin boards or classroom walls.

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Digital tools such as an interactive whiteboard, LCD projector, document camera, and student interactive responders are used to bring the learning alive for students, and allow teachers to provide explicit, systematic, visual modeling of reading strategies to students. Wireless laptops, desktop computers, eBooks and other digital tools provide students access to digital multimedia content and online resources.

Teacher tools, including textbooks, supplemental resources, and other print/paper resources (such as handouts) are numbered and displayed or filed for easy retrieval and/or safe storage.

Classroom Libraries:

The classroom includes a library of books, magazines, newspapers, print and multimedia resources that appeal to adolescents with varying interest and reading ability levels, where students can explore and read during small group and independent reading. Each library includes a contemporary collection of quality literature and informational texts written at varying reading levels and in a variety of genres, including literary and informational texts. This collection offers students engaging reading material to support their individual interests and abilities. The materials in the classroom library should be attractively displayed and inviting to students. When available, students should be able to use digital devices (such as tablets, eBook readers, or computers) to access print and multimedia content.

The Media Specialist works collaboratively with reading and content area teachers to create text sets or collections of books around a theme or topic of inquiry at different reading levels that are checked out to the teacher for an extended period of time and/or for a particular unit of study. Research has demonstrated the importance of classroom libraries to students' reading development. As comprehension skills and strategies are explicitly taught to students through direct instruction, students require many opportunities to apply them in a variety of texts (NRP, 2000).

Allowing students choices in their reading material increases student's motivation for reading and provides them the opportunity to apply their knowledge to self-selected texts. Exposure to themed non-fiction and fiction texts – or text sets - through teacher read-aloud, small group and independent reading, book passes and book talks, peer book reviews and recommendations, supports content area learning, helps students build background knowledge, vocabulary, knowledge, and comprehension skills. (NRP, 2003), and engages them in reading for pleasure as well as life long learning.

Word Walls:

Students must be surrounded by words and motivated to learn them. A word-rich classroom includes frequent use of words that have been taught, and interesting words students have encountered in their reading. Engaging and effective classroom reading instruction should foster the desire in students to discover new words, new meanings, and understand a broad range of word uses. As students move through the grade levels, they are exposed to varied and complex reading material and vocabulary development becomes even more essential to student success (McKeen and Ogle, 2005). Vocabulary refers to knowledge of words, word meaning, and how to

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use words effectively to communicate. Scientific research on vocabulary instruction reveals that most vocabulary is learned indirectly, while other vocabulary must be taught directly (Armbruster, Lehr, & Osborn, 2001). In their review of instructional research, Blackowicz and Fisher (cited in McKee & Ogle, 2005) concluded that students need teachers who create an interest in words, provide both direct and incidental instruction, and teach core content vocabulary directly. In order to develop deep understanding of words, students need to see, hear, and use new terms in many contexts. One strategy teachers use to create a word-rich environment is the word wall.

A word wall is an organized collection of words, definitions, and visual representations prominently displayed in a classroom. This display is used as an interactive tool for teaching reading, spelling, and comprehension to students. There are many different types of word walls. Word walls may take the form of a “VIS” (Vocabulary Improvement Strategy), or concept map. Active Word Walls include words that are current to lesson, unit, or topic of instruction, and tied to the current teaching. Interactive Word Walls incorporate student activities, such as chants or games, for learning new words and expanding students' understanding of how words work.

Word walls have many benefits. They help students recognize and spell high frequency words, see patterns and relationship in words structure, and provide reference support for students during reading and writing

Graphic Representations and Student Work:

Explicitly engaging students in the creation of nonlinguistic representation of text stimulates and increases critical thinking (Gerlic & Jausovec, 1999). Graphic organizers are used to help students gain understanding and increase critical thinking. Completed graphic organizers that show exemplary work may be posted in the classroom and should incorporate writing to learn through summaries, predictions, or reflective connections and response to text. Constructive feedback must be authentic and meaningful. Checks (√) and check plusses (√+) and feedback such as “Good!” or “Great!” lack meaning in that they do not provide feedback that helps students understand what they mastered or need to learn from their work. Teachers should rotate work frequently and post only meaningful student work that is current. Student book reviews and reflections to text may be posted to encourage other students to read those reviewed books and other texts and peak interest.

The Daily High School Reading Lesson Format:

1. Essential Questions – Instruction focuses on the deep and abiding questions students face in their lives, such as “Does an individual’s success depend on the individual or the environment?” or “What keeps us together and what pulls us apart?” Reading has authentic meaning when it gives insight into questions such as these (Robert Coles, 1989). Essential questions require students to become active participants in their learning. Essential questions have no right or wrong answers, and allow students *and* teachers to assume varied roles in the process of inquiry around topics that matter.
2. Teacher Read Aloud/Think Aloud - Teachers model fluent and motivational reading daily.

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Reading aloud includes teacher think-aloud, as well as highlighting key vocabulary and text structure.

3. Vocabulary/Word Study/Word Wall Review - Word walls contain continuous and current academic and content specific vocabulary words. Word wall activities are interactive and engaging, and students review words through whole group activities, small group activities, and individual practices. Word study includes structural analysis of word parts (prefixes, root words, suffixes) as well as contextual analysis (context clues, signal words, punctuation clues, multiple meanings and other clues) to determine meanings of unknown words.
4. Reading Objective - Objectives are aligned with the reading benchmarks and translated into “study-friendly” language. Teachers discuss the objectives, what students should know and be able to do as a result of the lesson, and facilitate discussion around the essential questions that help drive instruction.
5. Pre-Reading Instruction – Pre-reading instruction includes building motivation and interest using authentic and relevant “hooks” to engage readers, including read think/think aloud around motivating and related topics. Pre reading instruction also includes anticipation guides, new vocabulary and word study activities, discussions to determine what is important and to set purposes for reading, previewing text and text features, making and confirming predictions, identifying text structure and organization, and activating prior knowledge. Students may construct graphic organizers to use during and after reading.
6. During Reading Instruction - During reading instruction includes guided reading, using non-linguistic or linguistic representations of text matching the objectives. Students actively read in pairs, with the teacher, individually, and/or silently. Students analyze text features, text structure, visuals and/or data. Students use margin notes, selective underling or graphic organizers as they read and clarify ideas, paraphrase, summarize and predict as they read. Cooperative groups may jigsaw reading or engage in shared reading. Questions aligned to reading benchmarks and higher levels of Bloom’s Taxonomy or Webb’s Depth of Knowledge are asked during reading and students are encouraged to pose their own questions to guide reflection and learning. Think-Pair-Share may be used for higher-level questions. Teachers model strategies using “think-aloud” and students practice and complete strategies in pairs, small groups, or individually. Reciprocal teaching and collaborative reading strategies are strongly recommended.
7. After Reading Instruction - One minute timed readings may be conducted for students who need fluency practice. Other fluency practice such as repeated readings or reader’s theater might also be used. Students discuss, write and apply information from texts and make relevant and authentic personal connections to it. Students complete informal assessments such as reflective writing in journals and learning logs, “tickets out the door,” or writing summaries to complete graphic organizers. Students may also complete formal assessments such as program-specific assessments or district assessments that meet the objective. Student work is reviewed and students given reflective feedback to enhance learning. Work is saved and archived in student folders or portfolios for ongoing review and monitoring of student progress to attain mastery of benchmark instruction.

8. Independent Reading – Students develop stamina and motivation for independent and sustained silent reading of increasingly more rigorous and complex texts when they can self-select texts that are relevant and meaningful to them. Teachers model comprehension-monitoring strategies to help students build independence as readers. Teachers monitor independent reading for engagement, and connect with each student at least weekly to monitor progress. Reading logs, reaction journals, text talk, book passes and peer reading recommendations help students make connections to text. Students access books and other reading materials via classroom libraries with leveled text and a wide variety of reading genres as well as online, through the school’s media center and resources outside school.
9. Differentiated Instruction - Teaching all students to read requires that every student is carefully screened to determine needs and that the instructional content and delivery of the reading instruction is specifically designed to remediate those needs. Small teacher-directed groups meet for more intensive intervention in word study, fluency, comprehension or vocabulary; and project based learning, writing, student inquiry and research, and authentic presentation tasks provide varied and motivating opportunities for students to demonstrate their learning.
10. Assessments for Learning - Assessments are varied and include informal and formal assessments. Formal assessments include screening, diagnostic, progress monitoring, and outcome assessments such as FCAT. Informal or content specific assessments include in-program assessments; completing graphic organizers, project based learning, oral, written, and multimedia presentations. Students engage daily in reflective writing by summarizing, paraphrasing, predicting, interpreting, analyzing, comparing, speculating, and imagining using admit slips/tickets out the door, in Learning Logs, on graphic organizers, as well as other more formal responses to texts and reading experiences.

5. How will students be provided with access to authentic fiction and non-fiction texts representing a range of levels, interests, genres, and cultures within the reading program? Include the following: a) how daily independent reading, monitored by the teacher, will be incorporated into all reading classrooms; b) how classroom libraries will be utilized; c) process for leveling books; and d) process for matching students with the appropriate level of text.

The classroom includes a library of literary and informational texts, high-quality magazines, newspapers, multimedia print and audio/visual resources that appeal to adolescents with varying interests and reading levels for students to explore and read during independent reading. The classroom library includes texts reflecting a variety of literary genres, interest levels, cultures, and Lexile Levels. Teachers use guided reading, partner, choral, silent reading, and teacher read-aloud to maximize time devoted to text-based reading. Teachers use student data and interest surveys to determine appropriate materials to be included in classroom libraries and work closely with the Media Specialist to create “text sets” or collections of books around a theme that may be checked out to the teacher for extended periods of time during a particular unit of study. Materials in the classroom library should be attractively displayed and inviting to students. When available, students should be able to use digital devices (such as tables, eBook readers, or

computers) to access print and multimedia content.

The Media Specialist works collaboratively with reading and content area teachers to create text sets or collections of books around a theme or topic of inquiry at different reading levels that are checked out to the teacher for an extended period of time and/or for a particular unit of study. Research has demonstrated the importance of classroom libraries to students' reading development. As comprehension skills and strategies are explicitly taught to students through direct instruction, students require many opportunities to apply them in a variety of texts (NRP, 2000).

Allowing students choices in their reading material increases student's motivation for reading and provides them the opportunity to apply their knowledge to self-selected texts. Exposure to themed non-fiction and fiction texts – or text sets - through teacher read-aloud, small group and independent reading, literature circles, book passes and book talks, peer book reviews and recommendations, supports content area learning, helps students build background knowledge, vocabulary, knowledge, and comprehension skills. (NRP, 2003), and engages them in reading for pleasure as well as life long learning.

Literature circles and independent reading should be monitored by the teacher daily using "Status of the Class", "Clipboard Cruising" or other teacher/student monitoring and conferencing strategy. Students keep reader response logs, literature notebooks or journals or online tools such as teacher monitored blogs or wikis in which the teacher provides prompts for students in responding to text. Students think critical about what they have read and analyze frequently within and across genres (i.e. from a news article to a song lyric). They may complete multimedia analyses and responses (using Comic Life or iMovie, for example), complete literary analyses (of character, setting, plot, theme, etc.), or analyze text structure or pattern of text organization. Students and teachers should engage in book talks, book passes, reviews, presentations, and recommendations, including posting to the Florida DOE *By Teens, For Teens*.

Teachers monitor student reading by having regular discussions about the text in whole groups, small groups, and via individual conferencing with students. Students keep journals or reading logs that the teacher reviews regularly. The log includes book pass sheets and/or lists of books students have read with reflective comments, demonstrating increasing independence with longer and more rigorous texts. The classroom includes teacher-facilitated and student-facilitated discussions around books and texts through book talks, book passes, Literature Circles, and reading with students daily. Student work uses reading strategies applied to guided and independent reading texts is reviewed regularly and students given reflective feedback to enhance their learning. Learning Logs or reflective journals are saved and archived in student folders or portfolios for ongoing review and monitoring of student progress towards mastery of benchmark instruction.

Classroom instruction focuses on vocabulary, comprehension strategies, and high-level critical thinking and reasoning skills in which the teacher provides scaffolded support using increasingly complex grade level content area and literary texts. Classroom reading materials include the core texts, student self-selected texts, and public domain texts such as those identified in Appendix B of Common Core Standards for English Language Arts and Literacy in History/Social Studies,

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Science and Technical Subjects. Teachers incorporate this wide variety of informational texts, including subject area text (in science or history, for example), magazines and newspaper articles, informational essays, biographies and autobiographies, and tables and graphical presentations of text (illustrations, photographs, and captions) and literary text, such as short stories, literary essays (critiques, personal narratives), poems, and historical fiction and multicultural texts to help students build background knowledge and enhance content-area learning.

National Geographic/Hampton Brown *Edge* has authentic literature built into the program. Classroom libraries have been selected by the publishers based on Lexile score, interest level, essential questions and theme and grade level appropriateness and aligned with the themes and units in each level of *Edge A, B, and C*. *Wilson Reading* uses controlled and decodable texts that have been created or selected by the program. Reading coaches, reading teachers, language arts teachers, and content area teachers should collaborate on the shared use of the novels and informational texts to enhance language arts and content area study in science and social studies.

The district offers professional development for teachers to incorporate Novel Study/Content Literacy Study in classrooms. Teachers learn how to teach benchmarks and vocabulary through novels and content area texts, monitor literacy activities of students, and model strategies for approaching both fiction and non-fiction texts. It includes suggestions for implementing a successful independent reading program.

The relationship between achievement and the amount of time that students read is clearly supported by research, “The more students read, the higher they achieve.” (Samuels and Wu, 2008; Anderson, Wilson, & Fielding, 1988; Anderson, Hiebert, Scott, & Wilkerson, 1985; Elley & Mangubhai, 1983; Ingham, 1981; Taylor, Frye, & Maruyama, 1990). Increasing the time students spend reading increases both vocabulary and comprehension.

Students are motivated to read independently if text is self-selected, engaging, and supports student success in unlocking increasingly challenging text. Classroom libraries and school media centers provide a wide range and selection of reading materials across many interest levels, increasing motivation to read. Teachers model fluent reading and motivate students to read independently through read-aloud/think-aloud, book talks, book passes, and book recommendations with engaging, relevant adolescent literature.

To encourage students and increase motivation, schools have book fairs and other literacy events including reader’s theater, poetry readings, book clubs, author visits, and literacy contests, and other incentive programs.

To match students with the appropriate level of text, the district offers an interactive database to provide current student achievement progress in reading. Instruction and material selection is based on the available student data. Students are purposefully placed and grouped in reading coursework according to their reading achievement levels. The Florida Assessments for Instruction in Reading (FAIR) provides student Lexile score data to help match students with the appropriate levels of text.

6. How will all content area and elective teachers incorporate reading and literacy instruction into subject areas to extend and build discussions of text in order to deepen understanding? Include detail regarding how teachers will address the NGSSS in Reading and Language Arts in all content classrooms.

Reading strategies should be infused across all content areas. Standards-based instruction is aligned with the NGSSS reading benchmarks based on student data and specific needs, and schools organize these on a school-based Instructional Focus Calendar for reading across the content areas. Students all content area courses need rigorous instruction with a strong vocabulary, comprehension, reasoning, and critical thinking focus, infusing NGSSS and with scaffolded support across highly complex and challenging grade level content area and literary texts. Students in Intensive Reading programs are provided guided support for applying reading skills and strategies to their content area texts, inquiry and research projects, and other authentic reading, writing, and presentation tasks with a college and career focus.

Teachers are expected to provide guided instruction before reading, during reading, and after reading using a variety of learning strategies and instruction routines in content area classes, and reading coaches and administrators play an important role in this process. Reading Coaches work closely with content area teachers to support and model effective reading instruction in content area classrooms and help teachers plan, implement and assess literacy learning across the content areas. In addition, the reading coach provides staff development on a regular basis to all content area teachers on how to incorporate reading and learning strategies into their curricula. Staff development for content area teachers is based on individual needs and student data. The administration and the reading coach monitors implementation of these strategies on a regular basis in all content area classrooms through the classroom walk-throughs and reviewing lesson plans. Reading coaches keep a weekly planning calendar of coaching activities and log the professional development that teachers have attended and where they have modeled strategies for these teachers in the PMRN.

To support these endeavors, all high school reading coaches have been provided professional development on using *The Adolescent Toolkit: Content Area Literacy Guide* and the *Guide* has posted in the district's curriculum and instructional management portal, BEEP, for all teachers to access. *The Adolescent Toolkit: Content Area Literacy Guide* provides concrete support for content area teachers on how to implement literacy strategies to help students progress from "learning to read" to "reading to learn." The guide includes a collection of strategies that support students' literacy development and understanding of discipline specific content. Each strategy includes a description, purpose, step-by-step directions for use, and illustrates how each strategy might be implemented in an English, mathematics, science, or social studies classroom.

In addition, all high school reading teachers will be completing the Next Generation Content Area Reading Professional Development (NGCAR-PD) Train-the-Trainer during the summer and school year 2011-12 to support the development of more CAR-PD Option teachers at their schools. The district encourages all teachers to obtain the Content Area Reading Professional Development (CAR-PD) endorsement, Next Generation Content Area Reading Professional Development (NGCAR-PD), and Career and Technical Education Reading (CATER) to enhance reading instruction across all content areas.

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The district has adopted the process of Lesson Study with some high schools completing district training and implementing during the 2010-11 school year. More schools will be participating during the 2011-12 school year. Lesson Study will be incorporated into all high school reading professional development to support the development of highly effective reading instruction across the content areas.

Students need exposure to diverse texts in all subject areas and content area teachers should incorporate reading into their subject area through literacy and informational texts including novels, biographies and autobiographies, primary source documents, magazines, newspapers, and appropriate websites that relate to curriculum content. The High School Media Specialist will work closely with reading coaches and content area teachers to create “text sets” or collections of books around a theme/topic of research or inquiry that may be checked out to the content area teacher for extended periods of time during a particular unit of study.

Teachers will use CRISS, McRel, and Socratic Seminar learning strategies to increase students’ comprehension with these texts. CRISS is based on the philosophy that comprehension and learning can be improved when students build on prior knowledge and are actively involved in the learning process through organizing information, discussion, writing, cooperative learning, and metacognition. McRel focuses on comprehension methodologies and strategies using both linguistic and nonlinguistic organizers, cooperative learning, and metacognitive approaches to understanding text in all content areas. Socratic Seminar helps students understand information by creating a dialogue about a specific text. In a Socratic Seminar, participants seek deeper understanding of complex ideas in the text through rigorously thoughtful dialogue, rather than by memorizing bits of information.

The district’s Social Studies Curriculum and Reading department have been working collaboratively throughout the 2010-11 school year to implement the *Just Read, Florida! Discipline Specific Literacy Initiative* and will continue to expand this initiative during the 2011-12 school year. Social studies teachers and their reading coach have been trained together so that they might support one another in building capacity throughout the school. All reading coaches will be trained in implementing and supporting the *Discipline Specific Literacy Initiative* using a “Train the Trainers” model for supporting discipline specific literacy in social studies during the 2011-12 school year. This will continue to support Broward County Social Studies teachers that have been trained in Document-Based Questions (DBQs) and *History Alive!* a program of the Teacher’s Curriculum Institute. Document Based Questions (DBQs) and *History Alive!* focus on higher-order thinking and reasoning skills, using reading strategies and student engagement activities to enhance comprehension and vocabulary of complex historical documents, and other informational, expository or narrative text.

All Broward County teachers, reading coaches and administrators are provided access to teaching and learning resources in the BEEP Student and Teacher Portal. In addition to *The Adolescent Toolkit: Content Area Literacy Guide*, resources in BEEP include access to online textbooks, multimedia encyclopedias and databases of professional journals, newspapers and magazines, Teaching Books.net, netTrekker Academic Search Engine, Discovery Education Streaming video content, Destination Reading, and many other resources to provide authentic

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and engaging reading resources to activate and build student background knowledge and enhance reading and content area instruction in the classroom.

7. How will writing be incorporated across the curriculum to deepen text comprehension?

Students who have difficulty reading often have difficulty writing. Students who are learning to read must learn how to write, and more importantly, they need to make connections between the reading of the text and writing about what is being read. Teachers will incorporate writing across the curriculum using CRISS and/or McRel strategies, to support students in “writing to learn.”

Students “write to learn” when responding to prompts, during reflective writing in reading journals or reading logs, when completing assignments and post reading activities, and through student inquiry and project based learning. Students use writing to support Before Reading strategies by brainstorming, completing anticipation guides or quick writes, and KWL’s. Students use writing to support During Reading strategies using two or three column notes, margin notes, Venn diagrams and other graphic organizers, journals and learning logs. Writing supports After Reading Strategies when students summarize notes or content captured on graphic organizers, summarize and synthesize information for oral presentations and project based learning, complete reflective and summary writing for “Tickets out the Door,” in journals and learning logs, and for in program assessments and writing projects.

The reading coach’s role is to ensure that the reading and writing connection occurs not just in Intensive Reading but also across all content area classrooms. Reading coaches provide reading/writing staff development on a regular basis to all teachers and support staff to support student improvement of NGSSS writing benchmarks and achievement of writing skills needed for SAT and FCAT Writing. Reading and writing are equal partners in a comprehensive program of literacy learning.

The district provides specific professional development on writing through face-to-face and online workshops. A workshop on the Six Traits of Writing provides training on an analytic model of ideas, voices, organization, word choice, sentence fluency and conventions. FCAT Writing includes strategies for essay development. Writing Across the Curriculum teaches strategies such as RAFT, and touches upon technical writing, creative writing and academic writing. Teachers are also supported in using the NGSSS writing benchmarks to assist students in improving the writing skills required for all authentic and district writing tasks.

8. What before, after, and summer school reading activities will be utilized, including mentoring and tutoring activities? Include criteria for student eligibility and how these activities will be linked to reading instruction provided during the school day.

Individual secondary schools offer varying before and after school programs and Saturday camps for students who need more instruction to achieve mastery of NGSSS Reading benchmarks. Teachers may meet with small groups before or after school for tutorials and differentiated instruction in reading benchmark strategies using specific program materials. After-school and Saturday camps are offered for students who need additional test preparation and reading

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instruction to prepare for the state assessments. Tutoring programs are aligned to meet the needs of students differentiated needs. Schools use assessment data to allow students correct placement in tutoring programs to support each students' area of deficit. Each tutoring program looks different from school to school based on the needs of the students. Mentoring programs are aligned to meet the needs of students differentiated needs. Schools-site administrators may choose any of the program recommendations on the Struggling Readers Chart.

Children's Services Council provides after-school academic programs at Broward County's Boys and Girls Clubs. Certified teachers work with small groups and individuals in reading instruction. This program coordinates their efforts with the student's home school, sharing data and providing feedback to the teacher at the student's school. Individual schools provide extended hours activities using a variety of materials, depending on their needs. Individual school reports for extended learning time, use of classroom libraries, school-wide reading interventions and integration of materials follows.

The need for extended learning services and interventions for students is based on progress monitoring and data analysis. Schools use the Response to Intervention (RtI) Collaborative Problem Solving Team (CPT) for implementing a tiered approach to instructional delivery that includes interventions of increasingly higher intensity based on students' needs, such as students whose instructional needs are not being met during the regular instructional reading block. Schools may select from any of the program recommendations on the Struggling Readers Chart. Priority for services is for students who have not achieved reading proficiency on the FCAT (level 1 or 2 or whose progress monitoring or ongoing progress monitoring data from FAIR and other assessments such as the district's Benchmark Assessment Tests (BATs) and Mini-BATs indicates need. However, the intervention, intensity and time should be individually determined to meet each student's needs.

9.1. Which assessments are administered to determine reading intervention placement for students with the following needs: Non-English speaking ELL students?

ELLs in grades 3-12th who score Fluent English Speaker on the IDEA Oral Language Proficiency Test are administered the Kaufman Test of Educational Achievement II Brief Form (KTEA-II) as part of the entry requirements into the ESOL program. This test generates Reading and Writing scores and can be used to determine reading achievement. All ELLs are administered the same assessments as non-ELLs to determine reading intervention placement. Schools must also conduct a programmatic assessment at the time of registration. Gathering information about the student's educational background and prior academic placement achievements will provide a basis for appropriate placement and scheduling. Also, schools may administer the assessments that accompany the specific supplementary materials used for instruction with ELLs. In addition, ELLs are administered the Comprehensive English Language Learning Assessment (CELLA) which contains a separate reading section.

9.2. Students with severe speech/auditory impairments?

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The students with severe speech impairments follow the Struggling Readers Chart and use the Diagnostic Assessments of Reading (DAR). For students with severe auditory impairments, the county uses the DAR and Test of Auditory Processing Skills 3.

9.3. Students with severe vision impairments?

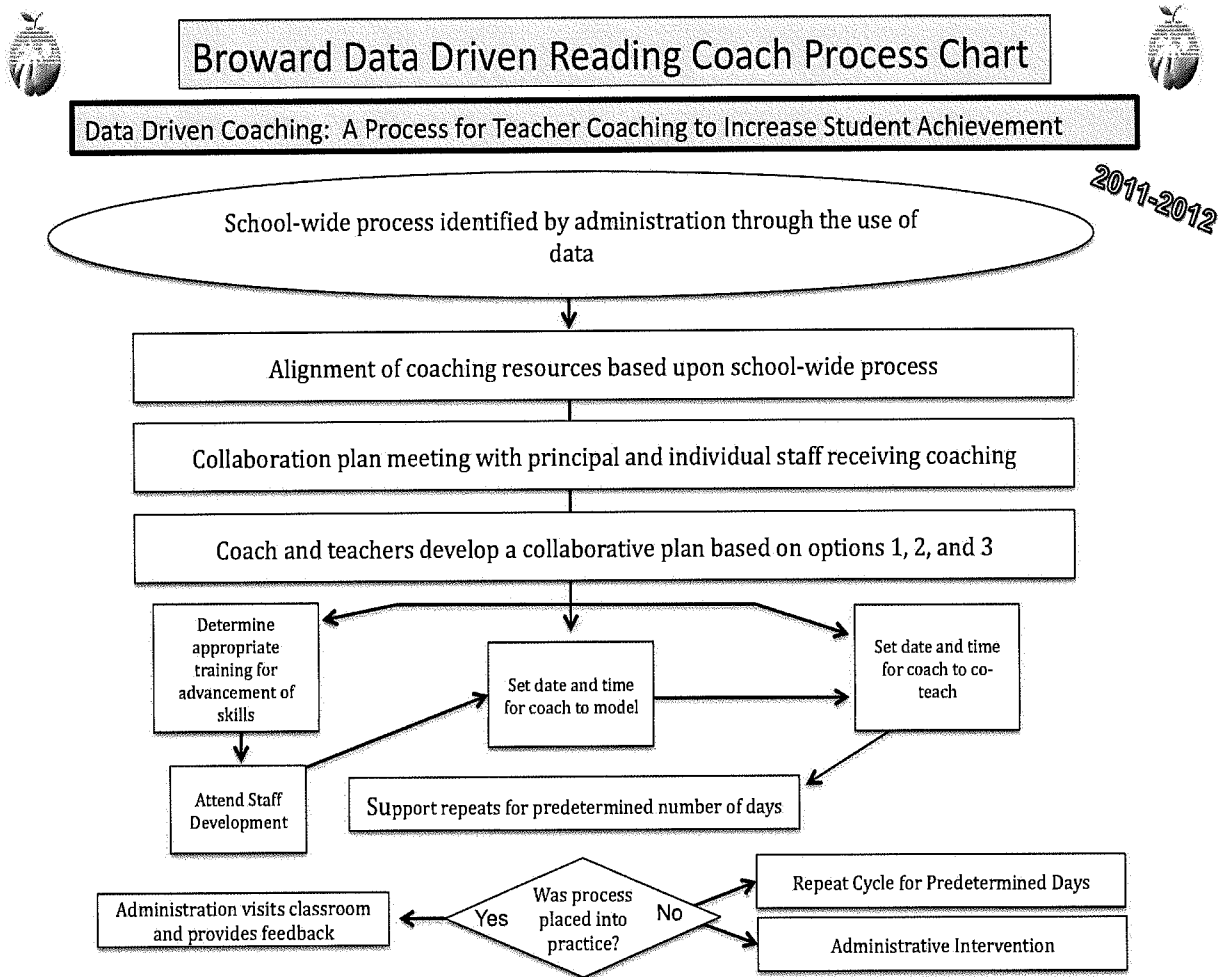
Assessments administered to the blind and the visually impaired students to determine reading instructional needs are the same assessments used by the boundaried school the student is attending including those from the Struggling Reader Chart. Students with low vision can access any assessment and supplementary intervention with the use of magnification. Some tests cannot be modified for Braille students due to the visual nature of the questions used. Therefore a student who is blind cannot utilize all the assessments and supplementary interventions used in the school. Some assessments that can be modified are: Basic Reading Inventory of Phoneme Segmentation by Johns, Informal Reading Inventory (IRI) by Burns & Roe, and Diagnostic Assessments of Reading (DAR).

9.4. Students in grades 9 and above with no FCAT scores?

Students arriving in Florida's public schools for the first time, or students who have been in private schools and returning to the District's public schools, will first have their records reviewed. Students will be screened using the Florida Assessment for Instruction in Reading (FAIR) or the Florida Oral Reading Fluency (FORF) probes and the Diagnostic Assessments of Reading (DAR) word lists. A Grade Level Lexiled Passage and the NAEP Fluency Rubric may be used as additional screening assessments to confirm reading needs and potential Intensive Reading placement. Detailed placement criteria, including cut scores for each assessment, are outlined in detail on the District's Decision Tree and corresponding placement charts. Schools may also administer the Hampton Brown/National Geographic *Edge* placement test or benchmark assessment tests if needed.

If a student with disabilities whose IEP identifies a deficit in reading due to the impact of their disability, the full DAR should be administered.

Appendix A: Broward Data Driven Reading Coach Process Chart (District Section)



Curriculum Map for Alignment

CONTENT:

The **CONTENT** Section is "what" we teach.

Content can be:

- Discipline-based topics
- Interdisciplinary concepts
- Often expressed with nouns

SKILLS/BENCHMARKS:

The **SKILLS/BENCHMARKS** Section gives us more specific information about what we teach.

Skills/Benchmarks are

- Specific
- Assessable
- Often expressed with verbs

ASSESSMENTS:

The **ASSESSMENTS** Section provides tools, strategies, and techniques to analyze each student's demonstration of accomplishments of specific goals ar criteria. Good assessment requires variety to ensure opportunities for succes: for all students.

Assessments are:

- Demonstrations of learning
- Tangible products or performances
- Aligned with the standards of learning
- Often expressed with nouns

**Grade Level:
6th Grade**

**Subject/Content Area:
Language Arts**

**Timeframe:
2006-2007**



The School Board of Broward County

**Curriculum & Instruction/Student Support
Dr. Earlean Smiley, Deputy Superintendent**

**Core Curriculum Department
Diane Carr, Executive Director**

Curriculum Map for Alignment

The primary purpose of Curriculum Mapping is to have a written record of what is being taught in the classroom. While the lesson plan documents what a teacher intends to teach, the curriculum map logs what is actually taught.

Curricular mapping is a reconstruction - a description of the content taught and the amount of time spent teaching it. It is intended to illustrate how much time is devoted to learning by small groups, classes, or entire grade levels.

ASPECTS OF CURRICULUM MAPPING

- Curriculum Mapping is a procedure for collecting information about the operational curriculum in a school.
- Maps are calendar-based and include three elements: content, skills and thinking processes, and assessments.
- Maps are used to locate repetitions and gaps in the curriculum with standards, and to aid in curriculum integration.
- Maps are created by districts and expanded by schools and teachers and revised after a series of readings and shared findings.
- Maps are tools for communication, planning, and teacher training.

BENEFITS OF THE CURRICULUM MAPPING PROCESS

The Curriculum Mapping process can enable school administrators, curriculum supervisors, and teachers to determine:

- The amount of time on task
- The degree of conformity and variance on a topic or skill from teacher to teacher and from school to school, horizontally and vertically, K-12
- The degree of conformity and variance on a topic or skill by ability level, horizontally and vertically, K-12
- The scope and sequence of the curriculum
- Whether material on tests was covered prior to the date of the test
- The percent of class time allocated to a topic and the effectiveness of assessment instruments used the school and school district
- The number of subjects, topics, and skills in a basal or textbook that are actually allocated time
- Whether teachers allocate the same amount of time to topics, regardless of student ability level
- Whether there is duplication of content taught in various subject areas
- Whether state and local policies and requirements are fulfilled by teachers
- The amount of agreement between the curriculum, the curriculum guides, and the testing program

BASIC DEFINITIONS TO GUIDE THE PROCESS OF CURRICULUM MAPPING

Concept Standards	Definition Statements that reflect the larger outcomes that we expect all students to be able to demonstrate before they leave our school – some have already been established by the state, and district but others may need to be added based on personal expectations.
Benchmarks	Statements that reflect, year by year, what we believe at least ___% of our students can demonstrate that serve as an indication that they will realistically meet the standards when they leave our school.
Assessments	Opportunities for students to demonstrate what they know and are able to do as described by benchmarks and standards
Rubrics	A method of differentiating work on the basis of qualitative differences.
Essential Questions	Overarching questions that focus on either big ideas and concepts or major themes with regard to curriculum content.
Content	Identified content that we expect students to know by the end of a given unit of instruction. Content is directly linked to standards and benchmarks.
Skills	Identified skills that we expect students to be able to do at the end of a given period of time. These skills are directly connected to the particular content within a period of time. However, the skills are likely to be associated with many content areas, since skills are always being learned and reinforced. The map should focus on the specific skills that are connected with the specific content that has been designated.
Unit Designs	Curricular units that encompass some of the major areas of focus in a given developmental period. Such designs provide the details of what content and skills will be developed, what lessons for instruction will be used, and what assessments will be required.

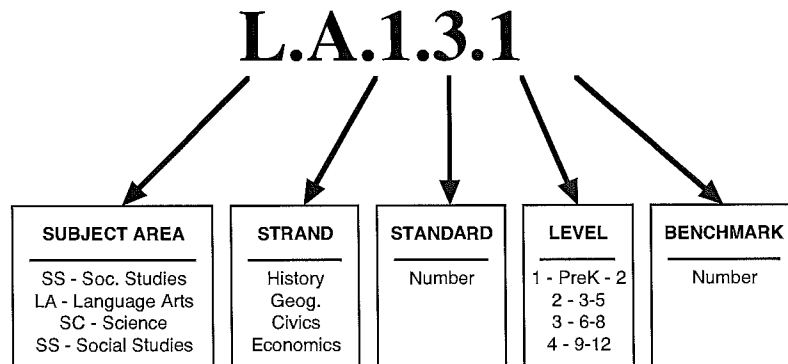
SUGGESTIONS ON USING THIS MAP FOR CURRICULUM, INSTRUCTIONAL AND ASSESSMENT DECISIONS AT YOUR SCHOOL AND WITHIN YOUR GRADE LEVEL/SUBJECT AREA

1. Use the maps as lenses for two main purposes - as a zoom lens into the year's curriculum for a particular grade level/subject area and as a wide-angle lens to see the K-12 perspective.
2. Read the maps to gain information. Reading and examining the curriculum maps enables us to make more informed decisions. Invite a broad audience of staff members to read through the maps. The most revealing work occurs when educators read maps from several grade levels and/or subject areas.
3. Use the maps to identify gaps in the curriculum. We cannot assume that all teachers within a discipline address the same curriculum. Reviewing and discussing the curriculum map aids in finding gaps between goals and what is actually taught. A curriculum map reduces the assumptions that certain concepts were studied and taught to students at previous grade levels.
4. Use the maps to identify repetitions in the curriculum. Too often, teachers assume that they are introducing a book or concept to the students for the first time. In fact, many units of study are repeated over the course of a student's K-12 experience. Careful study and conversation focused on the curriculum maps will aid in revealing content and skill repetitions.
5. Use the maps to identify potential areas for curriculum integration. Research has identified that merging concepts from two or more disciplines can make for a powerful and lasting learning experience. Looking critically at all content area maps will aid in identifying linkages among subject matter and possibilities for interdisciplinary units of study.
6. Use the maps to match assessment with standards. The curriculum maps allow us to focus on assessment through the course of a year. For example, if a grade level/subject area is attempting to fulfill a state standard, use the map to have conversations on what the student will perform and produce to give evidence of meeting the standard.
7. Finally, review the curriculum maps for timeliness. Examine the maps for current best practice. There are new strategies and teaching techniques regularly identified in scholarly research. By editing, shaping, and adding to the "taught curriculum" (curriculum map), collaboration and adult learning occurs.

SPECIAL NOTE WHEN DETERMINING ASSESSMENTS FOR STUDENTS

For LEP students and ESE students with disabilities, individual accommodations used during the administration of statewide assessments must be used during classroom instruction and assessment activities, including practice tests for the FCAT. Please refer to the Districtwide Testing Handbook or contact the Student Assessment Department for further information or testing accommodations for LEP students and ESE students with disabilities.

Numbering System for the Identified Skills



For further information on Florida's Sunshine State Standards, Benchmarks, and Grade Level Expectations (GLEs), visit the following url site:
<http://www.firn.edu/doc/menu/ss.htm>

FOR FURTHER ASSISTANCE WITH THE PACING, CONTENT, SKILLS, AND ASSESSMENT IDENTIFIED ON THIS CURRICULUM MAP, CONTACT THE CORE CURRICULUM DEPARTMENT AT 754.321.1850 OR THE FOLLOWING CURRICULUM SPECIALIST(S):

Anita Plummer, Curriculum Specialist
 6-8 Language Arts, 754-321-1857

FOR ASSISTANCE USING THIS DISTRICT-BASED CURRICULUM MAP WITH GRADE LEVELS AND SUBJECT AREAS, AND AS A TOOL FOR CURRICULUM-BASED CONVERSATIONS AND DECISIONS, CONTACT THE FOLLOWING K-12 CURRICULUM SPECIALIST:

Dr. Mark Quintana, 754-321-1859

CORE CONTENT LANGUAGE ARTS STRANDS

Communication, Culture, Connections,
Comparisons, and Experiences

CONTEXT AND PURPOSE FOR CURRICULUM MAPPING

In the context of the standards movement, curriculum mapping has become a powerful tool for accomplishing both curriculum alignment and curriculum-focused school improvement. The nation's 10 regional educational laboratories recently completed a research project to identify and determine the most effective strategies to help students meet high standards. Key findings of this study indicated that four (4) primary activities facilitate standards-based reform efforts: aligning curricula to standards and assessments; building staff capacity; developing relationships and communicating with stakeholders; and using resources effectively. Curriculum mapping supports all four of these activities. (Laboratory Network Program, 1998)

Aligning Curricula to Standards and Assessments

Using curriculum mapping, teachers define the curriculum and review it to identify strong examples of standards-based instruction. They also identify where gaps exist in the standards addressed, deal with repetitions in instruction, and determine the appropriate sequencing and spiraling of concepts and skills

Building Staff Capacity

Curriculum mapping can build staff capacity for continuous improvement. When done systematically, curriculum mapping becomes a professional development program. As teachers analyze maps and discuss the effectiveness of teaching activities to improve student performance within and across grade levels/subject areas, they experience real professional growth. Teachers learn from one another as they design lessons and assessments that are matched to standards.

Developing Relationships and Communicating With Stakeholders

Curriculum maps are useful visual tools for communicating with parents and students about what happens in a classroom, school, or district. Curriculum maps also serve as documentation and verification for standards-based instruction

Using Resources Effectively

As teachers analyze their maps and compare their instruction with student performance data, they may identify ways to use instructional strategies and resources more effectively. For example, a resource or strategy that is successful for one teacher may be adopted or adapted by others who have similar needs in their classroom. Likewise, teachers abandon resources and strategies that are not effective in improving student learning.

6th Grade Core Curriculum 2006 – 2007

MONTH	ESSENTIAL QUESTIONS	CONTENT	STANDARDS & BENCHMARKS	RESOURCES	ASSESSMENT	RELATED LITERATURE
August	<ul style="list-style-type: none"> What is effective writing? Can an embarrassing incident affect someone later in life? 	<p>Poetry “Life Doesn’t Frighten Me” p.74 <ul style="list-style-type: none"> Vocabulary – p.74 Short Story *“Eleven” p.26 <ul style="list-style-type: none"> Vocabulary – p. 26 Nonfiction Literature Selection</p> <p>Literary Elements – Tone, Making Inferences, Figurative Language Character Traits/Qualities, pp. 74, 76, and 28, 31</p> <p>Writing -</p> <ul style="list-style-type: none"> Student Writing Folders &/or Portfolios Diagnostic Writing Assessment Letter of Request Autobiographical Writing (incident) Free Verse/Rhymed Poetry <p>Six Traits – Ideas, Organization and Conventions</p> <p>Grammar Skills in Context (from literature selections) – Sentence Fragments and Complete Sentences Nouns, Pronouns, and Verbs Verbs</p>	<p>LA.A.1.3.2 – Uses context and word structure clues to interpret word and ideas in context. LA.A.2.3.1 – Determines the main idea of plot. LA.A.2.3.2 – Identifies author’s purpose. LA.A.2.3.3 – Recognizes logical, ethical, and emotional appeals in text. LA.B.1.3.1 - 1.3.3 – Uses writing process effectively to write about a personal experience. LA.B.2.3.3 – Selects and uses appropriate formats for writing. LA.E.1.3.2 – Recognizes complex elements of plot in a short story. LA.E.1.3.4 – Knows how mood and feeling are conveyed in poetry. LA.E.2.3.2 – Connects a short story to prior knowledge and experience. L.A.C.1.3.1 – expands and enhances personal interest through listening. LA.C1.3.4 – Uses responsive listening skills, including paraphrasing, summarizing, and asking questions for elaboration and clarification.</p>	<ul style="list-style-type: none"> <i>Daily Language Skill Builder</i> McDougal Littell (Resource Book: Unit 1) Technology – Audio/Video Library P.H. <i>Writing & Grammar</i>, Ch.21, Ch.14, Ch.15 Glencoe <i>Write Source</i> <i>6 Traits Binder</i> <i>Instructional Focus Activities Binder</i> FCAT Writes Supplemental Materials <i>Reading Toolkit</i> <i>Literary Analysis Transparencies</i> <i>Language Transparencies</i> <i>Prentice Hall Writing Transparencies</i> <i>Reading and Critical Thinking Transparencies</i> 	<p>Diagnostic Writing Assessment Formal Assessment – teacher directed, pp.5-6</p> <ul style="list-style-type: none"> Vocabulary Quiz Grammar Quiz (Skills in Context) Short/Extended Response Q&A “Eleven” Project (Choices and Challenges) (Text, p.32) 	<p>“All Summer in a Day” by Ray Bradbury, p.209 – Reading Toolkit, Section F, p.14</p> <p>“The Jacket” by Gary Soto, p.418</p> <p>“The School Play” by Gary Soto, p.402</p> <p>“Tuesday of the Other June” by Wilma Fox Mazer, p.80 – (FCAT Practice)</p> <p>“Who’s the New Kid?” by Lois Lowry, p.30</p> <p>“What If” by Shel Silverstein</p> <p><u>Freak, The Mighty</u> by Rodman Philbrok</p>

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September	<ul style="list-style-type: none"> What are the essential elements of a short story? Is it possible to be proud of your accomplishments and still be humble? 	<p>Novel Study <u>The Watsons Go to Birmingham</u></p> <p>Mythology "Arachne" p.778</p> <ul style="list-style-type: none"> Vocabulary – p.778 <p>Nonfiction Literature Selection</p> <p>Literary Elements – Setting & Foreshadowing</p> <p>Writing -</p> <ul style="list-style-type: none"> Student Writing Folders &/or Portfolios Cause and Effect Writing Persuasive Writing Writing a Myth Advertisement <p>Six Traits – Ideas, Organization, and Conventions</p> <p>Grammar Skills in Context – (from literature selections) Paragraph and Composition Nouns and Pronouns Verbs Transitions – see 6 Traits Binder</p>	<p>LA.A.1.3.2 – Uses context and word structure clues to interpret words and ideas in context.</p> <p>LA.A.2.3.1 – Determines the main idea.</p> <p>LA.A.2.3.2 – Identifies author's purpose.</p> <p>LA.B.1.3.1 – 1.3.3 – Uses the writing process effectively to write an original myth.</p> <p>LA.E.1.3.2 – Recognizes complex elements of plot in a short story.</p> <p>LA.E.2.3.3 – Knows that a literary text may elicit a wide variety of valid responses.</p> <p>LA.E.1.3.3 – Understands various elements of author's craft.</p> <p>LA.D.2.3.2 – Uses figurative language techniques to create and comprehend meaning.</p> <p>LA.C.1.3.1. – The student listens and uses information gained for a variety of purposes.</p>	<ul style="list-style-type: none"> <i>Daily Language Skill Builder</i> McDougal Littell (Resource Book: Unit 6) Technology – Audio/Video Library P.H. <i>Writing & Grammar</i>, Ch.13, Ch.14, Ch.15 Glencoe <i>Write Source</i> <i>6 Traits Binder</i> <i>Instructional Focus Activities Binder</i> FCAT Writes Supplemental Materials <i>Reading Toolkit</i> <i>Literary Analysis Transparencies</i> <i>Language Transparencies</i> <i>Writing Transparencies</i> <i>Reading and Critical Thinking Transparencies</i> 	<ul style="list-style-type: none"> Formal Assessment – (Unit 6) teacher directed Vocabulary Quiz Grammar Quiz (Skills in Context) Short/Extended Response Q&A 	<p>"The Boy Who Flew" Anne Rockwell, p.774</p> <p>"Story of Ceres and Proserpina" Mary Pope Osborne, p.783</p> <p>*"Ghost of the Lagoon" Armstrong Sperry, p.124</p> <p>"All I Really Need to Know I Learned in Kindergarten" by Robert Fulghum, p.636</p> <p>"I'm Nobody! Who Are You?" by Emily Dickenson, p.195</p> <p>"It Seems I Test People" by James Berry, p.196</p> <p>"Growing Pains" by Jean Little, p.197</p> <p>"Calling All 'Nobodies'" by Francis X. Clines, p.201</p> <p><u>Face on the Milk Carton</u> by Caroline Cooney</p>
October	<ul style="list-style-type: none"> How are your family values shaped by your culture and traditions? What rights and responsibilities do you have as a citizen of your country? 	<p>Novel Study <u>The Watsons Go to Birmingham</u></p> <p>Short Story "The All-American Slurp" p.S20</p> <ul style="list-style-type: none"> Reading Toolkit Section C, pp.2 – 12 Vocabulary – from content <p>Nonfiction Literature</p>	<p>LA.A.1.3.4 – Uses strategies to clarify meaning while reading a novel.</p> <p>LA.A.2.3.6 – Uses a variety of reference materials and tools to gather information.</p> <p>LA.E.1.3.2 – Recognizes complex elements of plot in a short story.</p> <p>LA.E.1.3.3 – The student understands various elements of authors' craft.</p> <p>LA.B.1.3.1 –1.3.3 – Uses</p>	<ul style="list-style-type: none"> <i>Daily Language Skill Builder</i> McDougal Littell Technology – Audio/Video Library P.H. <i>Writing & Grammar</i>, Ch.16 Glencoe <i>Write Source</i> 	<ul style="list-style-type: none"> November Writing Assessment Formal Assessment – teacher directed Vocabulary Quiz Grammar Quiz Short/Extended Response Q&A 	<p>*"Chinatown" by Laurence Yep, p.219 – Reading Toolkit Section E, p.9 & Section F, p.18</p> <p>"The Disobedient Child" Guatemalan Fable, p.790</p> <p>"In the Land of Small</p>

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MONTH	ESSENTIAL QUESTIONS	CONTENT	STANDARDS & BENCHMARKS	RESOURCES	ASSESSMENT	RELATED LITERATURE
	<ul style="list-style-type: none"> What should effective expository writing include? 	<p>Selection</p> <p>Literary Elements – Figurative Language, Simile, Metaphor, Context Clues, Inference (teacher directed)</p> <p>Writing - Student Writing Folders &/or Portfolios</p> <ul style="list-style-type: none"> Expository Writing Persuasive Writing Comic Strip <p>Six Traits – Ideas, Organization, Voice, Word Choice, and Conventions</p> <p>Grammar Skills in Context – (from literature selections) Adjectives and Adverbs</p>	<p>the writing process effectively for expository responses.</p> <p>L.A.D. 1.3.2 – The student demonstrates an awareness that language and literature are primary means by which culture is transmitted</p> <p>L.A.C.1.3.1 – The student listens and uses information gained for a variety of purposes.</p> <p>L.A.C.1.3.2 – The student selects and listens to readings of fiction, drama, nonfiction, and informational presentations.</p> <p>L.A.E.1.3.4 – The student knows how mood and meaning is conveyed in poetry.</p> <p>L.A.E.1.3.5 – The student identifies common themes in literature.</p>	<ul style="list-style-type: none"> <i>6 Traits Binder</i> <i>Instructional Focus Activities Binder</i> FCAT Writes Supplemental Materials <i>Reading Toolkit</i> <i>Literary Analysis Transparencies</i> <i>Language Transparencies</i> <i>Writing Transparencies</i> <i>Reading and Critical Thinking Transparencies</i> Novel – <u>The Watsons Go to Birmingham</u> 		<p>Dragon” Vietnamese <i>Cinderella</i> Tale, p.802</p> <p>“Why Monkeys Live in Trees” Julius Lester, p.818</p> <p>“The Legend of the Hummingbird” Pura Belpre, p.822</p> <p><u>Seven Chinese Brothers</u> (picture book)</p> <p><u>Dragon Wings</u> by Laurence Yep</p>

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November	<ul style="list-style-type: none"> Should monetary value be placed on gifts? What are some ways you can express kindness without spending money? What should effective persuasive writing include? 	<p>NOVEL STUDY – Teacher’s Selection</p> <p>Short Story “Aaron’s Gift” p.248</p> <ul style="list-style-type: none"> Vocabulary – p.248 <p>Nonfiction Literature Selection</p> <p>Writing -</p> <ul style="list-style-type: none"> Student Writing Folders &/or Portfolios Expository Writing Persuasive Writing Narrative Writing <p>Six Traits – Ideas, Organization, Voice, Word Choice, Voice Sentence Fluency, and Conventions</p> <p>Grammar Skills in Context – (from literature selections) Adjectives and Adverbs Vivid Verbs Possessive Nouns Transitional Words and Phrases – see 6 Traits Binder</p>	<p>LA.A.2.3.6 – Uses a variety of reference materials and tools to gather information. LA.E.1.3.2 – Understands the effect of character traits and motives in a story. LA.E.2.3.1 – Understands how character and plot development are related to cause and effect. LA.E.2.3.2 – Responds to a work of literature and applies the information to real life. LA.B.1.3.1 –1.3.3 – Uses the writing process effectively for persuasive responses. LA.C.1.3.4 – Uses responsive listening skills, including paraphrasing, summarizing, and asking questions for elaboration. LA.D.1.3.2 – Understands ways culture and time period influence a literary work. LA.D.1.3.3 – demonstrates an awareness of the difference between the use of English in formal and informal settings.</p>	<ul style="list-style-type: none"> <i>Daily Language Skill Builder</i> McDougal Littell (Resource Book: Unit 2) Technology – Audio/Video Library P.H. <i>Writing & Grammar</i>, Ch.16 Glencoe <i>Write Source</i> <i>6 Traits Binder</i> <i>Instructional Focus Activities Binder</i> FCAT Writes Supplemental Materials <i>Reading Toolkit</i> <i>Literary Analysis Transparencies</i> <i>Language Transparencies</i> <i>Writing Transparencies</i> <i>Reading and Critical Thinking Transparencies</i> Novel – <u>The Watsons Go to Birmingham</u> 	<ul style="list-style-type: none"> Formal Assessment pp.39-40 Vocabulary Quiz Grammar Quiz (Skills in Context) Short/Extended Response Q&A 	<p>“Zlateth the Goat” by Isaac Singer, p.481</p> <p>“Your Family’s History Will Come Alive”, p.260</p> <p>“Ta-Na-E-Ka” by Mary Whitebird, p.290 – (FCAT Practice)</p> <p>“Saguaro” by Frank Asch, p.297</p> <p><u>Earrings</u> by Judith Viorst (picture book)</p> <p><u>From the Mixed-Up Files of Mrs. Basil E. Frankweiler</u> by E. L. Konisberg</p>
December	<ul style="list-style-type: none"> What can you do to address problems or needs in your community? Can you respect someone you do not agree with? 	<p>Continue Novel Study Abd al-Rahman Ibrahima” p.365 “Vocabulary – p.365 Questioning Faces” p. 478</p> <ul style="list-style-type: none"> Vocabulary – from content <p>“Words Like Freedom” p.391 Vocabulary – p.391</p> <p>Nonfiction Literature Selection</p> <p>Literary Elements</p>	<p>LA.A.2.3.1 – Draws inferences and connects them with the texts. LA.B.1.3.1 –1.3.3 – Uses the writing process effectively for persuasive and expository responses. LA.E.1.3.4 – Understands and appreciates a poem, author’s use of speaker, word choice, and line length. LA.E.2.3.6 – Identifies specific questions of personal importance and seeks to answer them through literature. LA.E.2.3.8 – Knows how a</p>	<ul style="list-style-type: none"> <i>Daily Language Skill Builder</i> McDougal Littell (Resource Book: Unit 4, Unit 3) Technology – Audio/Video Library P.H. <i>Writing & Grammar</i>, Ch.17, Ch.18 Glencoe <i>Write Source</i> <i>6 Traits Binder</i> <i>Instructional Focus Activities</i> 	<ul style="list-style-type: none"> Formal Assessment pp. 83-84, pp.61-62 Vocabulary Quiz Grammar (Skills in Context) Short/Extended Response Q&A VENN Diagram <p>➤ MIDTERM EXAM</p> <p>➤ Part I – Core Literature Exam</p> <p>➤ Part II - “The</p>	<p>“The Scribe” by Kristen Hunter, p.653</p> <p>“Where the Sidewalk Ends” by Shel Silverstein, p.569 – (FCAT Practice)</p> <p>“Under the Back Porch” by Virginia Hamilton, p.570 – (FCAT Practice)</p>

6th Grade Core Curriculum 2006 – 2007

MONTH	ESSENTIAL QUESTIONS	CONTENT	STANDARDS & BENCHMARKS	RESOURCES	ASSESSMENT	RELATED LITERATURE
	<ul style="list-style-type: none"> What are the essential elements of effective poetry? 	<p>Rhythm and Repetition, p.749</p> <p>Writing -</p> <ul style="list-style-type: none"> Student Writing Folders &/or Portfolios Persuasive Writing Diamante Poetry Children's Book <p>Six Traits – Review all 6 Traits</p> <p>Grammar Skills in Context – (from literature selections)</p> <p>Prepositions</p> <p>Conjunctions</p>	<p>literary selection can expand or enrich personal view points or experiences.</p> <p>LA.C.1.3.1 – The student listens and gains information for a variety of purposes.</p> <p>LA.D.2.3.2 – The student selects language that shapes reactions, perceptions, and beliefs.</p>	<p><i>Binder</i></p> <ul style="list-style-type: none"> FCAT Writes Supplemental Materials <i>Reading Toolkit</i> <i>Literary Analysis Transparencies</i> <i>Language Transparencies</i> <i>Writing Transparencies</i> <i>Reading and Critical Thinking Transparencies</i> Novel – <u>The Watsons Go to Birmingham</u> 	<p>Southpaw” by Judith Viorst, (Read p.349, Questions p.FCAT22-23) – in literature book</p> <p>➤ Refer to sections C and D of the <i>Reading Toolkit</i> and the <i>Literary Analysis Transparencies</i> book for Midterm Exam review.</p>	<p>“Nadia the Willful” by Sue Alexander, p.67</p> <p>Persuasive Writing Advertisement, Reading Toolkit Section E, p.10</p> <p><u>The Upstairs Room</u> by Johanna Reiss</p>

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<p>January</p>	<ul style="list-style-type: none"> How would you react if something you valued were taken away from you? 	<p>"The Bamboo Beads" by Lynn Joseph, p.794</p> <p>Nonfiction Literature Selection</p> <p>Literary Elements – Plot, Primary and Secondary Source, p.365</p> <p>Writing –</p> <ul style="list-style-type: none"> Student Writing Folders &/or Portfolios Descriptive Writing Expository Writing Haiku Poetry <p>Six Traits – Review all 6 Traits</p> <p>Grammar Skills in Context – (from literature selections) Transitions – see 6 Traits Binder</p>	<p>L.A.A.2.3.2 – Understands the author's use of sources of information and identifies tone in the writing. L.A.A.2.3.4 – Understands and appreciates a biography. L.A.A.2.3.1 – Uses Chronological order to help understand the sequence of events. L.A.B.1.3.1 –1.3.3 – Uses the writing process effectively for a variety of purposes. L.A.C.1.3.4 –The student uses responsive listening skills, including paraphrasing, summarizing, and asking questions for elaboration.</p>	<ul style="list-style-type: none"> <i>Daily Language Skill Builder</i> McDougal Littell (Resource Book: Unit 3) Technology – Audio/Video Library P.H. <i>Writing & Grammar</i>, Ch.29 Glencoe <i>Write Source</i> <i>6 Traits Binder</i> <i>Instructional Focus Activities Binder</i> FCAT Writes Supplemental Materials <i>Reading Toolkit</i> <i>Literary Analysis Transparencies</i> <i>Language Transparencies</i> <i>Writing Transparencies</i> <i>Reading and Critical Thinking Transparencies</i> 	<ul style="list-style-type: none"> Formal Assessment pp.57-58 Vocabulary Quiz Grammar Quiz (Skills in Context) Short/Extended Response Q&A 	<p>"Ode To My Library" by Gary Soto, p.411</p> <p>"Peers Talk it Out" p.340</p> <p><u>Hoops</u> by Walter Dean Myers</p>
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6th Grade Core Curriculum 2006 – 2007

MONTH	ESSENTIAL QUESTIONS	CONTENT	STANDARDS & BENCHMARKS	RESOURCES	ASSESSMENT	RELATED LITERATURE
February	<ul style="list-style-type: none"> What kind of impact can animals have on a person's life? 	<p>Novel Study Teacher's Selection</p> <p>Short Story "Lob's Girl" p. 447</p> <ul style="list-style-type: none"> Vocabulary – p.447 Research information about the author, Joan Aiken <p>Nonfiction Literature Selection</p> <p>Literary Elements – Foreshadowing, p.447</p> <p>Writing -</p> <ul style="list-style-type: none"> Student Writing Folders &/or Portfolios Newspaper Article Research Report/Project <p>Prepare Writing Pieces for District Literary Arts Fair</p> <p>Six Traits – Review all 6 Traits</p> <p>Grammar Skills in Context – (from literature selections) Prepositions Conjunctions</p>	<p>LA.E.1.3.2 – Analyzes the influence of setting on the problem and its resolution.</p> <p>LA.E.2.3.1 – Understands and appreciates a short story.</p> <p>LA.E.1.3.3 – Understands the author's use of foreshadowing.</p> <p>LA.E.1.3.5 – Identifies common themes in literature.</p> <p>LA.B.1.3.1 –1.3.3 – Uses the writing process effectively for a variety of purposes.</p> <p>LA.A.2.3.6–The student uses a variety of reference materials, including indexes, magazines, newspapers, and journals to gather information for research topics.</p> <p>LA.C.1.3.1–The student listens and uses information gained for a variety of purposes, such as gaining information from interviews, following directions, and pursuing a personal interest.</p> <p>LA.D.2.3.3–The student distinguishes between emotional and logical argument.</p>	<ul style="list-style-type: none"> <i>Daily Language Skill Builder</i> McDougal Littell (Resource Book: Unit 4) Technology – Audio/Video Library P.H. <i>Writing & Grammar</i>, Ch.17, Ch.18 Glencoe <i>Write Source</i> <i>6 Traits Binder</i> <i>Instructional Focus Activities Binder</i> FCAT Writes Supplemental Materials <i>Reading Toolkit</i> <i>Literary Analysis Transparencies</i> <i>Language Transparencies</i> <i>Writing Transparencies</i> <i>Reading and Critical Thinking Transparencies</i> 	<ul style="list-style-type: none"> Formal Assessment pp.79-80 Vocabulary Quiz Grammar Quiz (Skills in Context) Short/Extended Response Q&A Oral Presentation 	<p>"Three Haiku" p.205</p> <p>"Three Limericks" p.563</p> <p>*"The Dog of Pompeii" by Louis Untermeyer, p.700 – Reading Toolkit Section F, p.2</p> <p>"Animals to the Rescue" Nonfiction, p.462</p> <p>"My First Dive with Dolphins" by Don Reed, p.465 – Reading Toolkit Section D, p.41</p> <p>"Chang McTang McQuarter Cat" by John Ciardi, p.498</p> <p>"The Frog Who Wanted to Be a Singer" by Linda Goss, p.832</p> <p><u>The Egypt Game</u> by Zilpha Keatley Snyder</p>

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<p>March</p>	<ul style="list-style-type: none"> How does learning about people's differences help us to become more tolerant of each other? 	<p>Drama "Phantom Tollbooth" p.512 "The Walrus and the Carpenter" p.555</p> <ul style="list-style-type: none"> Vocabulary – p.555 Reading Toolkit p.F12 <p>Nonfiction Literature</p> <p>Literary Elements – Realistic and Fantasy Details, p.555</p> <p>Writing -</p> <ul style="list-style-type: none"> Student Writing Folders &/or Portfolios Expository Writing Rhymed Poetry Narrative <p>Six Traits – Review all 6 Traits</p> <p>Grammar Skills in Context – (from literature selections) Conjunctions & Interjections Transitions – see 6 Traits Binder</p>	<p>LA.E.1.3.4 – Understands and appreciates a narrative poem and defines how tone is conveyed in poetry. LA.A.2.3.1 – Understands author's use of realistic and fantastic details. LA.B.1.3.1 –1.3.3 – Uses the writing process effectively for a variety of purposes. LA.C.1.3.2 –The student uses responsive listening skills, including paraphrasing, summarizing, and asking questions for elaboration and clarification. LA.D.2.3.2 –The student uses literary devices and techniques in the comprehension and creation of written, oral, and visual communications.</p>	<ul style="list-style-type: none"> <i>Daily Language Skill Builder</i> McDougal Littell (Resource Book: Unit 4) Technology – Audio/Video Library P.H. <i>Writing & Grammar</i>, Ch.18 Glencoe <i>Write Source</i> <i>6 Traits Binder</i> <i>Instructional Focus Activities Binder</i> FCAT Writes Supplemental Materials <i>Reading Toolkit</i> <i>Literary Analysis Transparencies</i> <i>Language Transparencies</i> <i>Writing Transparencies</i> <i>Reading and Critical Thinking Transparencies</i> 	<ul style="list-style-type: none"> Formal Assessment pp.91-92 Vocabulary Quiz Grammar Quiz Short/Extended Response Q&A Oral Presentation 	<p>"Fairy Lullaby" from <u>A Midsummer Night's Dream</u> by W. Shakespeare, p.555&559</p> <p>*"The Fun They Had" by Isaac Asimov, p.575</p> <p>"The Sand Castle" by Alma Luz Villanueva, p.581</p> <p>"Analysis of Baseball" by May Swenson, p.354</p> <p><u>Where the Red Fern Grows</u> by Wilson Rawls</p>
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6th Grade Core Curriculum 2006 – 2007

MONTH	ESSENTIAL QUESTIONS	CONTENT	STANDARDS & BENCHMARKS	RESOURCES	ASSESSMENT	RELATED LITERATURE
April/May	<ul style="list-style-type: none"> What can we learn from fantasy? How will cooperating with others help you achieve a learning goal? 	<p>Drama “Phantom Tollbooth” p.512 <ul style="list-style-type: none"> Vocabulary – p.512 Reading Toolkit Section F, p.6 Nonfiction Literature Selection</p> <p>Literary Elements – Drama, p.512 & 516</p> <p>Writing –</p> <ul style="list-style-type: none"> Student Writing Folders &/or Portfolios Expository Writing – Newsletter Persuasive Writing Descriptive Writing (Character Sketch) <p>Six Traits – Review all 6 Traits</p> <p>Grammar Skills in Context – (from literature selections) Review 8 Parts of Speech</p>	<p>LA.A.2.3.1—The student determines the main idea or essential message in a text and identifies relevant details and facts. LA.A.2.3.2—The student identifies the author’s purpose and/or point of view in a variety of text and uses the information to construct meaning. LA.E.2.3.1 – Understands and appreciates fantasy and drama. LA.E.1.3.5 – Identifies common themes in literature. LA.E.1.3.2 – Recognizes complex elements of plot in a drama. LA.A.1.3.2 – Understands and explains connotation and denotation. LA.B.1.3.1 –1.3.3 – Uses the writing process effectively for a variety of purposes. LA.C.1.3.4—The student asks questions and makes comments and observations that reflect understanding and application of content, processes, and experiences.</p>	<ul style="list-style-type: none"> <i>Daily Language Skill Builder</i> McDougal Littell (Resource Book: Unit 4) Technology – Audio/Video Library P.H. <i>Writing & Grammar</i> (p.376) Glencoe <i>Write Source</i> <i>6 Traits Binder</i> <i>Instructional Focus Activities Binder</i> FCAT Writes Supplemental Materials <i>Reading Toolkit</i> <i>Literary Analysis Transparencies</i> <i>Language Transparencies</i> <i>Writing Transparencies</i> <i>Reading and Critical Thinking Transparencies</i> 	<p>End of the Year Writing Assessment</p> <ul style="list-style-type: none"> Formal Assessment pp.89-90 Vocabulary Quiz Grammar Quiz (Skills in Context) Short/Extended Response Q&A Oral Presentation <p>➤ FINAL EXAM</p> <p>➤ Part I – Core Literature Exam</p> <p>➤ Part II – “Beethoven Lives Upstairs” by Barbara Nichol, (Read p.743, Questions p.FCAT25) – in literature book</p> <p>Refer to sections C and D of the <i>Reading Toolkit</i> and the <i>Literary Analysis Transparencies</i> book for Final Exam review.</p>	<p>“Old Broom, Get to Work” by Yoshiko Uchida, p.275</p> <p>“Damon and Pythias” by Fran Kisson, p.322 – Reading Toolkit Section D, p.39</p> <p><u>Tuck Everlasting</u> by Natalie Babbitt</p> <p>“Summer of Fire” by Patricia Lauber, p.114</p> <p>“Scout’s Honor” by Avi, p.402</p>

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<p>April/May Continued</p>	<ul style="list-style-type: none"> How will cooperating with others help you achieve a learning goal? 	<p>Continue Drama “Phantom Tollbooth” p.512</p> <ul style="list-style-type: none"> Vocabulary – p.512 <p>Nonfiction Literature</p> <p>Literary Analysis – Drama, p.512 & 516</p>	<p>LA.A.1.3.2 – Understands and explains connotation and denotation. LA.B.1.3.1 –1.3.3 – Uses the writing process effectively for a variety of purposes. LA.C.1.3.4—The student uses responsive listening skills, including paraphrasing, summarizing, and asking questions for elaboration and clarification. LA.C.2.3.1—The student determines concept, supporting details, stereotypes, and persuasive techniques in a nonprint message. LA.D.2.3.3—The student distinguishes between an emotional and illogical argument. LA.E.2.3.1 – Understands and appreciates fantasy and drama. LA.E.1.3.5 – Identifies common themes in literature. LA.E.1.3.2 – Recognizes complex elements of plot in a drama.</p>	<ul style="list-style-type: none"> <i>Daily Language Skill Builder</i> McDougal Littell (Resource Book: Unit 4) Technology – Audio/Video Library <i>P.H. Writing & Grammar</i> Glencoe <i>Write Source</i> <i>6 Traits Binder</i> <i>Instructional Focus Activities Binder</i> FCAT Writes Supplemental Materials <i>Reading Toolkit</i> <i>Literary Analysis Transparencies</i> <i>Language Transparencies</i> <i>Writing Transparencies</i> <i>Reading and Critical Thinking Transparencies</i> 	<ul style="list-style-type: none"> Formal Assessment pp.89-90 Vocabulary Quiz Grammar Quiz (Skills in Context) Short/Extended Response Q&A Oral Presentation 	
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Curriculum Map for Alignment

CONTENT:

The **CONTENT** Section is “what” we teach.

Content can be:

- Discipline-based topics
- Interdisciplinary concepts
- Often expressed with nouns

SKILLS/BENCHMARKS:

The **SKILLS/BENCHMARKS** Section gives us more specific information about what we teach.

Skills/Benchmarks are

- Specific
- Assessable
- Often expressed with verbs

ASSESSMENTS:

The **ASSESSMENTS** Section provides tools, strategies, and techniques to analyze each student's demonstration of accomplishments of specific goals ar criteria. Good assessment requires variety to ensure opportunities for succes for all students.

Assessments are:

- Demonstrations of learning
- Tangible products or performances
- Aligned with the standards of learning
- Often expressed with nouns

**Grade Level:
7th Grade**

**Subject/Content Area:
Language Arts**

**Timeframe:
2006-2007**



The School Board of Broward County

**Curriculum & Instruction/Student Support
Dr. Earlean Smiley, Deputy Superintendent**

**Core Curriculum Department
Diane Carr, Executive Director**

Curriculum Map for Alignment

The primary purpose of Curriculum Mapping is to have a written record of what is being taught in the classroom. While the lesson plan documents what a teacher intends to teach, the curriculum map logs what is actually taught.

Curricular mapping is a reconstruction - a description of the content taught and the amount of time spent teaching it. It is intended to illustrate how much time is devoted to learning by small groups, classes, or entire grade levels.

ASPECTS OF CURRICULUM MAPPING

- Curriculum Mapping is a procedure for collecting information about the operational curriculum in a school.
- Maps are calendar-based and include three elements: content, skills and thinking processes, and assessments.
- Maps are used to locate repetitions and gaps in the curriculum with standards, and to aid in curriculum integration.
- Maps are created by districts and expanded by schools and teachers and revised after a series of readings and shared findings.
- Maps are tools for communication, planning, and teacher training.

BENEFITS OF THE CURRICULUM MAPPING PROCESS

The Curriculum Mapping process can enable school administrators, curriculum supervisors, and teachers to determine:

- The amount of time on task
- The degree of conformity and variance on a topic or skill from teacher to teacher and from school to school, horizontally and vertically, K-12
- The degree of conformity and variance on a topic or skill by ability level, horizontally and vertically, K-12
- The scope and sequence of the curriculum
- Whether material on tests was covered prior to the date of the test
- The percent of class time allocated to a topic and the effectiveness of assessment instruments used the school and school district
- The number of subjects, topics, and skills in a basal or textbook that are actually allocated time
- Whether teachers allocate the same amount of time to topics, regardless of student ability level
- Whether there is duplication of content taught in various subject areas
- Whether state and local policies and requirements are fulfilled by teachers
- The amount of agreement between the curriculum, the curriculum guides, and the testing program

BASIC DEFINITIONS TO GUIDE THE PROCESS OF CURRICULUM MAPPING

Concept Standards	Definition Statements that reflect the larger outcomes that we expect all students to be able to demonstrate before they leave our school – some have already been established by the state, and district but others may need to be added based on personal expectations.
Benchmarks	Statements that reflect, year by year, what we believe at least ___% of our students can demonstrate that serve as an indication that they will realistically meet the standards when they leave our school.
Assessments	Opportunities for students to demonstrate what they know and are able to do as described by benchmarks and standards
Rubrics	A method of differentiating work on the basis of qualitative differences.
Essential Questions	Overarching questions that focus on either big ideas and concepts or major themes with regard to curriculum content.
Content	Identified content that we expect students to know by the end of a given unit of instruction. Content is directly linked to standards and benchmarks.
Skills	Identified skills that we expect students to be able to do at the end of a given period of time. These skills are directly connected to the particular content within a period of time. However, the skills are likely to be associated with many content areas, since skills are always being learned and reinforced. The map should focus on the specific skills that are connected with the specific content that has been designated.
Unit Designs	Curricular units that encompass some of the major areas of focus in a given developmental period. Such designs provide the details of what content and skills will be developed, what lessons for instruction will be used, and what assessments will be required.

SUGGESTIONS ON USING THIS MAP FOR CURRICULUM, INSTRUCTIONAL AND ASSESSMENT DECISIONS AT YOUR SCHOOL AND WITHIN YOUR GRADE LEVEL/SUBJECT AREA

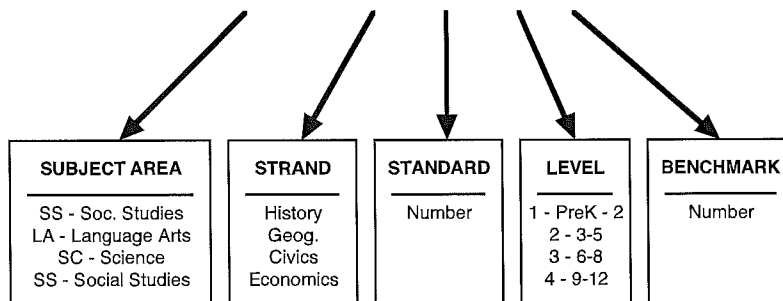
1. Use the maps as lenses for two main purposes - as a zoom lens into the year's curriculum for a particular grade level/subject area and as a wide-angle lens to see the K-12 perspective.
2. Read the maps to gain information. Reading and examining the curriculum maps enables us to make more informed decisions. Invite a broad audience of staff members to read through the maps. The most revealing work occurs when educators read maps from several grade levels and/or subject areas.
3. Use the maps to identify gaps in the curriculum. We cannot assume that all teachers within a discipline address the same curriculum. Reviewing and discussing the curriculum map aids in finding gaps between goals and what is actually taught. A curriculum map reduces the assumptions that certain concepts were studied and taught to students at previous grade levels.
4. Use the maps to identify repetitions in the curriculum. Too often, teachers assume that they are introducing a book or concept to the students for the first time. In fact, many units of study are repeated over the course of a student's K-12 experience. Careful study and conversation focused on the curriculum maps will aid in revealing content and skill repetitions.
5. Use the maps to identify potential areas for curriculum integration. Research has identified that merging concepts from two or more disciplines can make for a powerful and lasting learning experience. Looking critically at all content area maps will aid in identifying linkages among subject matter and possibilities for interdisciplinary units of study.
6. Use the maps to match assessment with standards. The curriculum maps allow us to focus on assessment through the course of a year. For example, if a grade level/subject area is attempting to fulfill a state standard, use the map to have conversations on what the student will perform and produce to give evidence of meeting the standard.
7. Finally, review the curriculum maps for timeliness. Examine the maps for current best practice. There are new strategies and teaching techniques regularly identified in scholarly research. By editing, shaping, and adding to the "taught curriculum" (curriculum map), collaboration and adult learning occurs.

SPECIAL NOTE WHEN DETERMINING ASSESSMENTS FOR STUDENTS

For LEP students and ESE students with disabilities, individual accommodations used during the administration of statewide assessments must be used during classroom instruction and assessment activities, including practice tests for the FCAT. Please refer to the Districtwide Testing Handbook or contact the Student Assessment Department for further information or testing accommodations for LEP students and ESE students with disabilities.

Numbering System for the Identified Skills

L.A.1.3.1



For further information on Florida's Sunshine State Standards, Benchmarks, and Grade Level Expectations (GLEs), visit the following url site:
<http://www.firn.edu/doe/menu/sss.htm>

FOR FURTHER ASSISTANCE WITH THE PACING, CONTENT, SKILLS, AND ASSESSMENT IDENTIFIED ON THIS CURRICULUM MAP, CONTACT THE CORE CURRICULUM DEPARTMENT AT 754.321.1850 OR THE FOLLOWING CURRICULUM SPECIALIST(S):
Anita Plummer, Curriculum Specialist
 6-8 Language Arts, 754-321-1857

FOR ASSISTANCE USING THIS DISTRICT-BASED CURRICULUM MAP WITH GRADE LEVELS AND SUBJECT AREAS, AND AS A TOOL FOR CURRICULUM-BASED CONVERSATIONS AND DECISIONS, CONTACT THE FOLLOWING K-12 CURRICULUM SPECIALIST:
Dr. Mark Quintana, 754-321-1859

CORE CONTENT LANGUAGE ARTS STRANDS

Communication, Culture, Connections,
Comparisons, and Experiences

CONTEXT AND PURPOSE FOR CURRICULUM MAPPING

In the context of the standards movement, curriculum mapping has become a powerful tool for accomplishing both curriculum alignment and curriculum-focused school improvement. The nation's 10 regional educational laboratories recently completed a research project to identify and determine the most effective strategies to help students meet high standards. Key findings of this study indicated that four (4) primary activities facilitate standards-based reform efforts: aligning curricula to standards and assessments; building staff capacity; developing relationships and communicating with stakeholders; and using resources effectively. Curriculum mapping supports all four of these activities. (Laboratory Network Program, 1998)

Aligning Curricula to Standards and Assessments

Using curriculum mapping, teachers define the curriculum and review it to identify strong examples of standards-based instruction. They also identify where gaps exist in the standards addressed, deal with repetitions in instruction, and determine the appropriate sequencing and spiraling of concepts and skills

Building Staff Capacity

Curriculum mapping can build staff capacity for continuous improvement. When done systematically, curriculum mapping becomes a professional development program. As teachers analyze maps and discuss the effectiveness of teaching activities to improve student performance within and across grade levels/subject areas, they experience real professional growth. Teachers learn from one another as they design lessons and assessments that are matched to standards.

Developing Relationships and Communicating With Stakeholders

Curriculum maps are useful visual tools for communicating with parents and students about what happens in a classroom, school, or district. Curriculum maps also serve as documentation and verification for standards-based instruction

Using Resources Effectively

As teachers analyze their maps and compare their instruction with student performance data, they may identify ways to use instructional strategies and resources more effectively. For example, a resource or strategy that is successful for one teacher may be adopted or adapted by others who have similar needs in their classroom. Likewise, teachers abandon resources and strategies that are not effective in improving student learning.

7th Grade Core Curriculum 2006– 2007

MONTH	ESSENTIAL QUESTIONS	CONTENT	STANDARDS & BENCHMARKS	RESOURCES	ASSESSMENT	RELATED LITERATURE
August	Why do some people go to extremes to make others notice them?	<p>Short Story “Seventh Grade” p.20 • Vocabulary – p.20 “Dirk the Protector” p.143 • Vocabulary – p. 143 Nonfiction Literature Selection</p> <p>Literary Elements – Setting, p.20 Context Clues, Idioms, and Slang, p.142</p> <p>Writing - • Student Writing Folders &/or Portfolios • Diagnostic Expository Writing Sample • Expository Writing (Response to Literature) • Persuasive Writing</p> <p>Six Traits – Ideas, Organization, and Conventions</p> <p>Grammar Skills in Context – (from literature selections) Synonyms and Antonyms Subject and Predicate Nouns and Pronouns</p>	<p>LA.E.2.3.1 – Understands and appreciates a short story. LA.E.1.3.2 – Recognizes complex elements of plot, including setting, character development, conflicts, and resolution. LA.A.1.3.2 – Uses a variety of strategies to analyze words and text. LA.E.1.3.5 – Identifies common themes in literature. LA.A.2.3.1. – Determines the main idea or essential message. LA.D.1.3.1 – Identifies patterns and rules found in the English language. LA.B.1.3.1 – 1.3.3 – Uses the writing process effectively to respond to literature. LA.C.1.3.1—The student listens and uses information gained for a variety of purposes, such as gaining information from interviews, following directions, and pursuing a personal interest. LA.C.1.3.4—The student uses responsive listening skills, including paraphrasing, summarizing, and asking questions for elaboration and clarification. LA.D.1.3.4—The student understands that languages change over time.</p>	<ul style="list-style-type: none"> • <i>Daily Language Skill Builder</i> • McDougal Littell (Resource Book: Unit 1, FCAT Assessment) • Technology – Audio/Video Library • P.H. <i>Writing & Writing</i> , p.27, Ch.19, Ch.14 • Glencoe • <i>Write Source</i> • <i>6 Traits Binder</i> • <i>Instructional Focus Activities Binder</i> • FCAT Writes Supplemental Materials • <i>Reading Toolkit</i> • <i>Literary Analysis Transparencies</i> • <i>Language Transparencies</i> • <i>Writing Transparencies</i> • <i>Reading and Critical Thinking Transparencies</i> 	<ul style="list-style-type: none"> • Diagnostic Writing Sample • Formal Assessment pp.5-6, FCAT Assessment • Vocabulary Quiz • Grammar Quiz (Skills in Context) • Short/Extended Response Q&A 	<p>“A Day’s Wait” by Ernest Hemingway, p.S19 – Use Reading Toolkit Section C, p.2 – 12</p> <p>“The War of the Wall” by Toni Cade Bambara, p.109, Reading Toolkit Section F, p.4</p> <p>“Song of Myself” by Walt Witman, p.117</p> <p><u>The Outsiders</u> by S. E. Hinton</p>

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7th Grade Core Curriculum 2006– 2007

MONTH	ESSENTIAL QUESTIONS	CONTENT	STANDARDS & BENCHMARKS	RESOURCES	ASSESSMENT	RELATED LITERATURE
September	<ul style="list-style-type: none"> Why is it important to make new-comers fit in? What is effective expository writing? 	<p>NOVEL STUDY – <u>Tangerine</u></p> <p>Personal Essay *“Names and Nombres” p.37</p> <ul style="list-style-type: none"> Vocabulary – p.37 <p>Nonfiction Literature Selection</p> <p>Literary Elements – Point of View and Author’s Purpose, Setting, Plot, Character Development, Transitions, p.37</p> <p>Writing –</p> <ul style="list-style-type: none"> Student Writing Folders &/or Portfolios Autobiographical Writing (Personal Narrative) Persuasive Writing Cinquain Poetry <p>Six Traits – Word Choice, Voice, Sentence Fluency, Ideas, Organization, and Conventions</p> <p>Grammar Skills in Context – (from literature selections) Combining Sentences Conjunctions & Interjections</p>	<p>LA.A.1.3.2 – Uses context word clues to interpret words and ideas in text. LA.A.2.3.4 – Understands and appreciates a personal essay. LA.A.2.3.2 – Identifies the author’s purpose and/or point of view in a variety of texts. LA.E.1.3.2 – Recognizes complex elements of plot, including setting, character development, conflicts, and resolution. LA.B.1.3.1 – 1.3.3 – Uses the writing process for effective expository responses. LA.D.1.3.2 – Understands that there are patterns and rules in semantic structure, symbols, sounds, and meaning conveyed through the English Language. LA.C.1.3.4 – Uses responsive listening skills, including paraphrasing, summarizing, and asking questions for elaboration and clarification.</p>	<ul style="list-style-type: none"> <i>Daily Language Skill Builder</i> McDougal Littell (Resource Book: Unit 1) Technology – Audio/Video Library P.H. <i>Writing & Writing</i>, Ch.21, Ch.18 Glencoe <i>Write Source</i> <i>6 Traits Binder</i> <i>Instructional Focus Activities Binder</i> FCAT Writes Supplemental Materials <i>Reading Toolkit</i> <i>Literary Analysis Transparencies</i> <i>Language Transparencies</i> <i>Writing Transparencies</i> <i>Reading and Critical Thinking Transparencies</i> 	<ul style="list-style-type: none"> Formal Assessment pp.9-10 Vocabulary Quiz Grammar Quiz (Skills in Context) Short/Extended Response Q&A 	<p>“Monsters Due on Maple Street” by Rod Serling, p.415</p> <p>“Jabberwocky” by Lewis Carroll, p.458</p> <p>“How Odin Lost His Eye” by Catharine Sellow, p.858</p> <p>“Boy” by Roald Dahl, p.533</p> <p>“The Night the Bed Fell” by James Thurber, p.399 – (FCAT Practice)</p> <p>“An Hour with Abuelo” by Judith Ortiz Cofer, p.591</p> <p><u>The Giver</u> by Lois Lowry</p>

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7th Grade Core Curriculum 2006– 2007

MONTH	ESSENTIAL QUESTIONS	CONTENT	STANDARDS & BENCHMARKS	RESOURCES	ASSESSMENT	RELATED LITERATURE
October	<ul style="list-style-type: none"> Why is it important for an individual to change or grow? 	<p>NOVEL STUDY – Continue <u>Tangerine</u></p> <p>Short Story *"Amigo Brothers" p.361 • Vocabulary – p.361 • Reading Toolkit Section F, p.16</p> <p>Poetry "Ode to an Artichoke" p.375 • Vocabulary – p.375</p> <p>Nonfiction Literature Selection</p> <p>Literary Elements – Suspense, Plot, Compare & Contrast, Internal/External Conflict, Predictions, Metaphor, Simile, Analogy, Figurative Language, Personification, p.379</p> <p>Writing – • Student Writing Folders &/or Portfolios • Expository Writing (Letter of Cause) • Character Sketch • Diamante Poetry • November Writing Assessment</p> <p>Six Traits – Sentence Fluency, Word Choice, Voice, Organization, Ideas, and Conventions</p> <p>Grammar Skills in Context – (from literature selections)</p>	<p>LA.E.1.3.2 – Recognizes complex elements of plot, including setting, character development, conflicts, and resolution. LA.E.1.3.3 – Understands various elements of author's craft. LA.A.2.3.1 – Draws inferences and supports them with the text. LA.A.1.3.1 – Makes predictions about the text. LA.A.1.3.2 – Uses a variety of strategies to analyze words and text. LA.E.1.3.4 – Knows how mood or meaning is conveyed in poetry. LA.B.1.3.1 – 1.3.3 – Uses the writing process for effective poetry/creative writing. LA.E.2.2.1 – Recognizes the use of comparison and contrast. LA.C.1.3.2 – Selects and listens to readings of fiction, drama, nonfiction, and informational presentations according to personal preferences. LA.C.2.3.2—Uses movement, placement, juxtaposition, gestures, silent periods, facial expressions, and other nonverbal cues to convey meaning to an audience.</p>	<ul style="list-style-type: none"> <i>Daily Language Skill Builder</i> McDougal Littell (Resource Book: Unit 3) Technology – Audio/Video Library P.H. <i>Writing & Writing</i>, Ch.15 Glencoe <i>Write Source</i> <i>6 Traits Binder</i> <i>Instructional Focus Activities Binder</i> FCAT Writes Supplemental Materials <i>Reading Toolkit</i> <i>Literary Analysis Transparencies</i> <i>Language Transparencies</i> <i>Writing Transparencies</i> <i>Reading and Critical Thinking Transparencies</i> Novel – <u>Tangerine</u> 	<ul style="list-style-type: none"> County Writing Prompt/Assessment Formal Assessment pp.55-56, pp.57-58 Vocabulary Quiz November Writing Assessment Grammar Quiz (Skills in Context) Short/Extended Response Q&A Oral Presentation Figurative language, p.380 	<p>"Zebra" by Chaim Potok, p.47</p> <p>"The Writer" by Naomi Shihad Nye, p.61</p> <p>"Offering at the Wall" by Don Moser, p.65</p> <p>"The White Umbrella" by Gish Jen, p.523</p> <p>"After Twenty Years" by O. Henry, p.155</p> <p><u>The Contender</u> by Robert Lipsyte</p>

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7th Grade Core Curriculum 2006– 2007

MONTH	ESSENTIAL QUESTIONS	CONTENT	STANDARDS & BENCHMARKS	RESOURCES	ASSESSMENT	RELATED LITERATURE
November	<ul style="list-style-type: none"> How can you show kindness to those who are less fortunate than you? What should effective persuasive writing include? 	<p>NOVEL STUDY – <u>Tangerine</u> Drama “A Christmas Carol” p.250 • Vocabulary – p.250 Nonfiction Literature Selection</p> <p>Literary Elements – Stage Directions, Flashback, Plot (structure and 4 stages), pp.250-275</p> <p>Writing –</p> <ul style="list-style-type: none"> Student Writing Folders &/or Portfolios Letter of Request Descriptive Writing (Character Sketch) Comparison and Contrast Writing Free Verse/Rhymed Poetry <p>Six Traits – Sentence Fluency, Word Choice, Voice, Organization, Ideas, and Conventions</p> <p>Grammar Skills in Context – (from literature selections) Synonyms & Antonyms Adjectives and Adverbs</p>	<p>LA.E.2.3.1 – Understands and appreciates a drama. LA.E.1.3.2 – Recognizes complex elements of plot including setting, character development, conflicts, and resolution. LA.A.1.3.2 – Uses a variety of strategies to analyze words and text. LA.A.2.3.1 – Understands point of view. LA.A.2.3.8 – Identifies strong versus weak arguments. LA.B.1.3.1 – 1.3.3 – Uses the writing process effectively for persuasive writing. LA.C.2.3.2—Uses movement, placement, juxtaposition, gestures, silent periods, facial expressions, and other nonverbal cues to convey meaning to an audience. LA.C.3.3.3—Speaks for various occasions, audiences, and purposes. LA.D.1.3.2—Demonstrates an awareness that language and literature are primarily means by which culture is transmitted.</p>	<ul style="list-style-type: none"> <i>Daily Language Skill Builder</i> McDougal Littell (Resource Book: Unit 2) Technology – Audio/Video Library P.H. <i>Writing & Writing</i>, Ch.16 Glencoe <i>Write Source</i> <i>6 Traits Binder</i> <i>Instructional Focus Activities Binder</i> FCAT Writes Supplemental Materials <i>Reading Toolkit</i> <i>Literary Analysis Transparencies</i> <i>Language Transparencies</i> <i>Writing Transparencies</i> <i>Reading and Critical Thinking Transparencies</i> Novel – <u>Tangerine</u> 	<ul style="list-style-type: none"> Formal Assessment pp.39-40 Vocabulary Quiz Grammar Quiz (Skills in Context) Short/Extended Response Q&A Oral Presentation 	<p>“One Ordinary Day with Peanuts” by Shirley Jackson, p.349, Reading Toolkit Section F, p.14</p> <p>“Homeless” by Anna Quindlen, p.103</p> <p>“Bums in the Attic” by Sandra Cisneros, p.105</p> <p>“The Richer, The Poorer” by Dorothy West, p.317</p> <p>“A Crush” by Cynthia Rylent, p.68 – (FCAT Practice)</p> <p><u>Fly Away Home</u> by Eve Bunting (picture book)</p> <p><u>Johnny Tremain</u> by Esther Forbes</p>

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MONTH	ESSENTIAL QUESTIONS	CONTENT	STANDARDS & BENCHMARKS	RESOURCES	ASSESSMENT	RELATED LITERATURE
December	<ul style="list-style-type: none"> How does figurative language enrich poetry? 	<p>NOVEL STUDY – Teacher’s Choice</p> <p>Poetry *“The Highwayman” p.564</p> <ul style="list-style-type: none"> Vocabulary – p.564 Reading Toolkit Section F, p.12 <p>Nonfiction Literature Selection</p> <p>Literary Elements – Figurative Language, Simile, Metaphor, Writer’s Style, Alliteration, p.564 – 568</p> <p>Writing –</p> <ul style="list-style-type: none"> Student Writing Folders &/or Portfolios Creative Writing (Skit) Expository Writing Research Report/Project <p>Six Traits – Review all 6 Traits (Sentence Fluency, Word Choice, Voice, Organization, Ideas, and Conventions)</p> <p>Grammar Skills in Context – (from literature selections) Prepositions Conjunctions</p>	<p>L.A.E.1.3.4 – Understands and appreciates a narrative poem.</p> <p>L.A.A.2.3.8 – Checks the validity and accuracy of information obtained from research.</p> <p>L.A.A.2.3.1 – Analyzes ways writers organize and present ideas.</p> <p>L.A.E.2.3.1 – Understands how character and plot development are used.</p> <p>L.A.D.1.3.2 – Understands ways culture and time period influence the literary work.</p> <p>L.A.B.1.3.1 – 1.3.3 – Uses the writing process effectively for a variety of purposes.</p> <p>L.A.C.3.3.1—Understands how volume, stress, pacing, and punctuation can positively or negatively affect an oral presentation.</p>	<ul style="list-style-type: none"> <i>Daily Language Skill Builder</i> McDougal Littell (Resource Book: Unit 4) Technology – Audio/Video Library P.H. <i>Writing & Writing</i>, Ch.17, Ch.18 Glencoe <i>Write Source</i> <i>6 Traits Binder</i> <i>Instructional Focus Activities Binder</i> FCAT Writes Supplemental Materials <i>Reading Toolkit</i> <i>Literary Analysis Transparencies</i> <i>Language Transparencies</i> <i>Writing Transparencies</i> <i>Reading and Critical Thinking Transparencies</i> Novel – <u>Tangerine</u> 	<ul style="list-style-type: none"> Formal Assessment pp.95-96 Vocabulary Quiz Grammar Quiz (Skills in Context) Short/Extended Response Q&A Oral Presentation MIDTERM EXAM Refer to sections C and D of the <i>Reading Toolkit</i> and the <i>Literary Analysis Transparencies</i> book for Midterm Exam review. 	<p>“An American Childhood” by Annie Dillard, p.381</p> <p>“Winter Poem” by Nikki Giovanni, p.387</p> <p>“Good Hot Dogs” by Nikki Giovanni, p.234 – (FCAT Practice)</p> <p>“Scaffolding” by Seamus Heaney, p.236 – (FCAT Practice)</p> <p>“The People Could Fly” by Virginia Hamilton, p.767</p> <p><u>The True Confessions of Charlotte Doyle</u> by Avi</p>

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7th Grade Core Curriculum 2006– 2007

MONTH	ESSENTIAL QUESTIONS	CONTENT	STANDARDS & BENCHMARKS	RESOURCES	ASSESSMENT	RELATED LITERATURE
January	<ul style="list-style-type: none"> How would you treat someone who tried to take something you cherished away from you without permission? Does being polite interfere with being honest? What does a well-written cause-and-effect writing response include? 	<p>Novel Selection – Continue Reading Teacher’s Selection</p> <p>Short Story *“Thank You, Ma’am” p.29</p> <ul style="list-style-type: none"> Vocabulary – p.29 <p>Poetry “If I Can Stop One Heart from Breaking” p.33</p> <ul style="list-style-type: none"> Vocabulary – from context <p>Nonfiction Literature Selection</p> <p>Literary Elements – Plot, Central/External/Internal Conflict, Dialogue, p.29</p> <p>*Cause & Effect, p.23 (I.R.)</p> <p>Writing –</p> <ul style="list-style-type: none"> Student Writing Folders &/or Portfolios Expository Writing Biographical Writing Haiku/Tanka Poetry <p>Six Traits – Review all 6 Traits</p> <p>Grammar Skills in Context – (from literature selections) Compound Subjects and Predicates</p>	<p>LA.A.1.3.2—Uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.</p> <p>LA.E.2.3.1 – Understands how character and plot development are used in various selections.</p> <p>LA.E.1.3.2 – Recognizes complex elements of plot, including setting, character development, conflicts, and resolution.</p> <p>LA.E.2.2.1 – Recognizes cause & effect in literature.</p> <p>LA.D.1.3.3 – Knows when to use formal and informal English based on audience and purpose.</p> <p>LA.D.1.3.4 – Identifies slang, both past and present.</p> <p>LA.B.1.3.1 – 1.3.3 – Uses the writing process effectively for a variety of purposes.</p> <p>LA.C.3.3.3—Speaks for various occasions, audiences, and purposes.</p>	<ul style="list-style-type: none"> <i>Daily Language Skill Builder</i> McDougal Littell (Resource Book: Unit 1) Technology – Audio/Video Library P.H. <i>Writing & Writing</i>, Ch.19 Glencoe <i>Write Source</i> <i>6 Traits Binder</i> <i>Instructional Focus Activities Binder</i> FCAT Writes Supplemental Materials <i>Reading Toolkit</i> <i>Literary Analysis Transparencies</i> <i>Language Transparencies</i> <i>Writing Transparencies</i> <i>Reading and Critical Thinking Transparencies</i> 	<ul style="list-style-type: none"> Formal Assessment pp.7-8 Vocabulary Quiz Grammar Quiz (Skills in Context) Short/Extended Response Q&A Oral Presentation 	<p>“The History of Chocolate” p.549</p> <p>“Autobiography of Malcolm X” p.632</p> <p>“Long Walk to Freedom” by Nelson Mandela, p.733</p> <p>“To You” by Langston Hughes, p.203</p> <p>“The World Is Not a Pleasant Place to Be” by Nikki Giovanni, p.202</p> <p><u>Harlem</u> by Walter Dean Myers (picture book)</p> <p><u>Scorpions</u> by Walter Dean Myers</p>

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February	<ul style="list-style-type: none"> Can vanity destroy a person? What are the necessary elements of a myth? 	<p>Novel Study - Continue Reading Teacher's Selection</p> <p>Mythology "Narcissus" p. 828 • Vocabulary – p.828 "Lazy Peter" p. 836</p> <p>Nonfiction Literature Selection</p> <p>Literary Elements – Sequencing, Irony and Myth, p.828 and 830</p> <p>Writing –</p> <ul style="list-style-type: none"> Student Writing Folders &/or Portfolios Short Story Expository Writing Writing a Myth <p>Prepare Writing Pieces for District Literary Fair</p> <p>Six Traits – Review all 6 Traits</p> <p>Grammar Skills in Context – (from literature selections) Review 8 Parts of Speech</p>	<p>LA.E.2.3.1 – Understands and appreciates a Greek Myth</p> <p>LA.A.1.3.4 – Uses strategies to clarify meaning such as summarizing.</p> <p>LA.A.1.3.3 – Analyzes word relationships, such as analogies.</p> <p>LA.B.1.3.1 – 1.3.3 – Uses the writing process effectively for narrative and creative responses.</p> <p>LA.C.1.3.3—Acknowledges the feelings and messages sent in a conversation.</p>	<ul style="list-style-type: none"> <i>Daily Language Skill Builder</i> McDougal Littell (Resource Book: Unit 6) Technology – Audio/Video Library P.H. <i>Writing & Writing</i> Glencoe <i>Write Source</i> <i>6 Traits Binder</i> <i>Instructional Focus Activities Binder</i> FCAT Writes Supplemental Materials <i>Reading Toolkit</i> <i>Literary Analysis Transparencies</i> <i>Language Transparencies</i> <i>Writing Transparencies</i> <i>Reading and Critical Thinking Transparencies</i> 	<ul style="list-style-type: none"> Formal Assessment – teacher directed Vocabulary Quiz Grammar Quiz (Skills in Context) Short/Extended Response Q&A Oral Presentation 	<p>Unit 6 – Oral Tradition</p> <p>"Serial Garden" by Joan Aiken, p.439</p> <p>"A Crown of Wild Olive" by Rosemary Sutcliff, p.709</p> <p>"Passing on the Flame" p.728</p> <p><u>Holes</u> by Louis Sachar</p>

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March	<ul style="list-style-type: none"> How does a winning team bring satisfaction to an individual? What are the elements of a short story and how do they work together? 	<p>Novel Study – Teacher's Selection Poetry *“Casey at the Bat” p.299</p> <ul style="list-style-type: none"> Vocabulary – from content <p>Nonfiction Literature Selection</p> <p>Literary Elements – Hyperbole, Imagery, Rhyme, Rhythm, Repetition, Idiom, Characterization, p.299-303</p> <p>Writing –</p> <ul style="list-style-type: none"> Student Writing Folders &/or Portfolio Narrative Writing Concrete Poetry Expository Writing <p>Six Traits – Review all 6 Traits</p> <p>Grammar Skills in Context – (from literature selections) Compound and Complex Sentences Review 8 Parts of Speech</p>	<p>LA.E.1.3.4 – Understands and appreciates a narrative poem.</p> <p>LA.A.1.3.2 – Uses a variety of strategies to analyze words and text.</p> <p>LA.A.2.3.2 – Recognizes complex elements of plot, including plot, setting, character development, conflict, and resolution.</p> <p>LA.A.2.3.5 – Locates, organizes, and interprets written information for a variety of purposes.</p> <p>LA.B.1.3.1 – 1.3.3 – Uses the writing process effectively for a variety of purposes.</p> <p>LA.D.2.3.2—Uses literary devices and techniques in the comprehension and creation of written, oral, and visual communications.</p> <p>LA.C.1.3.3—Acknowledges the feelings and messages sent in a conversation.</p>	<ul style="list-style-type: none"> <i>Daily Language Skill Builder</i> McDougal Littell (Resource Book: Unit 2) Technology – Audio/Video Library P.H. <i>Writing & Writing</i> Glencoe <i>Write Source</i> <i>6 Traits Binder</i> <i>Instructional Focus Activities Binder</i> FCAT Writes Supplemental Materials <i>Reading Toolkit</i> <i>Literary Analysis Transparencies</i> <i>Language Transparencies</i> <i>Writing Transparencies</i> <i>Reading and Critical Thinking Transparencies</i> 	<ul style="list-style-type: none"> Formal Assessment pp.45-46 Vocabulary Quiz Grammar Quiz (Skills in Context) Short/Extended Response Q&A Oral Presentation 	<p>“Out of the Ballpark” p.305</p> <p>“Exploring the Titanic” by Robert Ballard, p.658</p> <p>“The Lives of La Belle” p.675</p> <p>“Waiting” by Budge Wilson, p.601</p> <p>“Growing in Up” by Russell Baker, p.623, Reading Toolkit Section F, p.2</p> <p><u>Devil’s Arithmetic</u> by Jane Yolen</p>

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MONTH	ESSENTIAL QUESTIONS	CONTENT	STANDARDS & BENCHMARKS	RESOURCES	ASSESSMENT	RELATED LITERATURE
April/May	<ul style="list-style-type: none"> Do animals have important human qualities such as kindness and sympathy? 	<p>Continue Novel Study – Teacher’s Selection</p> <p>Short Story *“Rikki-Tikki-Tavi” p.121 ✓ Vocabulary – p.121 Nonfiction Literature Selection</p> <p>Literary Elements – Personification, Predictions, Setting, Conflict, Suspense, Author’s Style, p.121 Point of View, p.130</p> <p>Writing –</p> <ul style="list-style-type: none"> Student Writing Folders &/or Portfolios Persuasive Writing Expository Writing Narrative Writing <p>Six Traits – Review all 6 Traits</p> <p>Grammar Skills in Context – (from literature selections) Review 8 Parts of Speech</p>	<p>L.A.E.1.3.3 – Understands and identifies personification. L.A.E.1.3.1 – Understands what constitutes a classic story. L.A.A.1.3.2 – Uses a variety of strategies to analyze words and text. L.A.A.2.2.7 – Recognizes and contrast points of view. L.A.E.1.3.2 – Recognizes complex elements of plot, including setting, character development, conflicts, and resolution. L.A.B.1.3.1 – 1.3.3 – Uses the writing process effectively for a variety of purposes. L.A.D.1.3.1—Understands that there are patterns and rules in semantic structure, symbols, sounds, and meanings conveyed through the English Language.</p>	<ul style="list-style-type: none"> <i>Daily Language Skill Builder</i> McDougal Littell (Resource Book: Unit 1) Technology – Audio/Video Library P.H. <i>Writing & Writing</i> Glencoe <i>Write Source</i> <i>6 Traits Binder</i> <i>Instructional Focus Activities Binder</i> FCAT Writes Supplemental Materials <i>Reading Toolkit</i> <i>Literary Analysis Transparencies</i> <i>Language Transparencies</i> <i>Writing Transparencies</i> <i>Reading and Critical Thinking Transparencies</i> 	<ul style="list-style-type: none"> County Writing Prompt/Assessment Formal Assessment pp.21-22 Vocabulary Quiz Grammar Quiz Short/Extended Response Q&A Oral Presentation 	<p>“Primal Compassion” Charles Hirshberg, p.139</p> <p>“Sarah Cynthia Sylvia Stout Would Not Take the Garbage Out” by Shel Silverstein, p.458</p> <p>“The Elephant” by Rudyard Kipling, p.741</p> <p>“The Turtle” by Mary Oliver, p.742</p> <p><u>Far North</u> by Will Hobbs</p>

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MONTH	ESSENTIAL QUESTIONS	CONTENT	STANDARDS & BENCHMARKS	RESOURCES	ASSESSMENT	RELATED LITERATURE
April/May Continued	<ul style="list-style-type: none"> Do animals have important human qualities such as kindness and sympathy? 	<p>Continue Novel Study – Teacher's Selection</p>	<p>LA.A.1.3.4—Uses strategies to clarify meaning, such as rereading, note taking, summarizing, outlining, and writing a grade-level appropriate report. LA.B.1.3.1 – 1.3.3 – Uses the writing process effectively for a variety of purposes. LA.C.1.3.3—Acknowledges the feelings and messages sent in a conversation. LA.D.2.3.3—Distinguishes between emotional and logical argument. LA.E.2.3.3—knows that a literary text may elicit a wide variety of valid responses.</p>	<ul style="list-style-type: none"> <i>Daily Language Skill Builder</i> McDougal Littell Technology – Audio/Video Library P.H. <i>Writing & Writing</i> Glencoe <i>Write Source</i> <i>6 Traits Binder</i> <i>Instructional Focus Activities Binder</i> FCAT Writes Supplemental Materials <i>Reading Toolkit</i> <i>Literary Analysis Transparencies</i> <i>Language Transparencies</i> <i>Writing Transparencies</i> <i>Reading and Critical Thinking Transparencies</i> 	<ul style="list-style-type: none"> Short/Extended Response Q&A Oral Presentation FINAL EXAM Part I – Core Literature Exam Part II - “Knots in My Yo-Yo String” by Jerry Spinnelli (Read p.573, Questions p.FCAT 22-23),– in literature book Refer to Sections C and D of the <i>Reading Toolkit</i> and the <i>Literary Analysis Transparencies</i> book for Final Exam review. 	<p>“The Scholarship Jacket” by Marta Salinas, p.278</p> <p>“Graduation Morning” by Pat Mora, p.283</p>

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Curriculum Map for Alignment

CONTENT:

The **CONTENT** Section is "what" we teach.

Content can be:

- Discipline-based topics
- Interdisciplinary concepts
- Often expressed with nouns

SKILLS/BENCHMARKS:

The **SKILLS/BENCHMARKS** Section gives us more specific information about what we teach.

Skills/Benchmarks are

- Specific
- Assessable
- Often expressed with verbs

ASSESSMENTS:

The **ASSESSMENTS** Section provides tools, strategies, and techniques to analyze each student's demonstration of accomplishments of specific goals ar criteria. Good assessment requires variety to ensure opportunities for succes: for all students.

Assessments are:

- Demonstrations of learning
- Tangible products or performances
- Aligned with the standards of learning
- Often expressed with nouns

Grade Level:
8th Grade

Subject/Content Area:
Language Arts

Timeframe:
2006-2007



The School Board of Broward County

Curriculum & Instruction/Student Support
Dr. Earlean Smiley, Deputy Superintendent

Core Curriculum Department
Diane Carr, Executive Director

Curriculum Map for Alignment

The primary purpose of Curriculum Mapping is to have a written record of what is being taught in the classroom. While the lesson plan documents what a teacher intends to teach, the curriculum map logs what is actually taught.

Curricular mapping is a reconstruction - a description of the content taught and the amount of time spent teaching it. It is intended to illustrate how much time is devoted to learning by small groups, classes, or entire grade levels.

ASPECTS OF CURRICULUM MAPPING

- Curriculum Mapping is a procedure for collecting information about the operational curriculum in a school.
- Maps are calendar-based and include three elements: content, skills and thinking processes, and assessments.
- Maps are used to locate repetitions and gaps in the curriculum with standards, and to aid in curriculum integration.
- Maps are created by districts and expanded by schools and teachers and revised after a series of readings and shared findings.
- Maps are tools for communication, planning, and teacher training.

BENEFITS OF THE CURRICULUM MAPPING PROCESS

The Curriculum Mapping process can enable school administrators, curriculum supervisors, and teachers to determine:

- The amount of time on task
- The degree of conformity and variance on a topic or skill from teacher to teacher and from school to school, horizontally and vertically, K-12
- The degree of conformity and variance on a topic or skill by ability level, horizontally and vertically, K-12
- The scope and sequence of the curriculum
- Whether material on tests was covered prior to the date of the test
- The percent of class time allocated to a topic and the effectiveness of assessment instruments used the school and school district
- The number of subjects, topics, and skills in a basal or textbook that are actually allocated time
- Whether teachers allocate the same amount of time to topics, regardless of student ability level
- Whether there is duplication of content taught in various subject areas
- Whether state and local policies and requirements are fulfilled by teachers
- The amount of agreement between the curriculum, the curriculum guides, and the testing program

BASIC DEFINITIONS TO GUIDE THE PROCESS OF CURRICULUM MAPPING

Concept Standards	Definition Statements that reflect the larger outcomes that we expect all students to be able to demonstrate before they leave our school – some have already been established by the state, and district but others may need to be added based on personal expectations.
Benchmarks	Statements that reflect, year by year, what we believe at least ___% of our students can demonstrate that serve as an indication that they will realistically meet the standards when they leave our school.
Assessments	Opportunities for students to demonstrate what they know and are able to do as described by benchmarks and standards
Rubrics	A method of differentiating work on the basis of qualitative differences.
Essential Questions	Overarching questions that focus on either big ideas and concepts or major themes with regard to curriculum content.
Content	Identified content that we expect students to know by the end of a given unit of instruction. Content is directly linked to standards and benchmarks.
Skills	Identified skills that we expect students to be able to do at the end of a given period of time. These skills are directly connected to the particular content within a period of time. However, the skills are likely to be associated with many content areas, since skills are always being learned and reinforced. The map should focus on the specific skills that are connected with the specific content that has been designated.
Unit Designs	Curricular units that encompass some of the major areas of focus in a given developmental period. Such designs provide the details of what content and skills will be developed, what lessons for instruction will be used, and what assessments will be required.

SUGGESTIONS ON USING THIS MAP FOR CURRICULUM, INSTRUCTIONAL AND ASSESSMENT DECISIONS AT YOUR SCHOOL AND WITHIN YOUR GRADE LEVEL/SUBJECT AREA

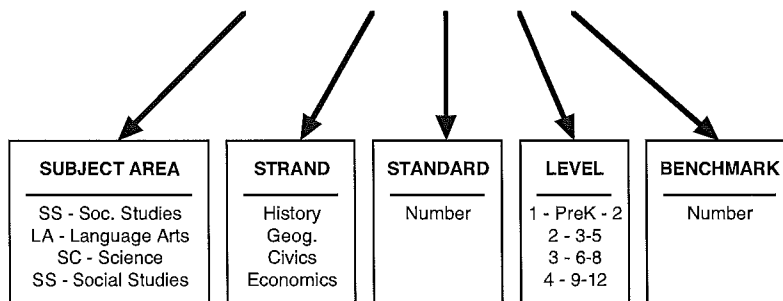
1. Use the maps as lenses for two main purposes - as a zoom lens into the year's curriculum for a particular grade level/subject area and as a wide-angle lens to see the K-12 perspective.
2. Read the maps to gain information. Reading and examining the curriculum maps enables us to make more informed decisions. Invite a broad audience of staff members to read through the maps. The most revealing work occurs when educators read maps from several grade levels and/or subject areas.
3. Use the maps to identify gaps in the curriculum. We cannot assume that all teachers within a discipline address the same curriculum. Reviewing and discussing the curriculum map aids in finding gaps between goals and what is actually taught. A curriculum map reduces the assumptions that certain concepts were studied and taught to students at previous grade levels.
4. Use the maps to identify repetitions in the curriculum. Too often, teachers assume that they are introducing a book or concept to the students for the first time. In fact, many units of study are repeated over the course of a student's K-12 experience. Careful study and conversation focused on the curriculum maps will aid in revealing content and skill repetitions.
5. Use the maps to identify potential areas for curriculum integration. Research has identified that merging concepts from two or more disciplines can make for a powerful and lasting learning experience. Looking critically at all content area maps will aid in identifying linkages among subject matter and possibilities for interdisciplinary units of study.
6. Use the maps to match assessment with standards. The curriculum maps allow us to focus on assessment through the course of a year. For example, if a grade level/subject area is attempting to fulfill a state standard, use the map to have conversations on what the student will perform and produce to give evidence of meeting the standard.
7. Finally, review the curriculum maps for timeliness. Examine the maps for current best practice. There are new strategies and teaching techniques regularly identified in scholarly research. By editing, shaping, and adding to the "taught curriculum" (curriculum map), collaboration and adult learning occurs.

SPECIAL NOTE WHEN DETERMINING ASSESSMENTS FOR STUDENTS

For LEP students and ESE students with disabilities, individual accommodations used during the administration of statewide assessments must be used during classroom instruction and assessment activities, including practice tests for the FCAT. Please refer to the Districtwide Testing Handbook or contact the Student Assessment Department for further information or testing accommodations for LEP students and ESE students with disabilities.

Numbering System for the Identified Skills

L.A.1.3.1



For further information on Florida's Sunshine State Standards, Benchmarks, and Grade Level Expectations (GLEs), visit the following url site:
<http://www.firn.edu/doe/menu/ss.htm>

FOR FURTHER ASSISTANCE WITH THE PACING, CONTENT, SKILLS, AND ASSESSMENT IDENTIFIED ON THIS CURRICULUM MAP, CONTACT THE CORE CURRICULUM DEPARTMENT AT 754.321.1850 OR THE FOLLOWING CURRICULUM SPECIALIST(S):

Anita Plummer, Curriculum Specialist
 6-8 Language Arts, 754-321-1857

FOR ASSISTANCE USING THIS DISTRICT-BASED CURRICULUM MAP WITH GRADE LEVELS AND SUBJECT AREAS, AND AS A TOOL FOR CURRICULUM-BASED CONVERSATIONS AND DECISIONS, CONTACT THE FOLLOWING K-12 CURRICULUM SPECIALIST:

Dr. Mark Quintana, 754-321-1859

CORE CONTENT LANGUAGE ARTS STRANDS

Communication, Culture, Connections,
Comparisons, and Experiences

CONTEXT AND PURPOSE FOR CURRICULUM MAPPING

In the context of the standards movement, curriculum mapping has become a powerful tool for accomplishing both curriculum alignment and curriculum-focused school improvement. The nation's 10 regional educational laboratories recently completed a research project to identify and determine the most effective strategies to help students meet high standards. Key findings of this study indicated that four (4) primary activities facilitate standards-based reform efforts: aligning curricula to standards and assessments; building staff capacity; developing relationships and communicating with stakeholders; and using resources effectively. Curriculum mapping supports all four of these activities. (Laboratory Network Program, 1998)

Aligning Curricula to Standards and Assessments

Using curriculum mapping, teachers define the curriculum and review it to identify strong examples of standards-based instruction. They also identify where gaps exist in the standards addressed, deal with repetitions in instruction, and determine the appropriate sequencing and spiraling of concepts and skills

Building Staff Capacity

Curriculum mapping can build staff capacity for continuous improvement. When done systematically, curriculum mapping becomes a professional development program. As teachers analyze maps and discuss the effectiveness of teaching activities to improve student performance within and across grade levels/subject areas, they experience real professional growth. Teachers learn from one another as they design lessons and assessments that are matched to standards.

Developing Relationships and Communicating With Stakeholders

Curriculum maps are useful visual tools for communicating with parents and students about what happens in a classroom, school, or district. Curriculum maps also serve as documentation and verification for standards-based instruction

Using Resources Effectively

As teachers analyze their maps and compare their instruction with student performance data, they may identify ways to use instructional strategies and resources more effectively. For example, a resource or strategy that is successful for one teacher may be adopted or adapted by others who have similar needs in their classroom. Likewise, teachers abandon resources and strategies that are not effective in improving student learning.

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August	<ul style="list-style-type: none"> What is effective writing? How does dealing with a disability of your own or another person make you a stronger individual? 	<p>Short Story * “Raymond’s Run” p.32</p> <ul style="list-style-type: none"> Vocabulary – p.32 <p>Nonfiction Literature Selection</p> <p>Literary Elements – Cause & Effect, Conflict, Plot, Motivation, Exposition, Predicting, p.34-35</p> <p>Writing –</p> <ul style="list-style-type: none"> Student Writing Folders &/or Portfolios Diagnostic Expository Writing Sample Expository Writing Autobiography Writing Diamante Poetry <p>Six Traits – Organization, Ideas, and Conventions</p> <p>Grammar Skills in Context (from literature selections) Nouns and Pronouns Prepositions Paragraph Writing</p>	<p>LA.A.2.3.1 – Determines the main idea. LA.A.2.3.2 – Identifies author’s purpose. LA.E.1.3.2 – Examines plot in a short story. LA.E.2.3.1 – Understands and appreciates a short story. LA.E.2.3.1 – Understands and appreciates a short story LA.E.1.3.2 – Examines Plot in a short story LA.E.2.2.1 – Analyzes cause & effect to understand a story’s conflicts and resolutions. LA.E.1.3.2 – Analyze motivations and reactions of literary characters. LA.B.1.3.1 – 1.3.3 – Uses the writing process effectively for expository responses. LA.C.1.3.1 – Acknowledges the feelings and messages sent into a conversation. LA.D.1.3.3 – Understands awareness of the difference between the use of English in formal and informal settings.</p>	<ul style="list-style-type: none"> <i>Daily Language Skill Builder</i> McDougal Littell (Resource Book: Unit 1) Technology – Audio/Video Library Literary Analysis Transparencies Unit 1, p.5 P.H. <i>Writing & Grammar</i>, Ch.14, Ch.17, (p.376), Ch.3 (3.1) Glencoe <i>Write Source</i> <i>6 Traits Binder</i> <i>Instructional Focus Activities Binder</i> FCAT Writes Supplemental Materials <i>Reading Toolkit</i> <i>Literary Analysis Transparencies</i> <i>Language Transparencies</i> <i>Writing Transparencies</i> <i>Reading and Critical Thinking Transparencies</i> 	<ul style="list-style-type: none"> Diagnostic Expository Writing Sample Formal Assessment p.7-8 Vocabulary Quiz Grammar Quiz (Skills in Context) Short/Extended Response Q&A 	<p>*“Flowers for Algernon by Daniel Keyes, pp.83 128</p> <p>“The Great Rat Hunt” b Laurence Yep, p.107</p> <p>“Still Me” by Christopher Reeves, p.374</p> <p>“Speech” by Christoph Reeves, p.374</p> <p><u>Homecoming</u> by Cynth Voigt</p>
September	<ul style="list-style-type: none"> What do you consider to be your most important responsibility? 	<p>Novel Study – <u>Nothing But the Truth</u> Poetry “Mi Madre” p.139</p> <ul style="list-style-type: none"> Vocabulary – from content <p>“Fear” p.367</p> <ul style="list-style-type: none"> Vocabulary – from content <p>Short Story *“The Tell-Tale Heart” p. 624</p>	<p>LA.E.1.3.4 – Understands and appreciates a poem, author’s use of symbols, form, and repetition. LA.A.1.3.2 – Uses visualizing to enhance understanding of poetry. LA.B.2.3.2 – Focuses on a central idea or topic.</p>	<ul style="list-style-type: none"> <i>Daily Language Skill Builder</i> McDougal Littell (Resource Book: Unit 3, Unit 4) Technology – Audio/Video Library 	<ul style="list-style-type: none"> Formal Assessment p.53-54, 97-98 Vocabulary Quiz Grammar Quiz (Skills in Context) Short/Extended Response Q&A 	<p>“Charles” by Shirley Jackson, p.S21 – Use Reading Toolkit for support materials</p> <p>*“The Monkey’s Paw” by W. W. Jacobs, p.260</p>

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8th Grade Core Curriculum 2006– 2007

MONTH	ESSENTIAL QUESTIONS	CONTENT	STANDARDS & BENCHMARKS	RESOURCES	ASSESSMENT	RELATED LITERATURE
		<ul style="list-style-type: none"> Vocabulary – p.624 <p>Nonfiction Literature</p> <p>Literary Elements – Figurative Language, Symbol, p.367-368 Mood, Tone, Setting, p.624-631 *Compare & Contrast, p.364 Making Inferences Drawing Conclusions</p> <p>Writing –</p> <ul style="list-style-type: none"> Student Writing Folders &/or Portfolios Comparison and Contrast Writing Short Story Persuasive Writing <p>Six Traits – Word Choice, Organization, Ideas, and Conventions</p> <p>Grammar Skills in Context – (from literature selections) Verbs Phrases and Clauses Paragraph Writing</p>	<p>L.A.A.2.3.1 – Understands how character and plot development, point of view, and tone are used in texts.</p> <p>L.A.D.1.3.4 – Explores the origin and historical development of words and usage patterns.</p> <p>L.A.A.2.2.7 – Recognizes comparison and contrast.</p> <p>L.A.D.2.3.2 – Uses similes, metaphors, analogies, anecdotes, and sensory language to create and comprehend meaning.</p> <p>L.A.E.2.3.1 – Understands and appreciates fiction.</p> <p>L.A.E.1.3.3 – Understands author's use of mood</p> <p>L.A.E.1.3.2 – Analyzes the relevance of setting to the mood, tone, and meaning of the text.</p> <p>L.A.B.1.3.1 – 1.3.3 – Uses the writing process effectively for expository responses.</p>	<ul style="list-style-type: none"> P.H. <i>Writing & Grammar</i>, Ch.15, Ch.20 Glencoe <i>Write Source</i> <i>6 Traits Binder</i> <i>Instructional Focus Activities Binder</i> FCAT Writes Supplemental Materials <i>Reading Toolkit</i> <i>Literary Analysis Transparencies</i> <i>Language Transparencies</i> <i>Writing Transparencies</i> <i>Reading and Critical Thinking Transparencies</i> 		<p>“Identity” by Julio Noboa, p.370</p> <p>“Man-Made Monster” t Daniel Cohen, p.639, Reading Toolkit Section F, p.18</p> <p>“Birthday Ritual Grave Tradition” by Roger Hansen,p.634</p> <p><u>House of Dies Drear</u> by Virginia Hamilton</p>

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8th Grade Core Curriculum 2006– 2007

MONTH	ESSENTIAL QUESTIONS	CONTENT	STANDARDS & BENCHMARKS	RESOURCES	ASSESSMENT	RELATED LITERATURE
October	<ul style="list-style-type: none"> What should a responsible citizen do to serve his country? Is Patriotism an old-fashioned idea or a timeless concept? How does the author's tone affect his message? 	<p>Novel Study – <u>Nothing But the Truth</u> Short Story “Stop the Sun” p.48 • Vocabulary – p.48</p> <p>Poetry *“Paul Revere’s Ride” p.716 • Vocabulary – from content • Reading Toolkit Section F, p.12</p> <p>Nonfiction Literature Selection Literary Analysis – Figurative Language Theme, Flashback, Plot, Characterization, Cause & Effect, pp.48-52 Narrative Poetry, Plot, Setting, Paraphrasing, pp.716-721</p> <p>Writing - • Student Writing Folders &/or Portfolios • Letter Writing (Editorial) • Expository Writing • Research Report Writing</p> <p>Six Traits – Word Choice, Voice, Organization, Ideas, and Conventions</p> <p>Grammar Skills in Context – (from literature selections) Adjectives and Adverbs</p>	<p>LA.E.2.3.1 – Understands and appreciates a short story. LA.E.1.3.2 – • Examines plot in a short story. • Analyzes motivations and reactions of literary characters. LA.E.1.3.5 – Identifies and examine recurring themes in short stories. LA.E.2.3.2 – Connects to the text by comparing personal experiences with experiences of characters. LA.E.1.3.4 – Uses strategies to clarify meaning. LA.A.1.3.4 – Uses paraphrasing for enhanced understanding of poetry. LA.E.2.3.2 – Identifies strong versus weak elements in writing. LA.A.2.3.1 – Identifies relevant details and makes inferences about what is read. LA.A.2.3.5 – Locates, organizes, and interprets written information. LA.B.1.3.1 – 1.3.3 – Uses the writing process effectively for various writing situations.</p>	<ul style="list-style-type: none"> <i>Daily Language Skill Builder</i> McDougal Littell (Resource Book: Unit 1 & Unit 5) Technology – Audio/Video Library P.H. <i>Writing & Grammar</i>, Ch.16 Glencoe <i>Write Source</i> <i>6 Traits Binder</i> <i>Instructional Focus Activities Binder</i> FCAT Writes Supplemental Materials <i>Reading Toolkit</i> <i>Literary Analysis Transparencies</i> <i>Language Transparencies</i> <i>Writing Transparencies</i> <i>Reading and Critical Thinking Transparencies</i> Novel – <u>Nothing But the Truth</u> 	<ul style="list-style-type: none"> County Writing Prompt/Assessment Formal Assessment: p.9-10, 111-112 Vocabulary Quiz Grammar Quiz Short/Extended Response Q&A 	<p>“Simile: Willow and Gingo” by Eve Merrian p.216</p> <p>“A Loaf of Poetry” by Naoshi</p> <p>Koriyama, p.217</p> <p>“Dear America” by George Robinson, p.55</p> <p>“Undaunted Courage” t Stephen Ambrose, p.72</p> <p>“War Party” by Louis L’Amour, p.737</p> <p><u>The Wall</u> by Eve Bunting (picture book)</p> <p><u>Slam!</u> by Walter Dean Myers</p> <p>~~~~~</p>
November	<ul style="list-style-type: none"> What would you sacrifice to give to someone less fortunate than yourself? 	<p>Continue Novel Study– <u>Nothing But the Truth</u> Short Story *“The Treasure of Lemon Brown” p.334 • Vocabulary – p.334</p> <p>Nonfiction Literature Selection</p>	<p>LA.E.2.3.1 – Understands how character and plot development, point of view, and tone are used in various selections to support a central conflict or story line. LA.E.1.3.2 – Understands author's use of dynamic and static characters and</p>	<ul style="list-style-type: none"> <i>Daily Language Skill Builder</i> McDougal Littell (Resource Book: Unit 3) Technology – Audio/Video 	<ul style="list-style-type: none"> Formal Assessment pp.49-50 Vocabulary Quiz Grammar Quiz (Skills in Context) Short/Extended Response Q&A 	<p>*“Stopping By the Woods on a Snowy Evening” by Robert Frost, p.162</p> <p>“Found Money” p.283</p>

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8th Grade Core Curriculum 2006– 2007

MONTH	ESSENTIAL QUESTIONS	CONTENT	STANDARDS & BENCHMARKS	RESOURCES	ASSESSMENT	RELATED LITERATURE
	<ul style="list-style-type: none"> How should effective persuasive writing move your audience? 	<p>Literary Elements – Character Development, Setting, Mood, Tone, Conflict, pp.336-343 Analogies, Figurative Language, pp.534-535</p> <p>Writing -</p> <ul style="list-style-type: none"> Student Writing Folders &/or Portfolios Persuasive Writing Letter to the Editor Cinquain Poetry <p>Six Traits – review 6 Traits Sentence Fluency, Word Choice, Voice, Organization, Ideas, and Conventions</p> <p>Grammar Skills in Context (from literature selections) Adjectives and Adverbs Synonyms and Antonyms</p>	<p>analyzes relevance of setting to mood and tone. LA.A.1.3.2. – Uses connecting to help understand fiction. LA.A.2.2.7 – Compares and contrasts character motivation and reaction. LA.A.2.3.8 – Checks the validity and accuracy of information. LA.A.2.3.2 – Identifies author's purpose. LA.C.3.3.1 – Organizes and effectively delivers a speech LA.B.1.3.1 – 1.3.3 – Uses the writing process effectively for persuasive and expository responses. LA.D.1.3.3 – Demonstrates an awareness of the difference between the use of English in formal and informal settings.</p>	<p>Library</p> <ul style="list-style-type: none"> P.H. <i>Writing & Grammar</i>, Ch.16 Glencoe <i>Write Source</i> <i>6 Traits Binder</i> <i>Instructional Focus Activities Binder</i> FCAT Writes Supplemental Materials <i>Reading Toolkit</i> <i>Literary Analysis Transparencies</i> <i>Language Transparencies</i> <i>Writing Transparencies</i> <i>Reading and Critical Thinking Transparencies</i> Novel – <u>Nothing But the Truth</u> 	<ul style="list-style-type: none"> Oral Presentation 	<p>“We Alone” by Alice Walker, p.279</p> <p>“The Gift of the Magi” by O. Henry</p> <p><u>The Pearl</u> by John Steinbeck</p>

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MONTH	ESSENTIAL QUESTIONS	CONTENT	STANDARDS & BENCHMARKS	RESOURCES	ASSESSMENT	RELATED LITERATURE
December	<ul style="list-style-type: none"> Does conflict make a person stronger? What are the rules of the game of life? 	<p>Novel Study Teacher's Selection Short Story "Rules of the Game" p.348</p> <ul style="list-style-type: none"> Vocabulary – p.348 Reading Toolkit, p.F16 <p>Literary Elements – Setting, Mood, Tone, Characterization, Internal/External Conflict, pp.348-360 Making Inferences Drawing Conclusions</p> <p>Writing –</p> <ul style="list-style-type: none"> Student Writing Folders &/or Portfolios Comparison and Contrast Writing Character Sketch Free Verse Poetry <p>Six Traits – Review all 6 Traits</p> <p>Grammar Skills in Context (from literature selections) Adverbs</p>	<p>LA.E.2.3.1 – Understands and appreciates fiction. LA.E.1.3.2 –</p> <ul style="list-style-type: none"> Understands author's use of internal and external conflict. Draws conclusions to help understand conflict. Understands the relevance of setting to mood, tone, and meaning of the text. <p>LA.B.1.3.1 – 1.3.3 – Uses the writing process effectively for various responses. LA.C.1.3.3 – Acknowledges the feelings and messages sent in a conversation.</p>	<ul style="list-style-type: none"> <i>Daily Language Skill Builder</i> McDougal Littell (Resource Book: Unit 3) Technology – Audio/Video Library P.H. <i>Writing & Grammar</i>, Ch.16 Glencoe <i>Write Source</i> <i>6 Traits Binder</i> <i>Instructional Focus Activities Binder</i> FCAT Writes Supplemental Materials <i>Reading Toolkit</i> <i>Literary Analysis Transparencies</i> <i>Language Transparencies</i> <i>Writing Transparencies</i> <i>Reading and Critical Thinking Transparencies</i> Novel – <u>Nothing But the Truth</u> 	<ul style="list-style-type: none"> Formal Assessment pp.51-52 Vocabulary Quiz Grammar Quiz Short/Extended Response Q&A <p>➤ MIDTERM EXAM</p> <p>➤ Part I – Core Literature Exam</p> <p>➤ Part II - "The Moustache" by Robert Cormier, (Read p.395, Questions p.FCAT20-21)– in literature book</p> <p>➤ Refer to sections C and D of the <i>Reading Toolkit</i> and the <i>Literary Analysis Transparencies</i> book for Midterm Exam review.</p>	<p>"Searching for Bobby Fischer" by Fred Waitzkin, p.359</p> <p>"Old Age Sticks" by E. E. Cummings, p.403</p> <p><u>Forged by Fire</u> by Sharon Draper</p>

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January	<ul style="list-style-type: none"> Have you ever been torn between what you wanted to do and what others wanted you to do? Can you describe a situation when telling the truth may have jeopardized a friendship? 	<p>Continue Novel Study Teacher's Selection</p> <p>Poetry "O Captain! My Captain!" p.779</p> <ul style="list-style-type: none"> Vocabulary – from content <p>"Civil War Journal" p. 784</p> <ul style="list-style-type: none"> Vocabulary – in context <p>*"Mother to Son" p.192</p> <ul style="list-style-type: none"> Vocabulary – from content <p>Reading Toolkit Section F, p.2</p> <p>*"Legacies" p.417</p> <ul style="list-style-type: none"> Vocabulary – from content <p>Nonfiction Literature Selection</p> <p>Literary Elements – Extended Metaphor, Author's Purpose, Making Inferences, p.779</p> <p>Speaker, p.192</p> <p>Lyric Poetry, p.417</p> <p>Writing –</p> <ul style="list-style-type: none"> Student Writing Folders &/or Portfolios FCAT Writing Review Rhymed/Free Verse Poetry Expository Writing <p>Six Traits – Review all 6 Traits</p> <p>Grammar Skills in Context – (from literature selections)</p> <p>Conjunctions and Interjections</p>	<p>LA.E.1.3.4 – Understands and appreciates poetry, and the author's use of extended metaphor and lyric poetry.</p> <p>LA.E.1.3.3 – Identifies literary devices that define a writer's style.</p> <p>LA.A.2.3.2 – Understands the author's purpose in writing a poem.</p> <p>LA.A.2.2.7 – Finds similarities and differences between texts in the treatment, scope, and organization of ideas.</p> <p>LA.C.3.3.3 – Recites poetry.</p> <p>LA.E.2.3.5 – Locates, organizes, and interprets written information.</p> <p>LA.E.2.3.1 – Understands how character and plot development.</p> <p>LA.E.2.2.1 – Recognizes cause and effect.</p> <p>LA.B.1.3.1 – 1.3.3 – Uses the writing process effectively for various responses.</p>	<ul style="list-style-type: none"> <i>Daily Language Skill Builder</i> McDougal Littell (Resource Book: Unit 5, Unit 2, Unit 3) Technology – Audio/Video Library P.H. <i>Writing & Grammar</i>, Ch.18 Glencoe <i>Write Source</i> <i>6 Traits Binder</i> <i>Instructional Focus Activities Binder</i> FCAT Writes Supplemental Materials <i>Reading Toolkit</i> <i>Literary Analysis Transparencies</i> <i>Language Transparencies</i> <i>Writing Transparencies</i> <i>Reading and Critical Thinking Transparencies</i> 	<ul style="list-style-type: none"> Formal Assessment pp.121-122, pp.29-30, pp.63-64 Vocabulary Quiz Grammar Quiz (Skills in Context) Short/Extended Response Q&A Oral presentation 	<p>"Lincoln - Photo Biography" by Russell Friedman, p.770</p> <p>"Speech to the Young" by Gwendolyn Brooks, p.194</p> <p>Poetry Selections by Nikki Giovanni, p.417</p> <p>"Grandmothers" by Nikki Giovanni, p.408</p> <p>"Lift Every Voice and Sing" by James Weldon Johnson, p.879</p> <p>"Mourning Grace" by Maya Angelou, p.665</p> <p><u>I Am the Cheese</u> by Robert Cormier ~~~~~</p>

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February	<ul style="list-style-type: none"> Is practicing self-control more effective than displaying physical strength? What are the steps in writing an effective research paper? 	<p>“Pecos Bill” p.959</p> <ul style="list-style-type: none"> Vocabulary – in context <p>Nonfiction Literature Selection</p> <p>Literary Elements –</p> <p>Simile, Hyperbole, Characterization, Tall Tale, Personification, Cause & Effect, p.962</p> <p>Writing –</p> <ul style="list-style-type: none"> Student Writing Folders &/or Portfolios Descriptive Writing Expository Writing Creative Writing (Poetry) <p>Prepare Writing Pieces for District Literary Fair</p> <p>Six Traits – Review all 6 Traits</p> <p>Grammar Skills in Context – (from literature selections) Review 8 Parts of Speech</p>	<p>LA.A.2.3.1 – Determines the main idea LA.A.2.3.2 – Understands author’s point of view LA.A.2.3.4 – Enjoys independent reading LA.A.2.2.7 – Recognizes the use comparison and contrast. LA.E.2.3.3 – Reads and analyzes literature with a group. LA.B.2.3.3 – Writes in response to literature. LA.E.2.3.5 – Recognizes different approaches that can be applied to the study of literature. LA.B.1.3.1 – 1.3.3 – Uses the writing process effectively for various responses. LA.C.3.3.1 – Understands how volume, stress, pacing, and pronunciation can positively or negatively affect an oral presentation.</p>	<ul style="list-style-type: none"> <i>Daily Language Skill Builder</i> McDougal Littell (Resource Book: Unit 5, Unit 6) Technology – Audio/Video Library P.H. <i>Writing & Grammar</i> (p.394) Glencoe <i>Write Source</i> <i>6 Traits Binder</i> <i>Instructional Focus Activities Binder</i> FCAT Writes Supplemental Materials <i>Reading Toolkit</i> <i>Literary Analysis Transparencies</i> <i>Language Transparencies</i> <i>Writing Transparencies</i> <i>Reading and Critical Thinking Transparencies</i> 	<ul style="list-style-type: none"> Formal Assessment pp.77-84 Vocabulary Quiz Grammar Quiz (Skills in Context) Short/Extended Response Q&A Oral Presentation 	<p>Unit 6 – Oral Tradition</p> <p>“I Was Dreaming of Coming to America”, p.885</p> <p>“The Other Pioneers” by Roberto Felix Salazar, p.751</p> <p>“Roughing It” by Mark Twain, p.795</p> <p>“A Fable” by Mark Twain, p.805 (video available)</p> <p>“Mark Twain’s Comedy Knight” by Mark Twain, p.811</p> <p>“Harriet Tubman” by Ann Petry, p.756, Reading Toolkit Section F, p.10</p> <p>“Letter to Harriet Tubman” from Fredrick Douglass, p.765</p> <p><u>Across Five Aprils</u> by Irene Hunt</p> <p>~~~~~</p>

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March	<ul style="list-style-type: none"> Why is it important to be tolerant of other people? What are the elements of an effective one-act-play? 	<p>Novel Study Teacher's Choice Drama *“The Diary of Anne Frank” Act I – p.447</p> <ul style="list-style-type: none"> Vocabulary – p.447 <p>Nonfiction Literature Selection</p> <p>Literary Elements – Plot, Flashback, Conflict, Main Idea, Supporting Details, Character, Stage Directions, Irony, pp.447-448</p> <p>The Writing Process –</p> <ul style="list-style-type: none"> Student Writing Folders &/or Portfolios One-Act Play Biographical Writing Narrative Writing <p>Six Traits – Review all 6 Traits</p> <p>Grammar Skills in Context (from literature selections) Review 8 Parts of Speech Focus on Punctuation</p>	<p>LA.E.2.3.1 – Understands and appreciates a drama. LA.E.1.3.2 – Understands and appreciates plot, and author's use of flashback, exposition, conflict, rising action, climax, and conflict resolution. LA.A.1.3.2 – Uses story mapping to enhance understanding of plot and make inferences about what is read. LA.D.1.3.2 – Compares and contrasts literature from different time periods and cultures. LA.B.1.3.1 – 1.3.3 – Uses the writing process effectively for various responses. LA.C.1.3.1—listens and uses information gained for a variety of purposes.</p>	<ul style="list-style-type: none"> <i>Daily Language Skill Builder</i> McDougal Littell (Resource Book: Unit 3) Technology – Audio/Video Library P.H. <i>Writing & Grammar</i>, Ch.26 Glencoe <i>Write Source</i> <i>6 Traits Binder</i> <i>Instructional Focus Activities Binder</i> FCAT Writes Supplemental Materials <i>Reading Toolkit</i> <i>Literary Analysis Transparencies</i> <i>Language Transparencies</i> <i>Writing Transparencies</i> <i>Reading and Critical Thinking Transparencies</i> 	<ul style="list-style-type: none"> Formal Assessment pp. 67-68 Vocabulary Quiz Grammar Quiz (Skills in Context) Short/Extended Response Q&A Oral Presentation Story Mapping pp.447-488 	<p>Unit 6 – Oral Tradition</p> <p>“The Hitchhiker” by Lucille Fletcher, p.654</p> <p>“Voices of Courage” Unit 3</p> <ul style="list-style-type: none"> “Who Was Anne Frank?”, p.444 “The Last Seven Months of Anne Frank”, p.515 “All But My Life”, p.522 “A Diary from Another World”, p.528 <p><u>Walk Two Moons</u> by Sharon Creech</p>

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MONTH	ESSENTIAL QUESTIONS	CONTENT	STANDARDS & BENCHMARKS	RESOURCES	ASSESSMENT	RELATED LITERATURE
April/May	<ul style="list-style-type: none"> Why is courage necessary to survive? 	<p>Continue Drama - “The Diary of Anne Frank” Act II – p.489</p> <ul style="list-style-type: none"> Vocabulary – in context Reading Toolkit Section F, p.6 <p>Nonfiction Literature Selection</p> <p>Literary Elements – Resolution, Setting, Climax, pp.489-512</p> <p>The Writing Process –</p> <ul style="list-style-type: none"> Student Writing Folders &/or Portfolios Expository Writing Narrative Writing Persuasive Writing <p>Six Traits – Review all 6 Traits</p> <p>Grammar Skills in Context – (from literature selections) Review 8 Parts of Speech Focus on Punctuation</p>	<p>LA.A.1.3.4 – Uses strategies to clarify meaning. LA.E.2.3.1 – Knows ways the tone of a literary work is used, and uses devices to develop relationships among ideas. LA.B.1.3.1 – 1.3.3 – Uses the writing process effectively for various responses. LA.C.1.3.4 – Uses responsive listening skills, including paraphrasing, summarizing, and asking questions for elaboration and clarification. LA.D.2.3.2 – Uses literary devices and techniques in the comprehension and creation of written, oral, and visual communication.</p>	<ul style="list-style-type: none"> <i>Daily Language Skill Builder</i> McDougal Littell (Resource Book: Unit 3) Technology – Audio/Video Library P.H. <i>Writing & Grammar</i>, Ch.26 Glencoe <i>Write Source</i> <i>6 Traits Binder</i> <i>Instructional Focus Activities Binder</i> FCAT Writes Supplemental Materials <i>Reading Toolkit</i> <i>Literary Analysis Transparencies</i> <i>Language Transparencies</i> <i>Writing Transparencies</i> <i>Reading and Critical Thinking Transparencies</i> 	<p>County Writing Prompt/Assessment</p> <ul style="list-style-type: none"> Formal Assessment pp.75-76 Vocabulary Quiz Grammar Quiz Short/Extended Response Q&A Oral Presentation Story Mapping pp.447-512 	<p>Continue “Voices of Courage” Unit 3</p> <p><u>The Wave</u> by Todd Strasser</p> <p><u>Let the Celebrations Begin</u> (picture book)</p> <p>~~~~~</p>

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MONTH	ESSENTIAL QUESTIONS	CONTENT	STANDARDS & BENCHMARKS	RESOURCES	ASSESSMENT	RELATED LITERATURE
April/May Continued	<ul style="list-style-type: none"> Why is courage necessary to survive? 	Continue Drama “The Diary of Anne Frank” p.447 <ul style="list-style-type: none"> Act I & II – Vocabulary Nonfiction Literature Selection 	LA.A.1.3.1 —Uses background knowledge of the subject and text structure knowledge to make complex predictions of content, purpose, and organization of the reading selections. LA.A.1.3.2 —Uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns. LA.E.2.3.3 – Recognizes complex elements of plot. LA.E.1.3.1 – Identifies universal themes in various types of writing. LA.B.1.3.1 – 1.3.3 – Uses the writing process effectively for various responses. LA.C.1.3.1 —Listens and uses information gained for a variety of purposes.	<ul style="list-style-type: none"> <i>Daily Language Skill Builder</i> McDougal Littell (Resource Book: Unit 3) <i>P.H. Writing & Grammar</i> Glencoe <i>Write Source</i> <i>6 Traits Binder</i> <i>Instructional Focus Activities Binder</i> FCAT Writes Supplemental Materials <i>Reading Toolkit</i> <i>Literary Analysis Transparencies</i> <i>Language Transparencies</i> <i>Writing Transparencies</i> <i>Reading and Critical Thinking Transparencies</i> 	<ul style="list-style-type: none"> Vocabulary Quiz Grammar Quiz Short/Extended Response Q&A Oral Presentation ➤ FINAL EXAM ➤ Part I – Core Literature Exam ➤ Part II - from “Something to Declare” by Julia Alvarez (Read p.303, Questions p.FCAT19-20) – in literature book ➤ Refer to sections C and D of the <i>Reading Toolkit</i> and the <i>Literary Analysis Transparencies</i> book for Final Exam review. 	“The Lady or the Tiger” by Frank R. Stockton, Interactive Reader p.230 (video available) <u>Night</u> by Eli Wiessel

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Curriculum Map for Alignment

CONTENT:

The **CONTENT** Section is "what" we teach.

Content can be:

- Discipline-based topics
- Interdisciplinary concepts
- Often expressed with nouns

SKILLS/BENCHMARKS:

The **SKILLS/BENCHMARKS** Section gives us more specific information about what we teach.

Skills/Benchmarks are

- Specific
- Assessable
- Often expressed with verbs

ASSESSMENTS:

The **ASSESSMENTS** Section provides tools, strategies, and techniques to analyze each student's demonstration of accomplishments of specific goals ar criteria. Good assessment requires variety to ensure opportunities for succes! for all students.

Assessments are:

- Demonstrations of learning
- Tangible products or performances
- Aligned with the standards of learning
- Often expressed with nouns

Grade Level:
6th Grade

Subject/Content Area:
SOCIAL STUDIES

Timeframe:
August 2006 - June 2011



The School Board of Broward County

Curriculum & Instruction/Student Support
Dr. Earlean Smiley, Deputy Superintendent

Core Curriculum Department
Diane Carr, Executive Director

Curriculum Map for Alignment

The primary purpose of Curriculum Mapping is to have a written record of what is being taught in the classroom. While the lesson plan documents what a teacher intends to teach, the curriculum map logs what is actually taught.

Curricular mapping is a reconstruction - a description of the content taught and the amount of time spent teaching it. It is intended to illustrate how much time is devoted to learning by small groups, classes, or entire grade levels.

ASPECTS OF CURRICULUM MAPPING

- Curriculum Mapping is a procedure for collecting information about the operational curriculum in a school.
- Maps are calendar-based and include three elements: content, skills and thinking processes, and assessments.
- Maps are used to locate repetitions and gaps in the curriculum with standards, and to aid in curriculum integration.
- Maps are created by districts and expanded by schools and teachers and revised after a series of readings and shared findings.
- Maps are tools for communication, planning, and teacher training.

BENEFITS OF THE CURRICULUM MAPPING PROCESS

The Curriculum Mapping process can enable school administrators, curriculum supervisors, and teachers to determine:

- The amount of time on task
- The degree of conformity and variance on a topic or skill from teacher to teacher and from school to school, horizontally and vertically, K-12
- The degree of conformity and variance on a topic or skill by ability level, horizontally and vertically, K-12
- The scope and sequence of the curriculum
- Whether material on tests was covered prior to the date of the test
- The percent of class time allocated to a topic and the effectiveness of assessment instruments used the school and school district
- The number of subjects, topics, and skills in a basal or textbook that are actually allocated time
- Whether teachers allocate the same amount of time to topics, regardless of student ability level
- Whether there is duplication of content taught in various subject areas
- Whether state and local policies and requirements are fulfilled by teachers
- The amount of agreement between the curriculum, the curriculum guides, and the testing program

BASIC DEFINITIONS TO GUIDE THE PROCESS OF CURRICULUM MAPPING

Concept	Definition
<i>Standards</i>	Statements that reflect the larger outcomes that we expect all students to be able to demonstrate before they leave our school – some have already been established by the state, and district but others may need to be added based on personal expectations.
<i>Benchmarks</i>	Statements that reflect, year by year, what we believe at least ___% of our students can demonstrate that serve as an indication that they will realistically meet the standards when they leave our school.
<i>Assessments</i>	Opportunities for students to demonstrate what they know and are able to do as described by benchmarks and standards
<i>Rubrics</i>	A method of differentiating work on the basis of qualitative differences.
<i>Essential Questions</i>	Overarching questions that focus on either big ideas and concepts or major themes with regard to curriculum content.
<i>Content</i>	Identified content that we expect students to know by the end of a given unit of instruction. Content is directly linked to standards and benchmarks.
<i>Skills</i>	Identified skills that we expect students to be able to do at the end of a given period of time. These skills are directly connected to the particular content within a period of time. However, the skills are likely to be associated with many content areas, since skills are always being learned and reinforced. The map should focus on the specific skills that are connected with the specific content that has been designated.
<i>Unit Designs</i>	Curricular units that encompass some of the major areas of focus in a given developmental period. Such designs provide the details of what content and skills will be developed, what lessons for instruction will be used, and what assessments will be required.

SUGGESTIONS ON USING THIS MAP FOR CURRICULUM, INSTRUCTIONAL AND ASSESSMENT DECISIONS AT YOUR SCHOOL AND WITHIN YOUR GRADE LEVEL/SUBJECT AREA

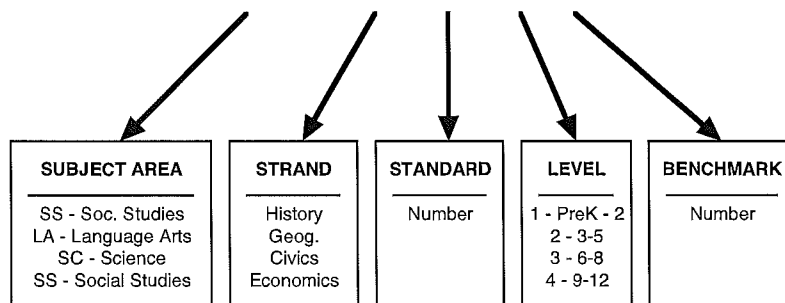
1. Use the maps as lenses for two main purposes - as a zoom lens into the year's curriculum for a particular grade level/subject area and as a wide-angle lens to see the K-12 perspective.
2. Read the maps to gain information. Reading and examining the curriculum maps enables us to make more informed decisions. Invite a broad audience of staff members to read through the maps. The most revealing work occurs when educators read maps from several grade levels and/or subject areas.
3. Use the maps to identify gaps in the curriculum. We cannot assume that all teachers within a discipline address the same curriculum. Reviewing and discussing the curriculum map aids in finding gaps between goals and what is actually taught. A curriculum map reduces the assumptions that certain concepts were studied and taught to students at previous grade levels.
4. Use the maps to identify repetitions in the curriculum. Too often, teachers assume that they are introducing a book or concept to the students for the first time. In fact, many units of study are repeated over the course of a student's K-12 experience. Careful study and conversation focused on the curriculum maps will aid in revealing content and skill repetitions.
5. Use the maps to identify potential areas for curriculum integration. Research has identified that merging concepts from two or more disciplines can make for a powerful and lasting learning experience. Looking critically at all content area maps will aid in identifying linkages among subject matter and possibilities for interdisciplinary units of study.
6. Use the maps to match assessment with standards. The curriculum maps allow us to focus on assessment through the course of a year. For example, if a grade level/subject area is attempting to fulfill a state standard, use the map to have conversations on what the student will perform and produce to give evidence of meeting the standard.
7. Finally, review the curriculum maps for timeliness. Examine the maps for current best practice. There are new strategies and teaching techniques regularly identified in scholarly research. By editing, shaping, and adding to the "taught curriculum" (curriculum map), collaboration and adult learning occurs.

SPECIAL NOTE WHEN DETERMINING ASSESSMENTS FOR STUDENTS

For LEP students and ESE students with disabilities, individual accommodations used during the administration of statewide assessments must be used during classroom instruction and assessment activities, including practice tests for the FCAT. Please refer to the Districtwide Testing Handbook or contact the Student Assessment Department for further information or testing accommodations for LEP students and ESE students with disabilities.

Numbering System for the Identified Skills

SS.A.1.2.1



For further information on Florida's Sunshine State Standards, Benchmarks, and Grade Level Expectations (GLEs), visit the following url site:
<http://www.firn.edu/doe/curric/prek12/frame2.html>

FOR FURTHER ASSISTANCE WITH THE PACING, CONTENT, SKILLS, AND ASSESSMENT IDENTIFIED ON THIS SOCIAL STUDIES CURRICULUM MAP, CONTACT THE CORE CURRICULUM DEPARTMENT AT 954.768.8929 OR THE FOLLOWING DISTRICT, SOCIAL STUDIES CURRICULUM SPECIALISTS:
Dr. Louise Ball, K-12 Curriculum Spec. Social Studies 754-321-1873

FOR ASSISTANCE USING THIS DISTRICT-BASED CURRICULUM MAP WITH GRADE LEVELS AND SUBJECT AREAS, AND AS A TOOL FOR CURRICULUM-BASED CONVERSATIONS AND DECISIONS, CONTACT THE FOLLOWING K-12 CURRICULUM SPECIALIST:
Dr. Mark Quintana, 754-321-1859

CORE CONTENT SOCIAL STUDIES STRANDS

Time, Continuity, Change (History)
 People, Places, Environments (Geography)
 Government and the Citizen (Civics/Govt.)
 Economics

CONTEXT AND PURPOSE FOR CURRICULUM MAPPING

In the context of the standards movement, curriculum mapping has become a powerful tool for accomplishing both curriculum alignment and curriculum-focused school improvement. The nation's 10 regional educational laboratories recently completed a research project to identify and determine the most effective strategies to help students meet high standards. Key findings of this study indicated that four (4) primary activities facilitate standards-based reform efforts: aligning curricula to standards and assessments; building staff capacity; developing relationships and communicating with stakeholders; and using resources effectively. Curriculum mapping supports all four of these activities. (Laboratory Network Program, 1998)

Aligning Curricula to Standards and Assessments

Using curriculum mapping, teachers define the curriculum and review it to identify strong examples of standards-based instruction. They also identify where gaps exist in the standards addressed, deal with repetitions in instruction, and determine the appropriate sequencing and spiraling of concepts and skills

Building Staff Capacity

Curriculum mapping can build staff capacity for continuous improvement. When done systematically, curriculum mapping becomes a professional development program. As teachers analyze maps and discuss the effectiveness of teaching activities to improve student performance within and across grade levels/subject areas, they experience real professional growth. Teachers learn from one another as they design lessons and assessments that are matched to standards.

Developing Relationships and Communicating With Stakeholders

Curriculum maps are useful visual tools for communicating with parents and students about what happens in a classroom, school, or district. Curriculum maps also serve as documentation and verification for standards-based instruction

Using Resources Effectively

As teachers analyze their maps and compare their instruction with student performance data, they may identify ways to use instructional strategies and resources more effectively. For example, a resource or strategy that is successful for one teacher may be adopted or adapted by others who have similar needs in their classroom. Likewise, teachers abandon resources and strategies that are not effective in improving student learning.

SUBJECT AREA: Social Studies

COURSE / GRADE LEVEL World History/6th Grade

YEAR: 2005-2011

MONTH	ESSENTIAL QUESTION	STRAND	CONTENT	SKILLS	ASSESSMENT
August Mesopotamia See BEEP lessons 6 SS LP 1-7	<ul style="list-style-type: none"> Why was farming important to early people? What were the positive effects of flooding by the Tigris and Euphrates Rivers? What did the Sumerians contribute to society that is still used today? Why do civilizations need written communication? How did Babylon grow after the collapse of the Sumerian empire? How were the Assyrians similar to the Chileans? What made the Hanging Gardens stand out as one of the Seven Wonders of the Ancient World? 	<ul style="list-style-type: none"> Benchmark SS.A.1.3.1: The student understands how patterns, chronology, sequencing (including cause and effect), and the identification of historical periods are influenced by frames of reference. Benchmark SS.A.1.3.2: The student knows the relative value of primary and secondary sources and uses this information to draw conclusions from historical sources such as data in charts, tables, graphs. Benchmark SS.A.2.3.1: The student understands how language, ideas, and institutions of one culture can influence other. 	<ul style="list-style-type: none"> Mesopotamia Early Humans Mesopotamian Civilization The First Empires 	<ul style="list-style-type: none"> Describe how Paleolithic people adapted to their environment and invented many tools to help them survive. Locate and describe the landform of Mesopotamia. Evaluate the effects of flooding by the Tigris and Euphrates Rivers. Identify contributions of the Sumerians. Explain the importance of the contributions. Explain the importance of cuneiform writing to a society. Describe the reasons for Sumerian city-states being conquered. Explain how Hammurabi helped shape Babylon. 	<ul style="list-style-type: none"> Three-tab foldables – Historian, Archaeologist, and Anthropologist. Observations of matching index cards with contributions. Paragraph writing. Quiz Brochures on the Hanging Gardens of Babylon.

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SUBJECT AREA: Social Studies

COURSE / GRADE LEVEL World History/6th Grade

YEAR: 2005-2011

MONTH	ESSENTIAL QUESTION	STRAND	CONTENT	SKILLS	ASSESSMENT
		<ul style="list-style-type: none"> SS.A.2.3.2: The student knows how major historical developments have had an impact on the development of civilizations. SS.A.2.3.3: The student understands important technological developments and how they influenced human society. SS.A.2.3.7: The student knows significant achievements in art and architecture in various urban areas and communities to the time of the Renaissance. 		<ul style="list-style-type: none"> Explain why the Sumerians were so strong. Explain what the Babylonians contributed to society. Describe the Hanging Gardens of Babylon. Explain why and how the Hanging Gardens of Babylon were built. 	

SUBJECT AREA: Social Studies

COURSE / GRADE LEVEL World History/6th Grade

YEAR: 2005-2011

MONTH	ESSENTIAL QUESTION	STRAND	CONTENT	SKILLS	ASSESSMENT
September Egypt – See BEEP lessons 6 SS LP 1 – 5	<ul style="list-style-type: none"> How did the Nile River Valley provide natural barriers for the Egyptian civilization? In what ways was religion the center of Egyptian life? How and why were the Egyptians able to become powerful? What is the mummification process, and who was mummified? 	<ul style="list-style-type: none"> SS.A.2.3.1: The student understands how language, ideas, and institutions of one culture can influence other. SS.A.2.3.3: The student understands important technological developments and how they influenced human society. SS.A.2.3.5: The student knows significant historical leaders who shaped the development of early cultures. SS.A.2.3.6: The student knows the major events that shaped the development of various cultures. SS.A.2.3.7: The student knows significant achievements in art and architecture in various urban areas and communities to the time of the Renaissance. 	<ul style="list-style-type: none"> Ancient Egypt The Nile Valley Egypt's Old Kingdom The Egyptian Empire The Civilization of Kush 	<ul style="list-style-type: none"> Describe how lower and Upper Egypt was united. Compare and contrast the pharaohs of Egypt. Describe the gods and their roles in Egyptian life. Describe how the pharaohs were able to build a golden age of culture and peace. Identify the importance of mummification to the ancient Egyptians. Describe Tutankhamen's tomb. 	<ul style="list-style-type: none"> Quizzes Teacher created rubric for activities

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SUBJECT AREA: Social Studies

COURSE / GRADE LEVEL World History/6th Grade

YEAR: 2005-2011

MONTH	ESSENTIAL QUESTION	STRAND	CONTENT	SKILLS	ASSESSMENT
October Israelites – See BEEP lessons 6 SS LP 1-3 Greece – See BEEP lessons 6 SS LP 1-9	<ul style="list-style-type: none"> How were the Israelites able to escape slavery? How did the Israelites face their challenges? How did the Jewish people continue their religion during their exile What was Sparta's government like? What was life like in Athens? What was the Persian government like? What caused the Persian Empire to fall? What is the difference between direct and representative democracy? What role did the gods/goddesses play in Greek culture? How has Greek theater contributed to the arts today? 	<ul style="list-style-type: none"> Benchmark SS.A.2.3.1: The student understands how language, ideas, and institutions of one culture can influence. SS.A.2.3.2: The student knows how major historical developments have had an impact on the development of civilizations. SS.A.2.3.5: The student knows significant historical leaders who shaped the development of early cultures. SS.A.2.3.6: The student knows the major events that shaped the development of various cultures. Benchmark SS.A.2.3.1: The student understands how language, ideas, and institutions of one culture can influence others. 	<ul style="list-style-type: none"> The Ancient Israelites The First Israelites The Kingdom of Israel The Growth of Judaism The Ancient Greeks The Early Greeks Sparta and Athens Persia Attacks the Greeks The Age of Pericles The Culture of Ancient Greece Greek Philosophy and History Alexander the Great The Spread of Greek Culture 	<ul style="list-style-type: none"> Describe the early history of the Jewish people. Explain the major teachings of Judaism and the introduction of monotheism. Identify the many achievements and contributions made by the Ancient Israelites and the powerful kings of Israel. Explain why the Israelites were forced to leave Israel. Explain how the Jews continued their religion during their exile in Babylon. Describe how the Jews spread their beliefs to the Greek world and regained control of Judah. Explain why the Romans destroyed the temple and exiled the Jews. 	<ul style="list-style-type: none"> Quizzes Teacher observation and evaluation of presentation on gods and goddesses

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SUBJECT AREA: Social Studies

COURSE / GRADE LEVEL World History/6th Grade

YEAR: 2005-2011

MONTH	ESSENTIAL QUESTION	STRAND	CONTENT	SKILLS	ASSESSMENT
	<ul style="list-style-type: none"> How did Alexander create his empire? How did Alexander's empire eventually fall? What role did Homer's epics play in Greek culture? 	<ul style="list-style-type: none"> Benchmark SS.A.2.3.2: The student knows how major historical developments have had an impact on the development of civilizations. Benchmark SS.A.2.3.3: The student understands important technological developments and how they influenced human society. Benchmark SS.A.2.3.4: The student understands the impact of geographical factors on the historical development of civilizations. Benchmark SS.A.2.3.5: The student knows significant historical leaders who shaped the development of early cultures Benchmark SS.A.2.3.6: The student knows the major events that shaped the development of various cultures. 		<ul style="list-style-type: none"> Describe how geography and the Minoan and Mycenaean civilizations influenced Greek culture. Compare and contrast the city-states of Athens and Sparta. Identify causes and effects of Greek wars with Persia. Describe Athens under the leadership of Pericles and the reasons Athens declined. Describe important Greek developments in the arts. Describe Greek achievements in history, politics, biology, and logic. Summarize how Alexander the Great created an empire. Describe how Hellenistic kingdoms became the centers of learning and culture. Identify the importance of Homer's epics to Greek literature. 	

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SUBJECT AREA: Social Studies**COURSE / GRADE LEVEL World History/6th Grade****YEAR: 2005-2011**

MONTH	ESSENTIAL QUESTION	STRAND	CONTENT	SKILLS	ASSESSMENT
November Rome – See BEEP lessons 6 SS LP 1-8 Roman Civilization See BEEP lessons 6 SS LP 1-6	<ul style="list-style-type: none"> How did Rome get its start? How would a perfect government be set up? How does a republic government function? What are the causes and results of the Punic Wars? How could the use of enslaved labor hurt a government? How could you rebuild once the government is hurt? What contributions did Rome give to the world? What kinds of contributions did the Romans make in arts, science, and engineering? How did gender and social class affect the way of life in ancient Rome? 	<ul style="list-style-type: none"> Benchmark SS.A.2.3.2: The student knows how major historical developments have had an impact on the development of civilizations. Benchmark SS.A.2.3.6: The student knows the major events that shaped the development of various cultures. Benchmark SS.A.2.3.7: The student knows significant achievements in art and architecture in various urban areas and communities to the time of the Renaissance. Benchmark SS.A.2.3.8: The student knows the political, social, and economic institutions that characterized the significant aspects of Eastern and Western civilizations. 	<ul style="list-style-type: none"> The Rise of Rome Rome's Beginnings The Roman Republic The Fall of the Republic The Early Empire Roman Civilization Life in Ancient Rome The Fall of Rome The Byzantine Empire 	<ul style="list-style-type: none"> Describe the geography of Italy. Explain the legends of how Rome was started. Define republic. Describe how Rome's republic worked. Analyze the cause and effect relationship of the Punic Wars. Explain how Julius Caesar changed Roman government. Analyze how Rome built up and governed its empire. Describe the achievements of Augustus. Explain Pax Romana and the emperors of the Pax Romana. Describe Rome's contributions through arts, sciences, and engineering. 	<ul style="list-style-type: none"> Section quiz on geography and legends. Observation of student television show explaining their "legend". Short essays on Rome's successful conquest. Observation of class debate on the rights of the plebeians in government. Section 2 Review Section 3 quiz Observation of collages and reports on Roman contributions. Poems/Odes "Newspaper articles" on the impact of contributions on society Quizzes "Interviews" of people of ancient Rome

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SUBJECT AREA: Social Studies

COURSE / GRADE LEVEL World History/6th Grade

YEAR: 2005-2011

MONTH	ESSENTIAL QUESTION	STRAND	CONTENT	SKILLS	ASSESSMENT
	<ul style="list-style-type: none"> What were the factors leading to the decline of the Roman Empire? How were Emperor Justinian and Empress Theodora able to make the Byzantine Empire strong? How did the life in the Byzantine Empire flourish? 	<ul style="list-style-type: none"> Benchmark SS.A.1.3.1: The student understands how patterns, chronology, sequencing (including cause and effect), and the identification of historical periods are influenced by frames of reference. Benchmark SS.A.2.3.1: The student understands how language, ideas, and institutions of one culture can influence another. Benchmark SS.A.2.3.2: The student knows how major historical developments have had an impact on the development of civilizations. Benchmark SS.A.2.3.7: The student knows significant achievements in art and architecture in various urban areas and communities to the time of the Renaissance . 		<ul style="list-style-type: none"> Describe the Roman religion. Compare and contrast the lives of men and women, as well as rich and poor. Identify cause and effect relationships in the decline of the Roman Empire. Describe and compare the two empires into which the Roman Empire divided. Explain how the Byzantine Empire flourished while the Western Roman Empire fell. Explain how the Byzantine Empire flourished with art, architecture, and education. 	<ul style="list-style-type: none"> "Press releases" announcing the publication of Justinian's code

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SUBJECT AREA: Social Studies**COURSE / GRADE LEVEL World History/6th Grade****YEAR: 2005-2011**

MONTH	ESSENTIAL QUESTION	STRAND	CONTENT	SKILLS	ASSESSMENT
December Early India – See BEEP lessons 6 SS LP 1-3 Islam – See BEEP lessons 6 SS LP 1-6	<ul style="list-style-type: none"> How did the climate and geography affect India? How did the Aryans change India? What are the main tenets of Hinduism and Buddhism? What are the achievements of the Gupta and the Mauryan dynasties in the areas of science, mathematics, and literature? How did Muhammad bring the message of Islam to the Arabians? What are the Five Pillars of Islam? How did the Muslims spread Islam? How was the Arab Empire able to grow stronger while the Muslims became divided? What contributions has the Islamic civilization made? 	<ul style="list-style-type: none"> SS.A.2.3.1: The student understands how language, ideas, and institutions of one culture can influence another. SS.A.2.3.2: The student knows how major historical developments have had an impact on the development of civilizations. SS.A.2.3.4: The student understands the impact of geographical factors on the historical development of civilizations. SS.A.2.3.5: The student knows significant historical leaders who shaped the development of early cultures SS.A.2.3.7: The student knows significant achievements in art and architecture in various urban areas and communities to the time of the Renaissance. 	<ul style="list-style-type: none"> Early India India's First Civilizations Hinduism and Buddhism India's First Empires Islamic Civilization The Rise of Islam Islamic Empires Muslim Ways of Life 	<ul style="list-style-type: none"> Describe how climate and geography affected India, and how the Aryans changed India. Summarize the main tenets of Hinduism and Buddhism. Identify the achievements made in the areas of science, mathematics, and literature by the Gupta and Mauryan dynasties. Explain how Islam developed. Identify major beliefs of Islam. Describe how and where Islam spread. Describe the achievements of the caliphate. Explain how the Arab Empire grew while the Muslims were divided. Identify contributions of Islamic civilization to the world. 	<ul style="list-style-type: none"> Quizzes "Interviews" with Muhammad Quizzex Reports on the civilizations with which the Arabs traded Foldable book on Muslim contributions

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SUBJECT AREA: Social Studies

COURSE / GRADE LEVEL World History/6th Grade

YEAR: 2005-2011

MONTH	ESSENTIAL QUESTION	STRAND	CONTENT	SKILLS	ASSESSMENT
		<ul style="list-style-type: none"> SS.A.1.3.2: The student knows the relative value of primary and secondary sources and uses this information to draw conclusions from historical sources such as data in charts, tables, and graphs. SS.A.2.3.1: The student understands how language, ideas, and institutions of one culture can influence another. SS.A.2.3.2: The student knows how major historical developments have had an impact on the development of civilizations. SS.A.2.3.5: The student knows significant historical leaders who shaped the development of early cultures. 			

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SUBJECT AREA: Social Studies

COURSE / GRADE LEVEL World History/6th Grade

YEAR: 2005-2011

MONTH	ESSENTIAL QUESTION	STRAND	CONTENT	SKILLS	ASSESSMENT
		<ul style="list-style-type: none"> SS.A.2.3.6: The student knows the major events that shaped the development of various cultures. SS.A.2.3.7: The student knows significant achievements in art and architecture in various urban areas and communities to the time of the Renaissance. 			

SUBJECT AREA: Social Studies

COURSE / GRADE LEVEL World History/6th Grade

YEAR: 2005-2011

MONTH	ESSENTIAL QUESTION	STRAND	CONTENT	SKILLS	ASSESSMENT
January China – See BEEP lessons 6 SS LP 1-9	<ul style="list-style-type: none"> What are the results of flooding? How does flooding help farmers? What ways could you communicate without using words? Why do societies divide up into different classes of people? How are the philosophies of Confucianism, Daoism, and Legalism alike and different? What qualities would a great teacher need to possess and why? What are important characteristics of a great leader? What are reasons for the Silk Road? 	<ul style="list-style-type: none"> SS.A.1.3.1: The student understands how patterns, chronology, sequencing (including cause and effect), and the identification of historical periods are influenced by frames of reference. SS.A.1.3.2: The student knows the relative value of primary and secondary sources and uses this information to draw conclusions from historical sources such as data in charts, tables, and graphs. SS.A.2.3.1: The student understands how language, ideas, and institutions of one culture can influence another. SS.A.2.3.2: The student knows how major historical developments have had an impact on the development of civilizations. 	<ul style="list-style-type: none"> Early China China's First Civilizations Life in Ancient China The Qin and Han Dynasties 	<ul style="list-style-type: none"> Locate and trace the Huang He and Chang Jiang Rivers. Describe methods farmers used to take advantage of the Huang He and Chang Jiang Rivers. Identify elements of the cultural legacy that the Shang dynasty shaped for China. Explain how the Mandate of Heaven gave rights to the rulers. Analyze the written language of the ancient Chinese. Describe the hierarchy of classes in ancient China. Describe the philosophies of Confucianism, Daoism, and Legalism. Identify some of Confucius' teachings and describe their impact on society. 	<ul style="list-style-type: none"> Maps of the different landforms of China Section Review Observations of class debate on filial piety Comic strips on Confucius quotes Paragraphs on the harshness of Qin Shihuangdi's leadership Take-home Review Activity 7

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SUBJECT AREA: Social Studies

COURSE / GRADE LEVEL World History/6th Grade

YEAR: 2005-2011

MONTH	ESSENTIAL QUESTION	STRAND	CONTENT	SKILLS	ASSESSMENT
		<ul style="list-style-type: none"> SS.A.2.3.5: The student knows significant historical leaders who shaped the development of early cultures. SS.A.2.3.8: The student knows the political, social, and economic institutions that characterized the significant aspects of Eastern and Western civilizations. 		<ul style="list-style-type: none"> Describe the leadership qualities of Qin Shihuangdi. Describe the achievements of the Han dynasty. Trace the extent of the Silk Road. 	

SUBJECT AREA: Social Studies**COURSE / GRADE LEVEL World History/6th Grade****YEAR: 2005-2011**

MONTH	ESSENTIAL QUESTION	STRAND	CONTENT	SKILLS	ASSESSMENT
February Middle Ages China – See BEEP lessons 6 SS LP 1-5 Medieval Africa – See BEEP lessons 6 SS LP 1-6	<ul style="list-style-type: none"> How was China rebuilt after so many years of wars? How did Buddhism spread throughout China, and why was Neo-Confucianism created? What technological advances were made during the Tang and Song dynasties? Who was Genghis Khan, and what did his Mongolian empire accomplish? How did the Ming dynasty strengthen China? How would you describe the landform of Africa? What led to Ghana being such a major trade port and its downfall? How did the resources of the rainforest help lead to the trading in East Africa? 	<ul style="list-style-type: none"> SS.A.1.3.2: The student knows the relative value of primary and secondary sources and uses this information to draw conclusions from historical sources such as data in charts, tables, graphs. SS.A.2.3.1: The student understands how language, ideas, and institutions of one culture can influence another SS.A.2.3.2: The student knows how major historical developments have had an impact on the development of civilizations. SS.A.2.3.5: The student knows significant historical leaders who shaped the development of early cultures SS.A.2.3.6: The student knows the major events that shaped the development of various cultures 	<ul style="list-style-type: none"> China in the Middle Ages China Reunites Chinese Society The Mongols in China The Ming Dynasty Medieval Africa The Rise of African Civilizations Africa's Government and Religion African Society and Culture 	<ul style="list-style-type: none"> Explain how the Sui, Song, and Tang dynasties rebuilt China. Describe the beginnings of Buddhism and how it spread. Explain Neo-Confucianism. Describe the technologies, art, and literature that were developed during the Tang and Song dynasties. Explain the accomplishments of the Mongols in China. Describe the rise and fall of the Ming dynasty. Identify major geographical features of Africa. Describe the rise and fall of Ghana in the importance of trade. 	<ul style="list-style-type: none"> Three-tab books comparing the Song, Sui, and Tang dynasties Section Reviews Newsletters describing five developments of the Chinese Quizzes Charts showing the influence of Confucian philosophy on Chinese trade and voyages of exploration Chart on Africa's geography Section Reviews Questions under Responding to the Reading Three-tab books comparing Ghana, Mali, and Songhai

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SUBJECT AREA: Social Studies

COURSE / GRADE LEVEL World History/6th Grade

YEAR: 2005-2011

MONTH	ESSENTIAL QUESTION	STRAND	CONTENT	SKILLS	ASSESSMENT
	<ul style="list-style-type: none"> How did griots embellish feats of their heroes? How were the Western African governments alike and different? What are the traditional African religions? 	<ul style="list-style-type: none"> SS.A.1.3.2: The student knows the relative value of primary and secondary sources and uses this information to draw conclusions from historical sources such as data in charts, tables, graphs. SS.A.1.3.3: The student knows how to impose temporal structure on historical narratives. SS.A.2.3.4: The student understands the impact of geographical factors on the historical development of civilizations. SS.A.2.3.5: The student knows significant historical leaders who shaped the development of early cultures 		<ul style="list-style-type: none"> Explain how the rainforests' resources supported the growing trade of East Africa. Analyze the griot's story. Compare and contrast the governments of West Africa. Describe the religions of Africa. 	

SUBJECT AREA: Social Studies**COURSE / GRADE LEVEL World History/6th Grade****YEAR: 2005-2011**

MONTH	ESSENTIAL QUESTION	STRAND	CONTENT	SKILLS	ASSESSMENT
<p>March</p> <p>Medieval Japan – See BEEP lessons 6 SS LP 1-6</p> <p>Middle Ages – See BEEP lessons 6 SS LP 1-7</p>	<ul style="list-style-type: none"> How does the geography of Japan impact its culture? How were the early Japanese settlers organized and ruled? Who were the shoguns and the samurai, and what role did they play in Japanese culture? How did Buddhism and Shinto have an affect on Japanese culture? How did the wealth of Japan increase during the shogun period, and why did the women remain restricted? How did geography influence where Medieval Europeans settled and what they did? Who were the different groups that invaded and settled in early Medieval Europe? 	<ul style="list-style-type: none"> SS.A.1.3.2: The student knows the relative value of primary and secondary sources and uses this information to draw conclusions from historical sources such as data in charts, tables, graphs. SS.A.1.3.3: The student knows how to impose temporal structure on historical narratives. SS.A.2.3.1: The student understands how language, ideas, and institutions of one culture can influence another SS.A.2.3.3: The student understands important technological developments and how they influenced human society. SS.A.2.3.4: The student understands the impact of geographical factors on the historical development of civilizations. 	<ul style="list-style-type: none"> Medieval Japan Early Japan Shoguns and Samurai Life in Medieval Japan Medieval Europe The Early Middle Ages Feudalism Kingdoms and Crusades The Church and Society The Late Middle Ages 	<ul style="list-style-type: none"> Analyze the interaction between the environment and culture in Japan. Describe some of the early influences on the development of Japanese culture. Explain the role of the samurai and shoguns in Japanese culture. Describe the affect of Buddhism and Shinto on Japanese culture. Describe what contributed to the growing wealth of Japan. Summarize the changes in Europe after Rome's fall. Explain the onset of feudalism and life within this system. Describe the growth of kingdoms and the effects of the crusades. Describe the role of 	<ul style="list-style-type: none"> Reports on the impact of volcanoes on Japanese culture "Interview" of early Japanese settlers Section Review Tankas and edited stories Quizzes

Created by Pat Falls, World History Teacher, Silver Lakes Middle School

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SUBJECT AREA: Social Studies
COURSE / GRADE LEVEL World History/6th Grade
YEAR: 2005-2011

MONTH	ESSENTIAL QUESTION	STRAND	CONTENT	SKILLS	ASSESSMENT
	<ul style="list-style-type: none"> What role did the Catholic church play in the spread of Christianity through western Europe? What is feudalism? What were they positive/negative effects of the crusades on Europe? What was the Inquisition? 	<ul style="list-style-type: none"> SS.A.1.3.1: The student understands how patterns, chronology, sequencing (including cause and effect), and the identification of historical periods are influenced by frames of reference. SS.A.2.3.2: The student knows how major historical developments have had an impact on the development of civilizations. SS.A.2.3.6: The student knows the major events that shaped the development of various cultures SS.A.2.3.7: The student knows significant achievements in art and architecture in various urban areas and communities to the time of the Renaissance 		<p>the Medieval Catholic church.</p> <ul style="list-style-type: none"> Explain the effects of wars and the Black Death on Europe. Create a children's book using information learned about Middle Ages. 	

SUBJECT AREA: Social Studies**COURSE / GRADE LEVEL World History/6th Grade****YEAR: 2005-2011**

MONTH	ESSENTIAL QUESTION	STRAND	CONTENT	SKILLS	ASSESSMENT
April and May The Americas – See BEEP lessons 6 SS LP 1-4 Renaissance and Reformation – See BEEP lessons 6 SS LP 1-5	<ul style="list-style-type: none"> Who are the people who first inhabited the Americas? How were the Native American cultures similar and different? How and why did the Spanish explorers conquer early American civilizations? What was the Renaissance, and why was its roots in Italy? How was the government of the Italian city-states run? What were the artistic achievements of the Renaissance, and how did the Ideas spread? What role did Martin Luther play in the creation of the new Christian churches? How did the Reformation affect the Catholic Church? 	<ul style="list-style-type: none"> SS.A.1.3.2: The student knows the relative value of primary and secondary sources and uses this information to draw conclusions from historical sources such as data in charts, tables, graphs. SS.A.2.3.3: The student understands important technological developments and how they influenced human society. SS.A.2.3.4: The student understands the impact of geographical factors on the historical development of civilizations. SS.A.2.3.3: The student understands important technological developments and how they influenced human society. 	<ul style="list-style-type: none"> The Americas The First Americans Life in the Americas The Fall of the Aztec and Inca Empires The Renaissance and Reformation The Renaissance Begins New Ideas and Art The Reformation Begins Catholics and Protestants 	<ul style="list-style-type: none"> Identify the mixture of people who lived in Central, North, and South America. Compare and contrast the Mayan, Aztec, and Incan civilization. Compare and contrast Native American cultures. Explain how the Spanish explorers conquered early American civilizations. Describe how the Italian city-states brought learning and art to Europe. Describe how the Italian city-states were governed. Describe the achievements made in the arts during the Renaissance. Explain the causes of the Reformation. Explain how the Reformation spread throughout Europe. 	<ul style="list-style-type: none"> Poems/songs about an early American civilization Three-tab foldable comparing the Mayan, Aztec, and Incan civilizations Posters on Native American cultures Quiz Poster comparing Silk Road countries during the Renaissance with present-day countries Observation of skits on dogs and the groups of people in the Renaissance Section Reviews Quizzes

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SUBJECT AREA: Social Studies

COURSE / GRADE LEVEL World History/6th Grade

YEAR: 2005-2011

MONTH	ESSENTIAL QUESTION	STRAND	CONTENT	SKILLS	ASSESSMENT
		<ul style="list-style-type: none"> SS.A.2.3.5: The student knows significant historical leaders who shaped the development of early cultures SS.A.2.3.6: The student knows the major events that shaped the development of various cultures SS.A.2.3.7: The student knows significant achievements in art and architecture in various urban areas and communities to SS.A.2.3.8: The student knows the political, social, and economic institutions that characterized the significant aspects of Eastern and Western civilizations. the time of the Renaissance 		<ul style="list-style-type: none"> Explain the causes of the religious wars between Catholics and Protestants. Describe the results of the Reformation. 	

Curriculum Map for Alignment

CONTENT:

The **CONTENT** Section is "what" we teach.
Content can be:

- Discipline-based topics
- Interdisciplinary concepts
- Often expressed with nouns

SKILLS/BENCHMARKS:

The **SKILLS/BENCHMARKS** Section gives us more specific information about what we teach.

- Skills/Benchmarks are
- Specific
 - Assessable
 - Often expressed with verbs

ASSESSMENTS:

The **ASSESSMENTS** Section provides tools, strategies, and techniques to analyze each student's demonstration of accomplishments of specific goals ar criteria. Good assessment requires variety to ensure opportunities for succes: for all students.

- Assessments are:
- Demonstrations of learning
 - Tangible products or performances
 - Aligned with the standards of learning
 - Often expressed with nouns

**Grade Level:
7th Grade**

**Subject/Content Area:
SOCIAL STUDIES**

**Timeframe:
August 2006 - June 2011**



The School Board of Broward County

**Curriculum & Instruction/Student Support
Dr. Earlean Smiley, Deputy Superintendent**

**Core Curriculum Department
Diane Carr, Executive Director**

Curriculum Map for Alignment

The primary purpose of Curriculum Mapping is to have a written record of what is being taught in the classroom. While the lesson plan documents what a teacher intends to teach, the curriculum map logs what is actually taught.

Curricular mapping is a reconstruction - a description of the content taught and the amount of time spent teaching it. It is intended to illustrate how much time is devoted to learning by small groups, classes, or entire grade levels.

ASPECTS OF CURRICULUM MAPPING

- Curriculum Mapping is a procedure for collecting information about the operational curriculum in a school.
- Maps are calendar-based and include three elements: content, skills and thinking processes, and assessments.
- Maps are used to locate repetitions and gaps in the curriculum with standards, and to aid in curriculum integration.
- Maps are created by districts and expanded by schools and teachers and revised after a series of readings and shared findings.
- Maps are tools for communication, planning, and teacher training.

BENEFITS OF THE CURRICULUM MAPPING PROCESS

The Curriculum Mapping process can enable school administrators, curriculum supervisors, and teachers to determine:

- The amount of time on task
- The degree of conformity and variance on a topic or skill from teacher to teacher and from school to school, horizontally and vertically, K-12
- The degree of conformity and variance on a topic or skill by ability level, horizontally and vertically, K-12
- The scope and sequence of the curriculum
- Whether material on tests was covered prior to the date of the test
- The percent of class time allocated to a topic and the effectiveness of assessment instruments used the school and school district
- The number of subjects, topics, and skills in a basal or textbook that are actually allocated time
- Whether teachers allocate the same amount of time to topics, regardless of student ability level
- Whether there is duplication of content taught in various subject areas
- Whether state and local policies and requirements are fulfilled by teachers
- The amount of agreement between the curriculum, the curriculum guides, and the testing program

BASIC DEFINITIONS TO GUIDE THE PROCESS OF CURRICULUM MAPPING

Concept	Definition
<i>Standards</i>	Statements that reflect the larger outcomes that we expect all students to be able to demonstrate before they leave our school – some have already been established by the state, and district but others may need to be added based on personal expectations.
<i>Benchmarks</i>	Statements that reflect, year by year, what we believe at least ___% of our students can demonstrate that serve as an indication that they will realistically meet the standards when they leave our school.
<i>Assessments</i>	Opportunities for students to demonstrate what they know and are able to do as described by benchmarks and standards
<i>Rubrics</i>	A method of differentiating work on the basis of qualitative differences.
<i>Essential Questions</i>	Overarching questions that focus on either big ideas and concepts or major themes with regard to curriculum content.
<i>Content</i>	Identified content that we expect students to know by the end of a given unit of instruction. Content is directly linked to standards and benchmarks.
<i>Skills</i>	Identified skills that we expect students to be able to do at the end of a given period of time. These skills are directly connected to the particular content within a period of time. However, the skills are likely to be associated with many content areas, since skills are always being learned and reinforced. The map should focus on the specific skills that are connected with the specific content that has been designated.
<i>Unit Designs</i>	Curricular units that encompass some of the major areas of focus in a given developmental period. Such designs provide the details of what content and skills will be developed, what lessons for instruction will be used, and what assessments will be required.

SUGGESTIONS ON USING THIS MAP FOR CURRICULUM, INSTRUCTIONAL AND ASSESSMENT DECISIONS AT YOUR SCHOOL AND WITHIN YOUR GRADE LEVEL/SUBJECT AREA

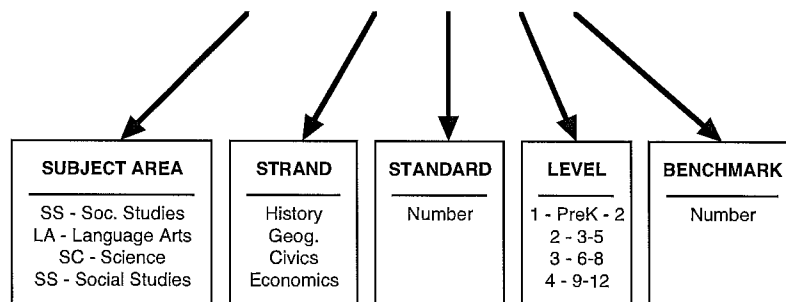
1. Use the maps as lenses for two main purposes - as a zoom lens into the year's curriculum for a particular grade level/subject area and as a wide-angle lens to see the K-12 perspective.
2. Read the maps to gain information. Reading and examining the curriculum maps enables us to make more informed decisions. Invite a broad audience of staff members to read through the maps. The most revealing work occurs when educators read maps from several grade levels and/or subject areas.
3. Use the maps to identify gaps in the curriculum. We cannot assume that all teachers within a discipline address the same curriculum. Reviewing and discussing the curriculum map aids in finding gaps between goals and what is actually taught. A curriculum map reduces the assumptions that certain concepts were studied and taught to students at previous grade levels.
4. Use the maps to identify repetitions in the curriculum. Too often, teachers assume that they are introducing a book or concept to the students for the first time. In fact, many units of study are repeated over the course of a student's K-12 experience. Careful study and conversation focused on the curriculum maps will aid in revealing content and skill repetitions.
5. Use the maps to identify potential areas for curriculum integration. Research has identified that merging concepts from two or more disciplines can make for a powerful and lasting learning experience. Looking critically at all content area maps will aid in identifying linkages among subject matter and possibilities for interdisciplinary units of study.
6. Use the maps to match assessment with standards. The curriculum maps allow us to focus on assessment through the course of a year. For example, if a grade level/subject area is attempting to fulfill a state standard, use the map to have conversations on what the student will perform and produce to give evidence of meeting the standard.
7. Finally, review the curriculum maps for timeliness. Examine the maps for current best practice. There are new strategies and teaching techniques regularly identified in scholarly research. By editing, shaping, and adding to the "taught curriculum" (curriculum map), collaboration and adult learning occurs.

SPECIAL NOTE WHEN DETERMINING ASSESSMENTS FOR STUDENTS

For LEP students and ESE students with disabilities, individual accommodations used during the administration of statewide assessments must be used during classroom instruction and assessment activities, including practice tests for the FCAT. Please refer to the Districtwide Testing Handbook or contact the Student Assessment Department for further information or testing accommodations for LEP students and ESE students with disabilities.

Numbering System for the Identified Skills

SS.A.1.2.1



For further information on Florida's Sunshine State Standards, Benchmarks, and Grade Level Expectations (GLEs), visit the following url site:
<http://www.firn.edu/doe/curric/prek12/frame2.html>

FOR FURTHER ASSISTANCE WITH THE PACING, CONTENT, SKILLS, AND ASSESSMENT IDENTIFIED ON THIS SOCIAL STUDIES CURRICULUM MAP, CONTACT THE CORE CURRICULUM DEPARTMENT AT 954.768.8929 OR THE FOLLOWING DISTRICT, SOCIAL STUDIES CURRICULUM SPECIALISTS:
Dr. Louise Ball, K-12 Curriculum Spec. Social Studies 754-321-1873

FOR ASSISTANCE USING THIS DISTRICT-BASED CURRICULUM MAP WITH GRADE LEVELS AND SUBJECT AREAS, AND AS A TOOL FOR CURRICULUM-BASED CONVERSATIONS AND DECISIONS, CONTACT THE FOLLOWING K-12 CURRICULUM SPECIALIST:
Dr. Mark Quintana, 754-321-1859

CORE CONTENT SOCIAL STUDIES STRANDS

Time, Continuity, Change (History)
 People, Places, Environments (Geography)
 Government and the Citizen (Civics/Govt.)
 Economics

CONTEXT AND PURPOSE FOR CURRICULUM MAPPING

In the context of the standards movement, curriculum mapping has become a powerful tool for accomplishing both curriculum alignment and curriculum-focused school improvement. The nation's 10 regional educational laboratories recently completed a research project to identify and determine the most effective strategies to help students meet high standards. Key findings of this study indicated that four (4) primary activities facilitate standards-based reform efforts: aligning curricula to standards and assessments; building staff capacity; developing relationships and communicating with stakeholders; and using resources effectively. Curriculum mapping supports all four of these activities. (Laboratory Network Program, 1998)

Aligning Curricula to Standards and Assessments

Using curriculum mapping, teachers define the curriculum and review it to identify strong examples of standards-based instruction. They also identify where gaps exist in the standards addressed, deal with repetitions in instruction, and determine the appropriate sequencing and spiraling of concepts and skills.

Building Staff Capacity

Curriculum mapping can build staff capacity for continuous improvement. When done systematically, curriculum mapping becomes a professional development program. As teachers analyze maps and discuss the effectiveness of teaching activities to improve student performance within and across grade levels/subject areas, they experience real professional growth. Teachers learn from one another as they design lessons and assessments that are matched to standards.

Developing Relationships and Communicating With Stakeholders

Curriculum maps are useful visual tools for communicating with parents and students about what happens in a classroom, school, or district. Curriculum maps also serve as documentation and verification for standards-based instruction.

Using Resources Effectively

As teachers analyze their maps and compare their instruction with student performance data, they may identify ways to use instructional strategies and resources more effectively. For example, a resource or strategy that is successful for one teacher may be adopted or adapted by others who have similar needs in their classroom. Likewise, teachers abandon resources and strategies that are not effective in improving student learning.

SUBJECT AREA: Social Studies

COURSE / GRADE LEVEL: World Geography/7th Grade

YEAR: 2005-2011

MONTH	ESSENTIAL QUESTION	STRAND	CONTENT	SKILLS	ASSESSMENT
<ul style="list-style-type: none"> • August • BEEP Basic Social Studies Skills <i>Unit : LP001</i> • BEEP Introduction to Geography <i>Unit : LP001 - 008</i> 	<ul style="list-style-type: none"> • How can I determine the meaning of a word without using a dictionary? How can I remember the meaning of the word? How can I incorporate Social Studies words and concepts into my verbal and written language? • What is geography and why is it studied? What tools are used to study geography and how are they used? How is protecting the environment a civic responsibility? What processes help build up and reshape Planet Earth? How do people, water and air affect each other? How are climate, weather and vegetation important to people? How do resources affect people? What is culture and how does it develop? 	<ul style="list-style-type: none"> • Benchmark SS.A.2.3.1: The student understands how language, ideas, and institutions of one culture can influence other (e.g., through trade, exploration, and immigration). • Benchmark SS.A.2.3.4: The student understands the impact of geographical factors on the historical development of civilizations. • Benchmark SS.A.2.3.6: The student knows the major events that shaped the development of various cultures (e.g., the spread of agrarian societies, population movements, technological and cultural innovation, and the emergence of new population centers). • Benchmark SS.A.2.3.7: The student knows significant achievements in art and architecture in various urban areas and communities to the time of the Renaissance (e.g., the Hanging Gardens of Babylon, pyramids in Egypt, temples in ancient Greece, bridges and aqueducts in ancient Rome, changes in European art and architecture between the Middle Ages and the High Renaissance). 	<ul style="list-style-type: none"> • Students will use the Vocabulary Improvement Strategy (VIS) to accumulate Social Studies content vocabulary. They will notate pronunciation, spelling and use context clues to determine meaning. • Students will complete a series of activities to develop mastery of the word or concept and incorporate it into their Social Studies jargon. • Students will experience how perspectives can be different, that none are "wrong" and all provide valuable information. They will understand that perspective is personal and influences how information is interpreted. This knowledge will be extended to Geography and how/why it is studied. • Students will study the tools a geographer uses. Students will view a PowerPoint presentation about The Five Themes of Geography. • Students will focus on Human/Environment Interaction and civic responsibility. The teacher will read "The Lorax" to students or students will view the 	<ul style="list-style-type: none"> • Students will use context and word structure clues to determine meaning. • Students will write to inform • Students will write to persuade based on research and instruction. • Students will be able to categorize information using specified criteria. • Students will analyze data • Students will use a variety of map skills to record and illustrate information. • Students will use knowledge and skills to make inferences and generalizations, to use graphic organizers, and take notes. • Students will analyze words and text, draw conclusions and use context clues. 	<ul style="list-style-type: none"> • Daily warm-up quiz: Students will complete sentences with the correct vocabulary word. • Students will write a story using all or some of the vocabulary words. • Students will complete a crossword puzzle using words and definitions. • Five Themes Poster • Climate Survivor activity • "The Lorax" activity (optional) • Illustrated Glossary for Chapter Two • Culture Essay

Created by Marie Diritto, Geography Teacher, Forest Glen MS

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COURSE / GRADE LEVEL: World Geography/7th Grade

YEAR: 2005-2011

MONTH	ESSENTIAL QUESTION	STRAND	CONTENT	SKILLS	ASSESSMENT
		<ul style="list-style-type: none"> • Benchmark SS.B.1.3.1: The student uses various map forms (including thematic maps) and other geographic representations, tools, and technologies to acquire, process, and report geographic information including patterns of land use, connections between places, and patterns and processes of migration and diffusion. • Geographic Information Systems technologies). • Benchmark SS.B.1.3.2: The student uses mental maps to organize information about people, places, and environments. • Benchmark SS.B.1.3.3: The student knows the social, political, and economic divisions on Earth's surface. • Benchmark SS.B.1.3.4: The student understands ways factors such as culture and technology influence the perception of places and regions. • Benchmark SS.B.1.3.5: The student knows ways in which 	<p>video.</p> <ul style="list-style-type: none"> • Students will complete a graphic organizer of the positive and negative Human/Environment Interaction. This information will be used in class discussion and to create an ad campaign against the actions of the Once-ler. • Chapter Two will be taught over a series of four lessons. Through the process students will reinforce their note taking and VIS skills to acquire knowledge. Notes will be taken using the Layered Book graphic organizer. This book will be secured in their notebooks upon completion. The acquired information will be used to create an illustrated glossary for Planet Earth. In the first lesson. • Students will learn about the various forces that build up and shape the Earth. Students will create notes individually. Following completion they will work in pairs to use their information to identify examples of various 	<ul style="list-style-type: none"> • Students will check the validity and accuracy of information obtained from research. • Students will use a variety of sentence structure; include support that is substantial, specific and relevant and present ideas with clarity. • Students will determine the main idea or essential message in a text and identify relevant details and facts. • Students will explain ways the author's perspective or point of view affects a text. • Students will focus on the topic and convey completeness, wholeness and adherence to the main idea. • Students will use 	

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SUBJECT AREA: Social Studies

COURSE / GRADE LEVEL: World Geography/7th Grade

YEAR: 2005-2011

MONTH	ESSENTIAL QUESTION	STRAND	CONTENT	SKILLS	ASSESSMENT
		<p>the spatial organization of a society changes over time.</p> <ul style="list-style-type: none"> • Benchmark SS.B.1.3.6: The student understands ways in which regional systems are interconnected. • Benchmark SS.B.1.3.7: The student understands the spatial aspects of communication and transportation systems. • Benchmark SS.B.2.3.1: The student understands the patterns and processes of migration and diffusion throughout the world. • Benchmark SS.B.2.3.2: The student knows the human and physical characteristics of different places in the world and how these characteristics change over time. • Benchmark SS.B.2.3.3: The student understands ways cultures differ in their use of similar environments and resources. • Benchmark SS.B.2.3.5: The student understands the geographical factors that 	<p>landforms. In the second lesson.</p> <ul style="list-style-type: none"> • Students will learn about the importance and influence of water and air on people. In the third lesson, students will learn about the factors that create climate and weather. They will work in groups of two or three to play Climate Survivor. In the fourth lesson, students will learn about natural resources and energy sources. • Students will study the components of culture in a lesson adapted from the "Building Bridges" classroom guide provided by the Peace Corps. 	<p>appropriate vocabulary.</p> <ul style="list-style-type: none"> • Student writing will contain few convention errors in mechanics, usage and punctuation. 	

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SUBJECT AREA: Social Studies

COURSE / GRADE LEVEL: World Geography/7th Grade

YEAR: 2005-2011

MONTH	ESSENTIAL QUESTION	STRAND	CONTENT	SKILLS	ASSESSMENT
		<p>affect the cohesiveness and integration of countries.</p> <ul style="list-style-type: none"> • Benchmark SS.B.2.3.6: The student understands the environmental consequences of people changing the physical environment in various world locations. • Benchmark SS.B.2.3.7: The student knows how various human systems throughout the world have developed in response to conditions in the physical environment. • Benchmark SS.B.2.3.8: The student knows world patterns of resource distribution and utilization. • Benchmark SS.B.2.3.9: The student understands ways the interaction between physical and human systems affects current conditions on Earth. 			

SUBJECT AREA: Social Studies

COURSE / GRADE LEVEL: World Geography/7th Grade

YEAR: 2005-2011

MONTH	ESSENTIAL QUESTION	STRAND	CONTENT	SKILLS	ASSESSMENT
<ul style="list-style-type: none"> September BEEP <i>Introduction to Geography</i> Unit: LP009 – 011 BEEP <i>United States Unit:</i> LP001 – 005 BEEP <i>Canada</i> Unit: LP001 – 004 	<ul style="list-style-type: none"> How does population influence why some nations are industrialized and others developing? What are the effects of our "shrinking world"? What is the interrelationship between human and geographic factors? How are the five regions of the United States unique? How are the United States and Canada similar? different? What geographic factors influence migration? How do they influence it? 	<ul style="list-style-type: none"> Benchmark SS.A.4.3.1: The student knows the factors involved in the development of cities and industries (e.g., religious needs, the need for military protection, the need for a marketplace, changing spatial patterns, and geographical factors for location such as transportation and food supply). Benchmark SS.A.5.3.2: The student understands ways that significant individuals and events influenced economic, social, and political systems in the United States after 1880. Benchmark SS.A.6.3.1: The student understands how immigration and settlement patterns have shaped the history of Florida. 	<ul style="list-style-type: none"> Students will work in groups to prepare for a competition. Each group will read Chapter 3, section 2. They will create a three-part chart with the headings: "Way to Measure Economic Development", "Economic System" and "Concepts Related to Population". Group members will discuss each vocabulary term and decide where it will be placed on the chart. After a specified time, the teacher will hold the competition. Groups will be asked to list one term under one heading. They will receive one point for a correct listing. The group will explain their choice. A complete explanation will earn an additional two points. Students will use these terms to evaluate why some countries are industrialized and others are developing. After reading chapter 3, section 3 students will use the newspaper to find examples of and enhance their understanding of globalization. <p>As an extension/enrichment for chapters 1-3. Students will create an imaginary eighth continent.</p>	<ul style="list-style-type: none"> Students will use knowledge and skills to make inferences and generalizations, to use graphic organizers, and take notes. Students will analyze words and text, draw conclusions and use context clues. Students will check the validity and accuracy of information obtained from research. Students will use a variety of sentence structure, include support that is substantial, specific and relevant and present ideas with clarity. Students will determine the main idea or essential message in a text and identify relevant details and facts. Students will focus on the topic and convey completeness, wholeness and adherence to the main idea. 	<ul style="list-style-type: none"> Economy Game Continent Project (optional) US "television show" presentation graded by rubric. "Name That Region" game Canada sales presentation, banner and brochure graded by rubric. Essay stating student's preferred province and at least three reasons for this choice.

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SUBJECT AREA: Social Studies

COURSE / GRADE LEVEL: World Geography/7th Grade

YEAR: 2005-2011

MONTH	ESSENTIAL QUESTION	STRAND	CONTENT	SKILLS	ASSESSMENT
		<ul style="list-style-type: none"> • Benchmark SS.B.1.3.1: The student uses various map forms (including thematic maps) and other geographic representations, tools, and technologies to acquire, process, and report geographic information including patterns of land use, connections between places, and patterns and processes of migration and diffusion and refines use of various map forms and other geographic representations to acquire, process, and report geographic information (for example, patterns of population, economics, rainfall, vegetation, landforms). • Benchmark SS.B.1.3.2: The student uses mental maps to organize information about people, places, and environments. • Benchmark SS.B.1.3.3: The student knows the social, political, and economic divisions on Earth's surface. • Benchmark SS.B.1.3.4: The student understands ways factors such as culture and 	<ul style="list-style-type: none"> • Students will work in groups to create a "television" show called "Up Close and Regional". The purpose of the television show will be to teach the class about one of the regions of the United States. During the broadcast, students will take notes on the information being provided by the performers. Large maps will be formed by joining separate regions together. This information will be reviewed at the end through the "Name That Region" game. • Students will work in pairs to annotate political and physical maps of Canada. They will read and take notes on Chapter Five, Section One in the textbook. They will use their maps and notes to compare and contrast the geography of the United States and Canada. 	<ul style="list-style-type: none"> • Students will use appropriate vocabulary. • Student writing will contain few convention errors in mechanics, usage and punctuation. • Students will use print and electronic sources to locate and organize information. • Students will use graphic organizers to record and evaluate information. • Students will include support that is substantial, specific, relevant, concrete or illustrative. • Students will write to persuade based on research and instruction. 	

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COURSE / GRADE LEVEL: World Geography/7th Grade

YEAR: 2005-2011

MONTH	ESSENTIAL QUESTION	STRAND	CONTENT	SKILLS	ASSESSMENT
		<p>technology influence the perception of places and regions.</p> <ul style="list-style-type: none"> • Benchmark SS.B.1.3.6: The student understands ways in which regional systems are interconnected and developed regions supplying manufactured goods). • Benchmark SS.B.1.3.7: The student understands the spatial aspects of communication and transportation systems. • Benchmark SS.B.2.3.1: The student understands the patterns and processes of migration and diffusion throughout the world. • Benchmark SS.B.2.3.2: The student knows the human and physical characteristics of different places in the world and how these characteristics change over time. • Benchmark SS.B.2.3.3: The student understands ways cultures differ in their use of similar environments and resources. 	<ul style="list-style-type: none"> • Students will work in groups to create a sales presentation designed to inform about a Canadian province and persuade others to move there. Students will use a variety of sources to gather information. Along with providing information about the geography, economy, culture and history, students will create a banner, brochure, sales "gimmick" and jingle. For each presentation, students will take notes, which will be used to rate the province on a scale from "least likely to move there" to "can't wait to pack". Students will write an essay supporting their number one choice. 		

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SUBJECT AREA: Social Studies

COURSE / GRADE LEVEL: World Geography/7th Grade

YEAR: 2005-2011

MONTH	ESSENTIAL QUESTION	STRAND	CONTENT	SKILLS	ASSESSMENT
		<ul style="list-style-type: none"> • Benchmark SS.B.2.3.5: The student understands the geographical factors that affect the cohesiveness and integration of countries. • Benchmark SS.B.2.3.7: The student knows how various human systems throughout the world have developed in response to conditions in the physical environment. • Benchmark SS.B.2.3.8: The student knows world patterns of resource distribution and utilization. • Benchmark SS.B.2.3.9: The student understands ways the interaction between physical and human systems affects current conditions on Earth. 			

SUBJECT AREA: Social Studies**COURSE / GRADE LEVEL: World Geography/7th Grade****YEAR: 2005-2011**

MONTH	ESSENTIAL QUESTION	STRAND	CONTENT	SKILLS	ASSESSMENT
<ul style="list-style-type: none"> October BEEP Mexico Unit: LP001 – 003 BEEP Central and South America Unit/ Central America and the Caribbean: LP001 - 008 	<ul style="list-style-type: none"> What are the main characteristics of Mexico's physical geography? What ethnic groups and factors created the culture of Modern Mexico? What are the economic and environmental challenges facing Mexico and how can they be overcome? What are the key similarities and differences between the countries of Central America and the Caribbean? Why do people choose to visit different places? What are some important aspects of the history, government, economics, people, and culture of the Caribbean Islands? 	<ul style="list-style-type: none"> Benchmark SS.A.2.3.1: The student understands how language, ideas, and institutions of one culture can influence other (e.g., through trade, exploration, and immigration). Benchmark SS.A.2.3.2: The student knows how major historical developments have had an impact on the development of civilizations. Benchmark SS.A.2.3.3: The student understands important technological developments and how they influenced human society. Benchmark SS.A.2.3.4: The student understands the impact of geographical factors on the historical development of civilizations. 	<ul style="list-style-type: none"> Students will use a skill builder strategy to locate answers to questions about the physical geography of Mexico. They will use these answers to complete maps and a chart. Students will create an illustrated time line based on the historical and cultural information presented about Mexico in Chapter 6, section 2. <p>Students will work in small groups to research and present information using PowerPoint or transparencies about the economy of Mexico and how it impacts the country positively and negatively. They will use this information to write persuasive letters to the editor.</p> <ul style="list-style-type: none"> Students will use data to create a wall-size graphic matrix showing the demographics of 10 Central American and Caribbean countries. 	<ul style="list-style-type: none"> Students will use knowledge and skills to make inferences and generalizations, to use graphic organizers, and take notes. Students will analyze words and text, draw conclusions and use context clues. Students will check the validity and accuracy of information obtained from research. Students will use a variety of sentence structure; include support that is substantial, specific and relevant and present ideas with clarity. Students will determine the main idea or essential message in a text and identify relevant details and facts. Students will focus on the topic and convey 	<ul style="list-style-type: none"> Collect Mexico maps and charts for grade. Illustrated Mexican time line (create a rubric) Letter to editor of Mexican newspaper Mosaic of Central American demographics Central America postcards Song of the Caribbean performance

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SUBJECT AREA: Social Studies

COURSE / GRADE LEVEL: World Geography/7th Grade

YEAR: 2005-2011

MONTH	ESSENTIAL QUESTION	STRAND	CONTENT	SKILLS	ASSESSMENT
		<ul style="list-style-type: none"> • Benchmark SS.A.2.3.6: The student knows the major events that shaped the development of various cultures (e.g., the spread of agrarian societies, population movements, technological and cultural innovation, and the emergence of new population centers). • Benchmark SS.A.2.3.7: The student knows significant achievements in art and architecture in various urban areas and communities to the time of the Renaissance (e.g., the Hanging Gardens of Babylon, pyramids in Egypt, temples in ancient Greece, bridges and aqueducts in ancient Rome, changes in European art and architecture between the Middle Ages and the High Renaissance). • Benchmark SS.A.2.3.8: The student knows the political, social, and economic institutions that characterized the 	<ul style="list-style-type: none"> • Students will work in pairs to research information about the seven countries of Central America. They will imagine they are visiting four of the seven. Using information in the textbook and other sources, students will create postcards for the four visited countries. <p>Students will gather information about life in the Caribbean and write songs to express what they have learned.</p>	<p>completeness, wholeness and adherence to the main idea.</p> <ul style="list-style-type: none"> • Students will use a variety of map skills to record and illustrate information. • Students will use appropriate vocabulary. • Student writing will contain few convention errors in mechanics, usage and punctuation. • Students will check the validity and accuracy of information obtained from research. • Students will use print and electronic sources to locate and organize information. • Students will use graphic organizers to record and evaluate information. • Students will include support that is substantial, specific, relevant, concrete or illustrative. • Students will write to persuade. 	

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SUBJECT AREA: Social Studies

COURSE / GRADE LEVEL: World Geography/7th Grade

YEAR: 2005-2011

MONTH	ESSENTIAL QUESTION	STRAND	CONTENT	SKILLS	ASSESSMENT
		<p>significant aspects of Eastern and Western civilizations.</p> <ul style="list-style-type: none"> • Benchmark SS.A.3.3.1: The student understands ways in which cultural characteristics have been transmitted from one society to another (e.g., through art, architecture, language, other artifacts, traditions, beliefs, values, and behaviors). • Benchmark SS.A.3.3.3: The student knows how physical and human geographic factors have influenced major historical events and movements. • Benchmark SS.B.1.3.1: The student uses various map forms (including thematic maps) and other geographic representations, tools, and technologies to acquire, process, and report geographic information including patterns of land use, connections between places, and patterns and processes of migration 			

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SUBJECT AREA: Social Studies

COURSE / GRADE LEVEL: World Geography/7th Grade

YEAR: 2005-2011

MONTH	ESSENTIAL QUESTION	STRAND	CONTENT	SKILLS	ASSESSMENT
		<p>and diffusion.</p> <ul style="list-style-type: none"> • Benchmark SS.B.1.3.2: The student uses mental maps to organize information about people, places, and environments. • Benchmark SS.B.1.3.3: The student knows the social, political, and economic divisions on Earth's surface. • Benchmark SS.B.1.3.4: The student understands ways factors such as culture and technology influence the perception of places and regions. • Benchmark SS.B.1.3.6: The student understands ways in which regional systems are interconnected. • Benchmark SS.B.2.3.1: The student understands the patterns and processes of migration and diffusion throughout the world. • Benchmark SS.B.2.3.3: The student understands ways cultures differ in 			

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SUBJECT AREA: Social Studies

COURSE / GRADE LEVEL: World Geography/7th Grade

YEAR: 2005-2011

MONTH	ESSENTIAL QUESTION	STRAND	CONTENT	SKILLS	ASSESSMENT
		<p>their use of similar environments and resources.</p> <ul style="list-style-type: none"> • Benchmark SS.C.2.3.7: The student understands current issues involving rights that affect local, national, or international political, social, and economic systems. • Benchmark SS.D.2.3.1: The student understands ways production and distribution decisions are determined in the United States economy and how these decisions compare to those made in market, tradition-based, command, and mixed economic systems. 			

SUBJECT AREA: Social Studies

COURSE / GRADE LEVEL: World Geography/7th Grade

YEAR: 2005-2011

MONTH	ESSENTIAL QUESTION	STRAND	CONTENT	SKILLS	ASSESSMENT
<ul style="list-style-type: none"> • November • BEEP <i>Central and South America Unit/</i> South America: LP001 – 006 • BEEP <i>Europe Unit/</i> Southern Europe: LP001 – 005 	<ul style="list-style-type: none"> • Which region of South America has the most diverse physical geography? • Which South American country would you most prefer to visit? • What is a myth, and why were there so many in Southern Europe? What are the physical features, climate and resources of Italy, Spain, and Greece? 	<ul style="list-style-type: none"> • Benchmark SS.A.1.3.1: The student understands how patterns, chronology, sequencing (including cause and effect), and the identification of historical periods are influenced by frames of reference. • Benchmark SS.A.2.3.1: The student understands how language, ideas, and institutions of one culture can influence other (e.g., through trade, exploration, and immigration). • Benchmark SS.A.2.3.5: The student knows significant historical leaders who shaped the development of early cultures (e.g., military, political, and religious leaders in various civilizations). • Benchmark SS.A.3.3.1: The student understands ways in which cultural characteristics have been transmitted from one society to another (e.g., through art, architecture, language, other artifacts, traditions, beliefs, values, and behaviors). 	<ul style="list-style-type: none"> • Students will work in pairs to create political and physical maps of South America. They will use the maps and information in the textbook to decide which region has the most diverse physical geography. • Students will work in groups of four to research a country in South America. Using this research, the group will design and take the class on a virtual bus tour. The students taking the "tour" will gather information from the various "stops". This information will be used to rank the countries based on how much or little they would like to travel there for real. • Students will create a myth to explain a modern unknown. • Students will create 3-D physical maps of the peninsulas of Europe. 	<ul style="list-style-type: none"> • Students will use context and word structure clues to determine meaning. • Students will write to inform. • Students will check the validity and accuracy of information obtained from research. • Students will focus on the topic and convey completeness, wholeness and adherence to the main idea. • Students will use a variety of map skills to record and illustrate information. • Students will use knowledge and skills to make inferences and generalizations, to use graphic organizers, and take notes. • Students will use a variety of map skills to record and illustrate information. • Students will use 	<ul style="list-style-type: none"> • Completed South America maps and written explanations for most diverse region. • Presentation of bus tour of South American country • Student-created 3D map of Southern Europe. • "Modern" myth.

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SUBJECT AREA: Social Studies

COURSE / GRADE LEVEL: World Geography/7th Grade

YEAR: 2005-2011

MONTH	ESSENTIAL QUESTION	STRAND	CONTENT	SKILLS	ASSESSMENT
		<ul style="list-style-type: none"> • Benchmark SS.A.3.3.4: The student knows significant historical leaders who have influenced the course of events in Eastern and Western civilizations since the Renaissance • Benchmark SS.B.1.3.1: The student uses various map forms (including thematic maps) and other geographic representations, tools, and technologies to acquire, process, and report geographic information including patterns of land use, connections between places, and patterns and processes of migration and diffusion. • Benchmark SS.B.1.3.2: The student uses mental maps to organize information about people, places, and environments. • Benchmark SS.B.1.3.3: The student knows the social, political, and economic divisions on Earth's surface. 		<p>appropriate vocabulary.</p> <ul style="list-style-type: none"> • Student writing will contain few convention errors in mechanics, usage and punctuation • Students will use print and electronic sources to locate and organize information. • Students will use graphic organizers to record and evaluate information. • Students will include support that is substantial, specific, relevant, concrete or illustrative. 	

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SUBJECT AREA: Social Studies

COURSE / GRADE LEVEL: World Geography/7th Grade

YEAR: 2005-2011

MONTH	ESSENTIAL QUESTION	STRAND	CONTENT	SKILLS	ASSESSMENT
		<ul style="list-style-type: none"> • Benchmark SS.A.2.3.1: The student understands how language, ideas, and institutions of one culture can influence other (e.g., through trade, exploration, and immigration). • Benchmark SS.B.2.3.2: The student knows the human and physical characteristics of different places in the world and how these characteristics change over time. • Benchmark SS.B.2.3.4: The student understands ways the landscape and society change as a consequence of shifting from a dispersed to a concentrated settlement form. • Benchmark SS.A.2.3.6: The student knows the major events that shaped the development of various cultures (e.g., the spread of agrarian societies, population movements, technological and cultural innovation, and the emergence of new population centers). 			

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SUBJECT AREA: Social Studies

COURSE / GRADE LEVEL: World Geography/7th Grade

YEAR: 2005-2011

MONTH	ESSENTIAL QUESTION	STRAND	CONTENT	SKILLS	ASSESSMENT
		<ul style="list-style-type: none"> • Benchmark SS.A.2.3.8: The student knows the political, social, and economic institutions that characterized the significant aspects of Eastern and Western civilizations. • Benchmark SS.D.1.3.1: The student knows the options and resources that are available for consumer protection. 			

SUBJECT AREA: Social Studies

COURSE / GRADE LEVEL: World Geography/7th Grade

YEAR: 2005-2011

MONTH	ESSENTIAL QUESTION	STRAND	CONTENT	SKILLS	ASSESSMENT
<ul style="list-style-type: none"> December BEEP <i>Europe Unit/</i> Southern Europe: LP006 BEEP <i>Europe Unit/</i> West Central Europe: LP001 – 004 BEEP <i>Europe Unit/</i> Northern Europe: LP001 - 004 	<ul style="list-style-type: none"> What are the achievements of the Ancient Greeks/ Romans? How have those achievements affected their culture and who they are today? What is the history of Spain and Portugal and its culture? Why has Switzerland always remained neutral? What is the economy of West-Central Europe? What was it like on both sides of the Berlin Wall during the Cold War? Why is Ireland not part of the UK? What are the most significant events in the history of Northern Europe? What are the significant geographic features of this region? 	<ul style="list-style-type: none"> Benchmark SS.A.1.3.1: The student understands how patterns, chronology, sequencing (including cause and effect), and the identification of historical periods are influenced by frames of reference. Benchmark SS.A.2.3.1: The student understands how language, ideas, and institutions of one culture can influence other (e.g., through trade, exploration, and immigration). Benchmark SS.A.2.3.2: The student knows how major historical developments have had an impact on the development of civilizations. Benchmark SS.A.2.3.3: The student understands important technological developments and how they influenced human society. 	<ul style="list-style-type: none"> Students will create a newspaper detailing events of Ancient Rome and Ancient Greece. Students will create a travelogue presentation for Spain and Portugal. Students will analyze information to determine why Switzerland always chooses to be neutral. Students will create a pamphlet detailing the European Union and its importance to West/Central Europe. Students will recreate the experience of living with the Berlin Wall. Students will develop a political campaign for Prime Minister of Ireland. Students will write and perform a play about the physical geography and history of Northern Europe. 	<ul style="list-style-type: none"> Students will use context and word structure clues to determine meaning. Students will write to inform. Students will write to persuade based on research and instruction. Students will check the validity and accuracy of information obtained from research. Students will focus on the topic and convey completeness, wholeness and adherence to the main idea. Students will determine the main idea or essential message in a text and identify relevant details and facts. Students will use knowledge and skills to make inferences and generalizations, to use graphic organizers, and take notes. Students will use a variety of map skills to record and illustrate 	<ul style="list-style-type: none"> Ancient Rome/Greece newspaper. Travelogue for Spain and Portugal. Report about the neutrality of Switzerland. Pamphlet detailing the European Union and its importance to West/Central Europe. Journal entry on how the EU could affect the United States. Speech and campaign for Prime Minister. Journal about the Irish people both in the Republic of Ireland and Northern Ireland. Play about the physical geography and history of Northern Europe.

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SUBJECT AREA: Social Studies

COURSE / GRADE LEVEL: World Geography/7th Grade

YEAR: 2005-2011

MONTH	ESSENTIAL QUESTION	STRAND	CONTENT	SKILLS	ASSESSMENT
		<ul style="list-style-type: none"> • Benchmark SS.A.2.3.4: The student understands the impact of geographical factors on the historical development of civilizations. • Benchmark SS.A.2.3.5: The student knows significant historical leaders who shaped the development of early cultures (e.g., military, political, and religious leaders in various civilizations). • Benchmark SS.A.3.3.3: The student knows how physical and human geographic factors have influenced major historical events and movements. • Benchmark SS.A.3.3.4: The student knows significant historical leaders who have influenced the course of events in Eastern and Western civilizations since the Renaissance. 		<p>information.</p> <ul style="list-style-type: none"> • Students will use appropriate vocabulary. • Student writing will contain few convention errors in mechanics, usage and punctuation • Students will use print and electronic sources to locate and organize information. • Students will use graphic organizers to record and evaluate information. • Students will include support that is substantial, specific, relevant, concrete or illustrative. 	

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SUBJECT AREA: Social Studies

COURSE / GRADE LEVEL: World Geography/7th Grade

YEAR: 2005-2011

MONTH	ESSENTIAL QUESTION	STRAND	CONTENT	SKILLS	ASSESSMENT
		<ul style="list-style-type: none"> • Benchmark SS.B.1.3.2: The student uses mental maps to organize information about people, places, and environments. • Benchmark SS.B.1.3.4: The student understands ways factors such as culture and technology influence the perception of places and regions. • Benchmark SS.B.2.3.2: The student knows the human and physical characteristics of different places in the world and how these characteristics change over time. • Benchmark SS.B.2.3.4: The student understands ways the landscape and society change as a consequence of shifting from a dispersed to a concentrated settlement form. • Benchmark SS.D.1.3.1: The student knows the options and resources that are available for consumer protection. 			

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SUBJECT AREA: Social Studies

COURSE / GRADE LEVEL: World Geography/7th Grade

YEAR: 2005-2011

MONTH	ESSENTIAL QUESTION	STRAND	CONTENT	SKILLS	ASSESSMENT
<ul style="list-style-type: none"> January BEEP Europe Unit/Eastern Europe: LP001 – 002 BEEP Russia and its Western Neighbors Unit/Russia and its Neighbors: LP001 – 002 BEEP Russia and its Western Neighbors Unit/Ukraine, Belarus and the Caucasus: LP001 BEEP Southwest and Central Asia Unit: LP001 – 002 	<ul style="list-style-type: none"> Why has Eastern Europe suffered from constant invasion? How can people learn from their past mistakes to make a better life for today? How did Russia form and grow and how did it fall? Why is it still such an important place? What is it like to live in Ukraine, Belarus, and the Caucasus today? What are the geographic features of the Eastern Mediterranean? How did the people living in the 6th century adapt to the harsh climate and geography of the Arabian Peninsula? 	<ul style="list-style-type: none"> Benchmark SS.A.1.3.1: The student understands how patterns, chronology, sequencing (including cause and effect), and the identification of historical periods are influenced by frames of reference. Benchmark SS.A.1.3.3: The student knows how to impose temporal structure on historical narratives. Benchmark SS.A.2.3.1: The student understands how language, ideas, and institutions of one culture can influence other (e.g., through trade, exploration, and immigration). Benchmark SS.A.2.3.2: The student knows how major historical developments have had an impact on the development of civilizations. 	<ul style="list-style-type: none"> Students will write a Constitution for an imaginary Eastern European Country. Students will create a list and explanation of the physical geography of Eastern Europe. Students will create PowerPoint presentations to teach their classmates about a specific time period in Russian history. The Ukraine, Belarus and Caucasus are very unique and independent countries. The students will create brochures for each country. They will detail the topography, tourist sites, culture, economic products and the like. Students will work in pairs to locate answers to questions about the geographic features of the Eastern Mediterranean. Answers will be used to complete maps and notes. 	<ul style="list-style-type: none"> Students will use context and word structure clues to determine meaning. Students will write to inform Students will write to persuade based on research and instruction. Students will use knowledge and skills to make inferences and generalizations, to use graphic organizers, and take notes. Students will analyze words and text, draw conclusions and use context clues. Students will check the validity and accuracy of information obtained from research. Students will use a variety of sentence structure; include support that is substantial, specific and relevant and present ideas with clarity. Students will determine the main idea or essential message in a text and identify relevant details and facts. Students will explain ways 	<ul style="list-style-type: none"> Constitution for an imaginary Eastern European Country. List and explanation of the physical geography of Eastern Europe. PowerPoint about the history of Russia. Brochures for the Ukraine, Belarus and Caucasus. Jeopardy-type review of information learned. Illustrated journal of 6th Century Arabian Peninsula.

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SUBJECT AREA: Social Studies

COURSE / GRADE LEVEL: World Geography/7th Grade

YEAR: 2005-2011

MONTH	ESSENTIAL QUESTION	STRAND	CONTENT	SKILLS	ASSESSMENT
		<ul style="list-style-type: none"> • Benchmark SS.A.2.3.3: The student understands important technological developments and how they influenced human society • Benchmark SS.A.2.3.4: The student understands the impact of geographical factors on the historical development of civilizations. • Benchmark SS.A.2.3.5: The student knows significant historical leaders who shaped the development of early cultures (e.g., military, political, and religious leaders in various civilizations). • Benchmark SS.A.3.3.3: The student knows how physical and human geographic factors have influenced major historical events and 	<ul style="list-style-type: none"> • Students will explore how the people of the Arabian Peninsula adapted to its climate and geography before the 6th Century. They will gain knowledge about the culture of the region in which Muhammad was born and spread the message of Islam. At the conclusion, students will create an illustrated journal for a 6th century trip from the Arabian desert to a city on the Arabian coastal plain. 	<p>the author's perspective or point of view affects a text.</p> <ul style="list-style-type: none"> • Students will focus on the topic and convey completeness, wholeness and adherence to the main idea. • Students will use appropriate vocabulary. • Student writing will contain few convention errors in mechanics, usage and punctuation. • Students will make comparisons and explain cause and effect. • Students will sequence events. • Students will gather and analyze data. 	

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SUBJECT AREA: Social Studies

COURSE / GRADE LEVEL: World Geography/7th Grade

YEAR: 2005-2011

MONTH	ESSENTIAL QUESTION	STRAND	CONTENT	SKILLS	ASSESSMENT
		<p>movements.</p> <ul style="list-style-type: none"> • Benchmark SS.B.1.3.2: The student uses mental maps to organize information about people, places, and environments. • Benchmark SS.B.1.3.3: The student knows the social, political, and economic divisions on Earth's surface. • Benchmark SS.B.1.3.4: The student understands ways factors such as culture and technology influence the perception of places and regions. • Benchmark SS.B.2.3.2: The student knows the human and physical characteristics of different places in the world and how these characteristics change over time. 			

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SUBJECT AREA: Social Studies

COURSE / GRADE LEVEL: World Geography/7th Grade

YEAR: 2005-2011

MONTH	ESSENTIAL QUESTION	STRAND	CONTENT	SKILLS	ASSESSMENT
		<ul style="list-style-type: none"> • Benchmark SS.B.2.3.4: The student understands ways the landscape and society change as a consequence of shifting from a dispersed to a concentrated settlement form. • Benchmark SS.B.2.3.9: The student understands ways the interaction between physical and human systems affects current conditions on Earth. • Benchmark SS.D.1.3.1: The student knows the options and resources that are available for consumer protection. 			

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SUBJECT AREA: Social Studies
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YEAR: 2005-2011

MONTH	ESSENTIAL QUESTION	STRAND	CONTENT	SKILLS	ASSESSMENT
<ul style="list-style-type: none"> February BEEP Southwestern and Central Asia Unit: LP003 – 006 BEEP Africa Unit/ North Africa: LP001 - 003 BEEP Africa Unit/ West Africa: LP001 BEEP Africa Unit/ East Africa: LP001 BEEP Africa Unit/ Central Africa: LP001 BEEP Africa Unit/ South Africa: LP001- 002 	<ul style="list-style-type: none"> Identify and describe the important events and people in the history of Southwest Asia. In what ways are the three major religions of Southwest and Central Asia similar? In what ways are the three major religions of Southwest and Central Asia unique? In what ways were the Silk Road and caravans important to the people of Central Asia? What are the geographical features and culture of North Africa? How has the environment affected those living in West Africa? Are they two different worlds? What are the different cultures, languages and ethnic groups of East Africa? What is the value of controlling natural resources? 	<ul style="list-style-type: none"> Benchmark SS.A.1.3.1: The student understands how patterns, chronology, sequencing (including cause and effect), and the identification of historical periods are influenced by frames of reference. Benchmark SS.A.2.3.1: The student understands how language, ideas, and institutions of one culture can influence other (e.g., through trade, exploration, and immigration). Benchmark SS.A.2.3.2: The student knows how major historical developments have had an impact on the development of civilizations Benchmark SS.A.2.3.4: The student understands the impact of geographical factors on the historical development of civilizations. Benchmark SS.A.2.3.7: 	<ul style="list-style-type: none"> Students will research a country in Southwest Asia. They will use this research to create a storyboard and write a sample scene for the upcoming "Indiana Jones IV" film. Students will decide which pair has created the most imaginative and appropriate storyboard and script. <p>Students will read background information that introduces various topics about one of the three religions in the Middle East. The pairs will use a graphic organizer to write notes about different aspects of the religion. Students will post these graphic organizers on the wall. They will use all the information to compare and contrast the three religions.</p>	<ul style="list-style-type: none"> Students will write to inform. Students will be able to categorize information using specified criteria. Students will gather and analyze data. Students will use a variety of map skills to record and illustrate information. Students will use knowledge and skills to make inferences and generalizations, to use graphic organizers, and take notes. Students will analyze words and text, draw conclusions and use context clues. Students will check the validity and accuracy of information obtained from research. Students will use a variety of sentence structure; include support that is substantial, specific and relevant and present ideas with clarity. 	<ul style="list-style-type: none"> Indiana Jones portfolio, storyboard and script Collect and grade religion worksheets and Venn diagram. Silk Road/Caravans game. Various activities for North Africa caravan. Plan for a new settlement in the Sahara. Diorama detailing the two different environments of West Africa. Creating a chart or graph to show the migrations and invasions of East Africa. Report written to our State Department detailing the conditions of the Democratic Republic of the Congo and a list of its natural resources. The report will include suggestions on how the UN or US can help.

SUBJECT AREA: Social Studies

COURSE / GRADE LEVEL: World Geography/7th Grade

YEAR: 2005-2011

MONTH	ESSENTIAL QUESTION	STRAND	CONTENT	SKILLS	ASSESSMENT
	<ul style="list-style-type: none"> What was South Africa like during apartheid? How did it end? How has it affected South Africa today? What was the Journey of the Boers like and how did the physical geography affect them? What was their encounter with the Zulu like, and what role did the British play? 	<p>The student knows significant achievements in art and architecture in various urban areas and communities to the time of the Renaissance (e.g., the Hanging Gardens of Babylon, pyramids in Egypt, temples in ancient Greece, bridges and aqueducts in ancient Rome, changes in European art and architecture between the Middle Ages and the High Renaissance).</p> <ul style="list-style-type: none"> Benchmark SS.A.3.3.2: The student understands the historical events that have shaped the development of cultures throughout the world. Benchmark SS.A.3.3.4: The student knows significant historical leaders who have influenced the course of events in Eastern and Western civilizations since the Renaissance. Benchmark SS.A.3.3.5: The student understands the differences between 	<ul style="list-style-type: none"> Students will use their textbooks and the Internet links provided by Holt, Rinehart, Winston to gather information about the Silk Road or Nomads and Caravans. Using this information, students will create board games complete with a game board, rules, instructions, game pieces, questions/answers and a decorated box. Students will journey on a virtual camel ride to experience the lifestyle, history and culture of North Africa. Students will create a diorama detailing the two different environments of West Africa. Students will discover the challenges faced by the Democratic Republic of the Congo. Students will create a chart or graph to show 	<ul style="list-style-type: none"> Students will determine the main idea or essential message in a text and identify relevant details and facts. Students will analyze data and create graphic organizers using the data. 	<ul style="list-style-type: none"> Recorded news reports in video tape (television broadcast), audio recording (radio broadcast) or written (newspaper format) describing the trek of the Boers.

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SUBJECT AREA: Social Studies

COURSE / GRADE LEVEL: World Geography/7th Grade

YEAR: 2005-2011

MONTH	ESSENTIAL QUESTION	STRAND	CONTENT	SKILLS	ASSESSMENT
		<p>institutions of Eastern and Western civilizations (e.g., differences in governments, social traditions and customs, economic systems and religious institutions).</p> <ul style="list-style-type: none"> • Benchmark SS.B.1.3.1: The student uses various map forms (including thematic maps) and other geographic representations, tools, and technologies to acquire, process, and report geographic information including patterns of land use, connections between places, and patterns and processes of migration and diffusion. • Benchmark SS.B.1.3.3: The student knows the social, political, and economic divisions on Earth's surface. • Benchmark SS.B.1.3.6: The student understands ways in which regional systems are interconnected. • Benchmark SS.B.1.3.7: The student understands the spatial aspects of 	<p>the migrations and invasions of East Africa.</p> <ul style="list-style-type: none"> • Students will research and discuss the practice of apartheid in South Africa. They will compare the country during and after apartheid. • Students will describe the Great Trek of the Boers. 		

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SUBJECT AREA: Social Studies

COURSE / GRADE LEVEL: World Geography/7th Grade

YEAR: 2005-2011

MONTH	ESSENTIAL QUESTION	STRAND	CONTENT	SKILLS	ASSESSMENT
		<p>communication and transportation systems.</p> <ul style="list-style-type: none"> • Benchmark SS.B.2.3.1: The student understands the patterns and processes of migration and diffusion throughout the world. • Benchmark SS.B.2.3.2: The student knows the human and physical characteristics of different places in the world and how these characteristics change over time. • Benchmark SS.B.2.3.3: The student understands ways cultures differ in their use of similar environments and resources. • Benchmark SS.B.2.3.4: The student understands ways the landscape and society change as a consequence of shifting from a dispersed to a concentrated settlement form. • Benchmark SS.B.2.3.7: The student knows how various human systems throughout the world have developed in 			

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SUBJECT AREA: Social Studies

COURSE / GRADE LEVEL: World Geography/7th Grade

YEAR: 2005-2011

MONTH	ESSENTIAL QUESTION	STRAND	CONTENT	SKILLS	ASSESSMENT
		<p>response to conditions in the physical environment.</p> <ul style="list-style-type: none"> • Benchmark SS.B.2.3.8: The student knows world patterns of resource distribution and utilization. • Benchmark SS.B.2.3.9: The student understands ways the interaction between physical and human systems affects current conditions on Earth. 			

SUBJECT AREA: Social Studies

COURSE / GRADE LEVEL: World Geography/7th Grade

YEAR: 2005-2011

MONTH	ESSENTIAL QUESTION	STRAND	CONTENT	SKILLS	ASSESSMENT
<ul style="list-style-type: none"> • March • BEEP South Asia Unit/India: LP001 – 002 • BEEP South Asia Unit/India and its Neighbors: LP001 – 002 • BEEP East and Southeast Asia Unit/ LP001 – 006 	<ul style="list-style-type: none"> • How has religion influenced India today? How effective is the Caste System? Has it changed much? Can India run effectively without it? How does Hinduism influence the Caste system? • How do the people of the Himalayas survive the physical conditions? How have the physical conditions affected their culture? • India is a major power in this area. It has been partitioned (Pakistan), and it is nuclear. How do the surrounding countries view India and how does that relate to stability in that area of the world? • What are the physical features, climate and resources of China, Mongolia and Taiwan? How did the Taoist, Buddhist and Confucian philosophies influence Chinese literature and culture? 	<ul style="list-style-type: none"> • Benchmark SS.A.1.3.1: The student understands how patterns, chronology, sequencing (including cause and effect), and the identification of historical periods are influenced by frames of reference. • Benchmark SS.B.2.3.2: The student knows the human and physical characteristics of different places in the world and how these characteristics change over time. • Benchmark SS.A.3.3.1: The student understands ways in which cultural characteristics have been transmitted from one society to another (e.g., through art, architecture, language, other artifacts, traditions, beliefs, values, and behaviors). • Benchmark SS.A.3.3.5: The student understands the differences between institutions of Eastern and Western civilizations (e.g., differences in governments, social traditions and customs, economic systems and religious institutions). 	<ul style="list-style-type: none"> • Students will study India's Caste System and debate its importance and effect on life in India. • Students will describe the role of the different religions in India and their influence on the people today. • Students will explain how the Himalayas have affected the residents of that region. • Students will describe the political and social characteristics of the South Asia region. • Students will gather and categorize the physical geography of China, Mongolia and Taiwan. • Students will write poems based on the ideas of Confucius, Taoism, and Buddhism. • Students will debate the place of the Mongols in history. • Students will write a formal letter to the UN supporting or refuting the 	<ul style="list-style-type: none"> • Students will write to inform. • Students will be able to categorize information using specified criteria. • Students will use a variety of map skills to record and illustrate information. • Students will use knowledge and skills to make inferences and generalizations, to use graphic organizers, and take notes. • Students will analyze words and text, draw conclusions and use context clues. • Students will check the validity and accuracy of information obtained from research. • Students will use a variety of sentence structure; include support that is substantial, specific 	<ul style="list-style-type: none"> • Essay on the similarities and differences of one of the Indian religions researched. • Reflection piece about whether student feels destiny is predetermined before their birth and why. • Students-created myth or legend to explain the formation of the Himalayas. • Student-created illustrated newspaper article that informs the reader about the political and social characteristics of India and its neighbors. • Collect and grade the three-column chart for the physical geography of China, Mongolia and Taiwan. Poems Confucius, Taoism, and Buddhism. • Mongol debate (based on participation) • Formal letter to the UN

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SUBJECT AREA: Social Studies

COURSE / GRADE LEVEL: World Geography/7th Grade

YEAR: 2005-2011

MONTH	ESSENTIAL QUESTION	STRAND	CONTENT	SKILLS	ASSESSMENT
<ul style="list-style-type: none"> BEEP East and Southeast Asia Unit/ Japan and the Koreans: LP001 	<ul style="list-style-type: none"> How should the world view the Mongols? How should Taiwan be viewed by the world? How was the Silk Road vital to China, Mongolia and Taiwan? What role has technology played in agrarian China? What are the similarities and differences between Japanese and Korean home life? 	<ul style="list-style-type: none"> Benchmark SS.B.1.3.1: The student uses various map forms (including thematic maps) and other geographic representations, tools, and technologies to acquire, process, and report geographic information including patterns of land use, connections between places, and patterns and processes of migration and diffusion. Benchmark SS.B.1.3.3: The student knows the social, political, and economic divisions on Earth's surface. Benchmark SS.B.2.3.3: The student understands ways cultures differ in their use of similar environments and resources. Benchmark SS.B.2.3.6: The student understands the environmental consequences of people changing the physical environment in various world locations. 	<p>independence of Taiwan.</p> <ul style="list-style-type: none"> Students will be write a letter home to a family member about life in China prior to the arrival of the Mongols and then diary entries after the Mongols took over. Students will research the impact of technology on Modern China. Students will recreate a Japanese and Korean home. 	<p>and relevant and present ideas with clarity.</p> <ul style="list-style-type: none"> Students will determine the main idea or essential message in a text and identify relevant details and facts. Students will analyze data and create graphic organizers using the data. 	<p>supporting or refuting the independence of Taiwan.</p> <ul style="list-style-type: none"> Letter home to a family member about life in China prior to the arrival of the Mongols and then diary entries after the Mongols took over. Five paragraph essay describing the impact of technology on Modern China. Japanese and Korean home recreation.

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SUBJECT AREA: Social Studies

COURSE / GRADE LEVEL: World Geography/7th Grade

YEAR: 2005-2011

MONTH	ESSENTIAL QUESTION	STRAND	CONTENT	SKILLS	ASSESSMENT

SUBJECT AREA: Social Studies

COURSE / GRADE LEVEL: World Geography/7th Grade

YEAR: 2005-2011

MONTH	ESSENTIAL QUESTION	STRAND	CONTENT	SKILLS	ASSESSMENT
<ul style="list-style-type: none"> April BEEP East and Southeast Asia Unit/ Japan and the Koreas: LP002 - 006 BEEP East and Southeast Asia Unit/ Southeast Asia: LP001 - 003 	<ul style="list-style-type: none"> How has Japanese puppetry and Haiku affected culture? How can the Koreas be reunified? What changes can one notice throughout Korea's history? How do people live in different arable conditions? Where will the next earthquakes and volcanic eruptions occur, and what can we do to protect those citizens? How did the history of the region affect Southeast Asia today? How does Indonesia look today? 	<ul style="list-style-type: none"> Benchmark SS.A.1.3.1: The student understands how patterns, chronology, sequencing (including cause and effect), and the identification of historical periods are influenced by frames of reference. Benchmark SS.A.2.3.2: The student knows how major historical developments have had an impact on the development of civilizations. Benchmark SS.A.2.3.4: The student understands the impact of geographical factors on the historical development of civilizations. Benchmark SS.A.3.3.2: The student understands the historical events that have shaped the development of cultures throughout the world. 	<ul style="list-style-type: none"> Students will write a haiku and create a Japanese puppet. Students will study the recent history of North and South Korea and propose ways to unify the two. Students will study the culture of North and South in order to create storyboards or comic strip of their good and bad times. Students will research the land challenges being faced by Japan. They will develop a prospectus to overcome the challenges. Students will create a map of the ring of fire and predict the location of future volcanic eruptions. Students will research the history of Southeast Asia. Students will study the culture of 	<ul style="list-style-type: none"> Students will write to inform. Students will write to persuade. Students will be able to categorize information using specified criteria. Students will use a variety of map skills to record and illustrate information. Students will use knowledge and skills to make inferences and generalizations, to use graphic organizers, and take notes. Students will analyze words and text, draw conclusions and use context clues. Students will check the validity and accuracy of information obtained from research. Students will use a variety of sentence structure; include support that is substantial, specific and relevant and present ideas with clarity. Students will determine the main idea or essential message in a text and 	<ul style="list-style-type: none"> Student-created Haiku and a Japanese puppet. Written proposals for Korean unification. Storyboard or comic strip of the Koreas, good and bad times. Written proposal to overcome Japan's land challenges. Map of the ring of fire and predicted locations for future volcanic eruptions. Cereal box with information about the history of Southeast Asia. Collage of Indonesia's history and culture.

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SUBJECT AREA: Social Studies

COURSE / GRADE LEVEL: World Geography/7th Grade

YEAR: 2005-2011

MONTH	ESSENTIAL QUESTION	STRAND	CONTENT	SKILLS	ASSESSMENT
		<ul style="list-style-type: none"> • Benchmark SS.A.3.3.4: The student knows significant historical leaders who have influenced the course of events in Eastern and Western civilizations since the Renaissance. • Benchmark SS.A.3.3.5: The student understands the differences between institutions of Eastern and Western civilizations (e.g., differences in governments, social traditions and customs, economic systems and religious institutions). 	Indonesia.	<p>identify relevant details and facts.</p> <ul style="list-style-type: none"> • Students will analyze data and create graphic organizers using the data. 	

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SUBJECT AREA: Social Studies

COURSE / GRADE LEVEL: World Geography/7th Grade

YEAR: 2005-2011

MONTH	ESSENTIAL QUESTION	STRAND	CONTENT	SKILLS	ASSESSMENT
		<ul style="list-style-type: none"> Benchmark SS.B.1.3.1: The student uses various map forms (including thematic maps) and other geographic representations, tools, and technologies to acquire, process, and report geographic information including patterns of land use, connections between places, and patterns and processes of migration and diffusion. Benchmark SS.B.2.3.1: The student understands the patterns and processes of migration and diffusion throughout the world. Benchmark SS.B.2.3.2: The student knows the 			

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SUBJECT AREA: Social Studies

COURSE / GRADE LEVEL: World Geography/7th Grade

YEAR: 2005-2011

MONTH	ESSENTIAL QUESTION	STRAND	CONTENT	SKILLS	ASSESSMENT
		<p>human and physical characteristics of different places in the world and how these characteristics change over time.</p> <ul style="list-style-type: none"> • Benchmark SS.B.2.3.3: The student understands ways cultures differ in their use of similar environments and resources. • Benchmark SS.B.2.3.4: The student understands ways the landscape and society change as a consequence of shifting from a dispersed to a concentrated settlement form. • Benchmark SS.B.2.3.5: The student understands the geographical factors that affect the cohesiveness and integration of countries 			

SUBJECT AREA: Social Studies

COURSE / GRADE LEVEL: World Geography/7th Grade

YEAR: 2005-2011

MONTH	ESSENTIAL QUESTION	STRAND	CONTENT	SKILLS	ASSESSMENT
<ul style="list-style-type: none"> May BEEP The Pacific World and Antarctica <i>Unit: LP001 - 004</i> 	<ul style="list-style-type: none"> What are the similarities and differences between New Zealand and Australia? What was it like for Amundsen and Scott as they explored the South Pole? What are the terrain and creatures like on Antarctica? Review for final 	<ul style="list-style-type: none"> Benchmark SS.A.1.3.1: The student understands how patterns, chronology, sequencing (including cause and effect), and the identification of historical periods are influenced by frames of reference. Benchmark SS.A.2.3.2: The student knows how major historical developments have had an impact on the development of civilizations. Benchmark SS.A.3.3.2: The student understands the historical events that have shaped the development of cultures throughout the world. Benchmark SS.B.2.3.6: The student understands the environmental consequences of people changing the physical environment in various world locations. 	<ul style="list-style-type: none"> Students will create a marketing campaign and debate to draw people to and educate them about Australia and New Zealand. Students will write and perform news broadcasts that recreate the Amundsen-Scott race to the South Pole. Students will explore the Pacific Islands through pie graphs, historical events and hardships faced by those who live there. 	<ul style="list-style-type: none"> Students will write to inform, Students will write to persuade based on research and instruction. Students will be able to categorize information using specified criteria. Students will gather and analyze data. Students will use a variety of map skills to record and illustrate information. Students will use knowledge and skills to make inferences and generalizations, to use graphic organizers, and take notes. Students will check the validity and accuracy of information obtained from research. Students will use a variety of sentence structure; include support that is substantial, specific and relevant and present ideas with clarity. Students will determine the main idea or essential 	<ul style="list-style-type: none"> Pacific World marketing campaigns. Letter to parents about the marketing campaigns and explanation why they want to visit one of the countries. Radio broadcasts of Amundsen-Scott race.. Essay explaining why a student would or would not have chosen to be part of the South Pole expeditions. Pacific Island pie charts. Newspaper article about the challenges the Pacific Islanders faced in 2005. and how they overcame them.

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SUBJECT AREA: Social Studies

COURSE / GRADE LEVEL: World Geography/7th Grade

YEAR: 2005-2011

MONTH	ESSENTIAL QUESTION	STRAND	CONTENT	SKILLS	ASSESSMENT
				<p>message in a text and identify relevant details and facts.</p> <ul style="list-style-type: none"> Students will explain ways the author's perspective or point of view affects a text. Students will focus on the topic and convey completeness, whoeness and adherence to the main idea. Students will use appropriate vocabulary. Student writing will contain few convention errors in mechanics, usage and punctuation. 	

Curriculum Map for Alignment

CONTENT:

The **CONTENT** Section is "what" we teach.

Content can be:

- Discipline-based topics
- Interdisciplinary concepts
- Often expressed with nouns

SKILLS/BENCHMARKS:

The **SKILLS/BENCHMARKS** Section gives us more specific information about what we teach.

Skills/Benchmarks are

- Specific
- Assessable
- Often expressed with verbs

ASSESSMENTS:

The **ASSESSMENTS** Section provides tools, strategies, and techniques to analyze each student's demonstration of accomplishments of specific goals ar criteria. Good assessment requires variety to ensure opportunities for succes: for all students.

Assessments are:

- Demonstrations of learning
- Tangible products or performances
- Aligned with the standards of learning
- Often expressed with nouns

**Grade Level:
8th Grade**

**Subject/Content Area:
SOCIAL STUDIES**

**Timeframe:
August 2006 - June 2011**



The School Board of Broward County

**Curriculum & Instruction/Student Support
Dr. Earlean Smiley, Deputy Superintendent**

**Core Curriculum Department
Diane Carr, Executive Director**

Curriculum Map for Alignment

The primary purpose of Curriculum Mapping is to have a written record of what is being taught in the classroom. While the lesson plan documents what a teacher intends to teach, the curriculum map logs what is actually taught.

Curricular mapping is a reconstruction - a description of the content taught and the amount of time spent teaching it. It is intended to illustrate how much time is devoted to learning by small groups, classes, or entire grade levels.

ASPECTS OF CURRICULUM MAPPING

- Curriculum Mapping is a procedure for collecting information about the operational curriculum in a school.
- Maps are calendar-based and include three elements: content, skills and thinking processes, and assessments.
- Maps are used to locate repetitions and gaps in the curriculum with standards, and to aid in curriculum integration.
- Maps are created by districts and expanded by schools and teachers and revised after a series of readings and shared findings.
- Maps are tools for communication, planning, and teacher training.

BENEFITS OF THE CURRICULUM MAPPING PROCESS

The Curriculum Mapping process can enable school administrators, curriculum supervisors, and teachers to determine:

- The amount of time on task
- The degree of conformity and variance on a topic or skill from teacher to teacher and from school to school, horizontally and vertically, K-12
- The degree of conformity and variance on a topic or skill by ability level, horizontally and vertically, K-12
- The scope and sequence of the curriculum
- Whether material on tests was covered prior to the date of the test
- The percent of class time allocated to a topic and the effectiveness of assessment instruments used the school and school district
- The number of subjects, topics, and skills in a basal or textbook that are actually allocated time
- Whether teachers allocate the same amount of time to topics, regardless of student ability level
- Whether there is duplication of content taught in various subject areas
- Whether state and local policies and requirements are fulfilled by teachers
- The amount of agreement between the curriculum, the curriculum guides, and the testing program

BASIC DEFINITIONS TO GUIDE THE PROCESS OF CURRICULUM MAPPING

Concept	Definition
<i>Standards</i>	Statements that reflect the larger outcomes that we expect all students to be able to demonstrate before they leave our school – some have already been established by the state, and district but others may need to be added based on personal expectations.
<i>Benchmarks</i>	Statements that reflect, year by year, what we believe at least ___% of our students can demonstrate that serve as an indication that they will realistically meet the standards when they leave our school.
<i>Assessments</i>	Opportunities for students to demonstrate what they know and are able to do as described by benchmarks and standards
<i>Rubrics</i>	A method of differentiating work on the basis of qualitative differences.
<i>Essential Questions</i>	Overarching questions that focus on either big ideas and concepts or major themes with regard to curriculum content.
<i>Content</i>	Identified content that we expect students to know by the end of a given unit of instruction. Content is directly linked to standards and benchmarks.
<i>Skills</i>	Identified skills that we expect students to be able to do at the end of a given period of time. These skills are directly connected to the particular content within a period of time. However, the skills are likely to be associated with many content areas, since skills are always being learned and reinforced. The map should focus on the specific skills that are connected with the specific content that has been designated.
<i>Unit Designs</i>	Curricular units that encompass some of the major areas of focus in a given developmental period. Such designs provide the details of what content and skills will be developed, what lessons for instruction will be used, and what assessments will be required.

SUGGESTIONS ON USING THIS MAP FOR CURRICULUM, INSTRUCTIONAL AND ASSESSMENT DECISIONS AT YOUR SCHOOL AND WITHIN YOUR GRADE LEVEL/SUBJECT AREA

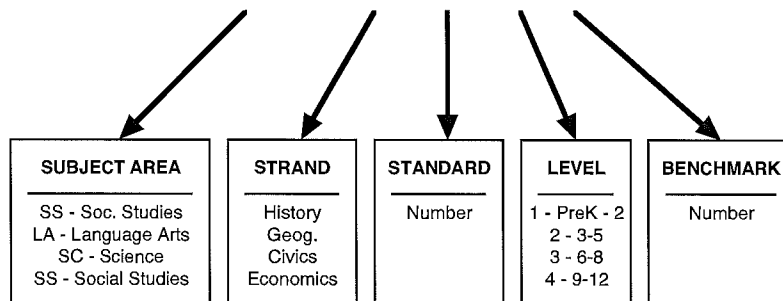
1. Use the maps as lenses for two main purposes - as a zoom lens into the year's curriculum for a particular grade level/subject area and as a wide-angle lens to see the K-12 perspective.
2. Read the maps to gain information. Reading and examining the curriculum maps enables us to make more informed decisions. Invite a broad audience of staff members to read through the maps. The most revealing work occurs when educators read maps from several grade levels and/or subject areas.
3. Use the maps to identify gaps in the curriculum. We cannot assume that all teachers within a discipline address the same curriculum. Reviewing and discussing the curriculum map aids in finding gaps between goals and what is actually taught. A curriculum map reduces the assumptions that certain concepts were studied and taught to students at previous grade levels.
4. Use the maps to identify repetitions in the curriculum. Too often, teachers assume that they are introducing a book or concept to the students for the first time. In fact, many units of study are repeated over the course of a student's K-12 experience. Careful study and conversation focused on the curriculum maps will aid in revealing content and skill repetitions.
5. Use the maps to identify potential areas for curriculum integration. Research has identified that merging concepts from two or more disciplines can make for a powerful and lasting learning experience. Looking critically at all content area maps will aid in identifying linkages among subject matter and possibilities for interdisciplinary units of study.
6. Use the maps to match assessment with standards. The curriculum maps allow us to focus on assessment through the course of a year. For example, if a grade level/subject area is attempting to fulfill a state standard, use the map to have conversations on what the student will perform and produce to give evidence of meeting the standard.
7. Finally, review the curriculum maps for timeliness. Examine the maps for current best practice. There are new strategies and teaching techniques regularly identified in scholarly research. By editing, shaping, and adding to the "taught curriculum" (curriculum map), collaboration and adult learning occurs.

SPECIAL NOTE WHEN DETERMINING ASSESSMENTS FOR STUDENTS

For LEP students and ESE students with disabilities, individual accommodations used during the administration of statewide assessments must be used during classroom instruction and assessment activities, including practice tests for the FCAT. Please refer to the Districtwide Testing Handbook or contact the Student Assessment Department for further information or testing accommodations for LEP students and ESE students with disabilities.

Numbering System for the Identified Skills

SS.A.1.2.1



For further information on Florida's Sunshine State Standards, Benchmarks, and Grade Level Expectations (GLEs), visit the following url site:
<http://www.firn.edu/doe/curric/prek12/frame2.html>

CONTEXT AND PURPOSE FOR CURRICULUM MAPPING

In the context of the standards movement, curriculum mapping has become a powerful tool for accomplishing both curriculum alignment and curriculum-focused school improvement. The nation's 10 regional educational laboratories recently completed a research project to identify and determine the most effective strategies to help students meet high standards. Key findings of this study indicated that four (4) primary activities facilitate standards-based reform efforts: aligning curricula to standards and assessments; building staff capacity; developing relationships and communicating with stakeholders; and using resources effectively. Curriculum mapping supports all four of these activities. (Laboratory Network Program, 1998)

Aligning Curricula to Standards and Assessments

Using curriculum mapping, teachers define the curriculum and review it to identify strong examples of standards-based instruction. They also identify where gaps exist in the standards addressed, deal with repetitions in instruction, and determine the appropriate sequencing and spiraling of concepts and skills

Building Staff Capacity

Curriculum mapping can build staff capacity for continuous improvement. When done systematically, curriculum mapping becomes a professional development program. As teachers analyze maps and discuss the effectiveness of teaching activities to improve student performance within and across grade levels/subject areas, they experience real professional growth. Teachers learn from one another as they design lessons and assessments that are matched to standards.

Developing Relationships and Communicating With Stakeholders

Curriculum maps are useful visual tools for communicating with parents and students about what happens in a classroom, school, or district. Curriculum maps also serve as documentation and verification for standards-based instruction

Using Resources Effectively

As teachers analyze their maps and compare their instruction with student performance data, they may identify ways to use instructional strategies and resources more effectively. For example, a resource or strategy that is successful for one teacher may be adopted or adapted by others who have similar needs in their classroom. Likewise, teachers abandon resources and strategies that are not effective in improving student learning.

FOR FURTHER ASSISTANCE WITH THE PACING, CONTENT, SKILLS, AND ASSESSMENT IDENTIFIED ON THIS SOCIAL STUDIES CURRICULUM MAP, CONTACT THE CORE CURRICULUM DEPARTMENT AT 954.768.8929 OR THE FOLLOWING DISTRICT, SOCIAL STUDIES CURRICULUM SPECIALISTS:
Dr. Louise Ball, K-12 Curriculum Spec. Social Studies 754-321-1873

FOR ASSISTANCE USING THIS DISTRICT-BASED CURRICULUM MAP WITH GRADE LEVELS AND SUBJECT AREAS, AND AS A TOOL FOR CURRICULUM-BASED CONVERSATIONS AND DECISIONS, CONTACT THE FOLLOWING K-12 CURRICULUM SPECIALIST:
Dr. Mark Quintana, 754-321-1859

CORE CONTENT SOCIAL STUDIES STRANDS

Time, Continuity, Change (History)
 People, Places, Environments (Geography)
 Government and the Citizen (Civics/Govt.)
 Economics

SUBJECT AREA: Social Studies

COURSE / GRADE LEVEL: United States History/8th Grade

YEAR: 2005-2011

MONTH	ESSENTIAL QUESTION	STRAND	CONTENT	SKILLS	ASSESSMENT
August	<ul style="list-style-type: none"> How did early American civilizations adapt and thrive in the Americas? What were the similarities and differences of the North American Native Americans? What did the conquistadors hope to find in the New World? 	<ul style="list-style-type: none"> SS.A.1.3 - The student understands historical chronology and the historical perspective. SS.A.1.3.1 SS.A.1.3.2 	<ul style="list-style-type: none"> Students will receive an introduction to early American civilizations and their cultures. Students will have an overview of early Native American cultures. Students will explore what the conquistadors hoped to find in the New World? Students will understand the motivation of conquistadors and their areas of conquest. 	<ul style="list-style-type: none"> Spider mapping is a type of graphic organizer. Have students label the different areas of North America. (Far North, Pacific Coast, West and Southwest, Great Plains, East). Then have students illustrate characteristics of culture i.e.: food source, housing styles, climates and landscapes. Their graphic organizer should have a larger circle in the middle with smaller circles coming out from the center. Create a chart of Native American groups. There should be 3 categories: Name 	<ul style="list-style-type: none"> Graphic organizers. Student presentations of Native American Groups. Student essay on the motivation of European explorers based on graphic organizer

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1

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SUBJECT AREA: Social Studies

COURSE / GRADE LEVEL: United States History/8th Grade

YEAR: 2005-2011

MONTH	ESSENTIAL QUESTION	STRAND	CONTENT	SKILLS	ASSESSMENT
				<p>of Group, Type of Shelter, and Unique Cultural Achievements. Using their texts students should be able to write a few sentences for each area of the chart.</p> <ul style="list-style-type: none"> Have students use graphic organizers to understand the motivation of European Explorers during this period. Label: Explorer, Country of Origin, Motivation, and Result for this graphic organizer. 	

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SUBJECT AREA: Social Studies**COURSE / GRADE LEVEL: United States History/8th Grade****YEAR: 2005-2011**

MONTH	ESSENTIAL QUESTION	STRAND	CONTENT	SKILLS	ASSESSMENT
September	<ul style="list-style-type: none"> What did the founders of the middle colonies offer colonists to settle in their area? What were the different reasons the five Southern Colonies were founded? What were the main motivating factors for people to leave England and move to America? How did the colonists challenge the new taxes imposed by the monarchy? Why was the 2nd Continental Congress successful while the 1st Continental Congress was not? 	<ul style="list-style-type: none"> SS.A.1.3 - The student understands historical chronology and the historical perspective. SS.A.1.3.1 SS.A.1.3.2 SS.B.2.3 - The student understands the interactions of people and the physical environment. SS.B.2.3.2 SS.B.2.3.4 SS.A.4.3 - The student understands U.S. history to 1880. SS.A.4.3.1 SS.A.4.3.2 SS.A.4.3.3 	<ul style="list-style-type: none"> Students will discover why English citizens fled England and how the New England Colonies were formed. Students will explain how the diverse population affected the forming of the middle colonies. Students will identify how New England's economic activities were different from those of the Southern Colonies. Students will learn about early colonial governments, laws and punishments. Students will discuss why the French and Indian War took place. 	<ul style="list-style-type: none"> Divide students into groups. Each group is going to become the "Chamber of Commerce" for their colony. They will be responsible for creating a pamphlet that will explain their colony as well as entice colonists to settle in their area. One member from each group will travel from group to group promoting his/her colony and what great opportunities it has. Pamphlet should include: 1.) climate 2.) job opportunities 3.) type of settlers 4.) type of government 5.) benefits to moving to colony 6.) a brief history 7.) other interesting details. 	<ul style="list-style-type: none"> Student created pamphlet that illustrates a colony for which they are a member of the Chamber of Commerce. Student created Colonial newspaper. Colonial dinner party assignment. Puzzle maker .com assignment.

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SUBJECT AREA: Social Studies

COURSE / GRADE LEVEL: United States History/8th Grade

YEAR: 2005-2011

MONTH	ESSENTIAL QUESTION	STRAND	CONTENT	SKILLS	ASSESSMENT
			<ul style="list-style-type: none"> Students will also review the relationship between the patriots and the loyalists in colonial America. Students explore causes of the Revolutionary War, as well as advantages and disadvantages at the start of the conflict. 	<ul style="list-style-type: none"> Students are the editor and chief of a colonial newspaper. The paper will focus on what life was like for the settlers of Roanoke and Jamestown. Students will create a two-page newspaper. Working in pairs or groups of three, have students create a dinner party for 12 famous people from the colonial era. Students should select both colonists and British such as James Otis, King George III, Crispus Attucks and Paul Revere for their dinner party. Students need to place all 12 people around a table for a dinner party. They need to explain 	

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SUBJECT AREA: Social Studies

COURSE / GRADE LEVEL: United States History/8th Grade

YEAR: 2005-2011

MONTH	ESSENTIAL QUESTION	STRAND	CONTENT	SKILLS	ASSESSMENT
				<p>why each person was placed in a particular seat.</p> <ul style="list-style-type: none"> Working in pairs on the computers, have students log on to Puzzlemaker.com. Students will create puzzles using the vocabulary from this chapter (using their textbook to help them). They should make puzzles with 10-15 questions in them in addition to the puzzle part of the assignment. Celebrate Freedom State Mandate 	

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SUBJECT AREA: Social Studies

COURSE / GRADE LEVEL: United States History/8th Grade

YEAR: 2005-2011

MONTH	ESSENTIAL QUESTION	STRAND	CONTENT	SKILLS	ASSESSMENT
October	<ul style="list-style-type: none"> Why is the Constitution of the United States a “living document”? What significant event or tax was able to push the colonists to declare their independence? Why were the Patriots confident they would be victorious when it appeared they had so many disadvantages? How could the US possibly overcome incredible odds to defeat the British army? What would you imagine the early problems were that faced the new government? 	<ul style="list-style-type: none"> SS.A.1.3 - The student understands historical chronology and the historical perspective. SS.A.1.3.2 SS.A.1.3.3 SS.A.4.3 - The student understands U.S. history to 1880. SS.A.4.3.2 SS.A.4.3.3 	<ul style="list-style-type: none"> Students will gain an understanding of why colonies sought independence. Students will understand why the tide shifted to the colonists at the end of the war and the terms of the British surrender. Students will understand the need for early government and roles of the Articles of Confederation. Students will understand the Constitutional Convention, the Virginia Plan, New Jersey Plan, as well as the Great Compromise. Students will 	<ul style="list-style-type: none"> Divide the class into large groups, 4-5 students per group. Assign each group a section of the Declaration of Independence (DOI) Preamble and Declaration of Rights List of Grievances Resolution. Each group interprets their section and presents their section of the DOI in easy to understand language. Divide class into groups of 4-5 students each. Assign students into 4 different groups. Grouping should be according to Constitutional sections: Preamble, Article # 1, Article # 2, Articles 3 and 4, 	<ul style="list-style-type: none"> Interpretations of the Declaration of Independence. Constitution re-writes into modern English. Political cartoons of checks and balances. Student presentations of their explanations of the U.S. government.

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SUBJECT AREA: Social Studies

COURSE / GRADE LEVEL: United States History/8th Grade

YEAR: 2005-2011

MONTH	ESSENTIAL QUESTION	STRAND	CONTENT	SKILLS	ASSESSMENT
	<ul style="list-style-type: none"> How can a government, which is representative, be both fair and responsive? 		<p>understand how the system of checks and balances works in the US government.</p> <ul style="list-style-type: none"> Students will acquire a basic understanding of how the Electoral College operates. Students will gain an understanding of how Congress functions. 	<p>Articles 5, 6, and 7. The Constitution is located in the textbook. Each group is responsible for summarizing the article(s) and putting them into language everyone can easily understand.</p> <ul style="list-style-type: none"> Have students work in partners to create a series of political cartoons, which illustrates how the system of checks and balances operates. Imagine students need to describe the U.S. Government to a group of elementary students. Have them create a “children’s book with text and illustrations. 	

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SUBJECT AREA: Social Studies**COURSE / GRADE LEVEL: United States History/8th Grade****YEAR: 2005-2011**

MONTH	ESSENTIAL QUESTION	STRAND	CONTENT	SKILLS	ASSESSMENT
November	<ul style="list-style-type: none"> Why was George Washington considered such an effective president? What expectations did people have of the new government? How did the U.S solve 2 of its biggest problems, foreign debt and conflict with Native Americans? What was it that Adams did (or did not do) that made him much less popular than Washington? What was it that made Jefferson so popular, and enabled him to be elected to a second term? Why was France 	<ul style="list-style-type: none"> S.S.A.1.3 - The student understands historical chronology and the historical perspective. S.S.A.1.3.2 S.S.A.1.3.3 SS.A.4.3 - The student understands U.S. history to 1880. SS.A.4.3.2 SS.A.4.3.3 SS.C.1.3 - The student understands the structure, functions, and purposes of government and how the principles and values of American democracy are reflected in American constitutional government. SS.C.1.3.1 SS.C.1.3.2 SS.C.1.3.3 	<ul style="list-style-type: none"> Students will understand the primary challenges facing President Washington and the new country. Students will gain an understanding of the conflicts with Native Americans. Students will understand why President Adams was not as popular as Washington. Students will identify Republican policies Jefferson introduced and the Federalist policies he accepted. Students will explain the importance of Marbury vs. Madison. Students will 	<ul style="list-style-type: none"> Give students an example of a business resume. Have each student create a resume for George Washington to apply for the presidency of the United States. Washington's resume should resemble the format of the business resume. Put students into partners. Each pair then decides if it will do a pamphlet on John Adams or Thomas Jefferson, promoting one of them to be elected president in 1796. Pamphlets should include: drawings, pictures, quotations, or slogans. Students are to prepare a report card for 	<ul style="list-style-type: none"> Washington Resume Assignment. Presidential pamphlet. Jefferson report cards. Lewis and Clark board game creation. Political cartoon on westward expansion.

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SUBJECT AREA: Social Studies

COURSE / GRADE LEVEL: United States History/8th Grade

YEAR: 2005-2011

MONTH	ESSENTIAL QUESTION	STRAND	CONTENT	SKILLS	ASSESSMENT
	<p>willing to part with Louisiana at such a reasonable price?</p> <ul style="list-style-type: none"> Was war with Britain inevitable, or could different decisions have been made to avoid the War of 1812? Why did the U.S. feel it was important to look after the interests of North and South America? What events or improvements allowed more settlers to begin moving further westward? 	<p>SS.C.1.3.4 SS.C.1.3.5 SS.C.1.3.6</p>	<p>understand the conditions favorable for the Louisiana Purchase.</p> <ul style="list-style-type: none"> Student will understand the conditions that set the stage for the War of 1812. Students will explain how actions by the American Indians aided the British during the war. Students will examine how the War of 1812 came to an end. Students will examine how the U.S. settled land disputes with other nations. Students will analyze President Monroe's reasons for issuing the 	<p>Jefferson during his presidency. Give him a letter grade in the following areas: foreign issues, domestic issues, leadership, and popularity. In the comment area, justify why he earned his grades.</p> <ul style="list-style-type: none"> Students will create Lewis and Clark board games. Requirements are that the groups should have no more than 4 students in each of them. Each group must construct an actual game board. The groups are responsible for dice, game pieces, and 30 questions covering either the Louisiana Purchase or the Lewis and Clark Expedition. 	

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SUBJECT AREA: Social Studies

COURSE / GRADE LEVEL: United States History/8th Grade

YEAR: 2005-2011

MONTH	ESSENTIAL QUESTION	STRAND	CONTENT	SKILLS	ASSESSMENT
			<p>Monroe Doctrine and describe its key points.</p> <ul style="list-style-type: none"> • Student will analyze how improvements in transportation affected the US. • Students will understand factors contributing to increased Western expansion. 	<p>Groups are responsible for dividing up the work among its members, coloring and decorating the board, and creating 30 questions as well as a sheet of directions.</p> <ul style="list-style-type: none"> • Students should work in partners to create a newspaper for the War of 1812. Papers should include pictures, articles, and a political cartoon. Each paper should cover these topics: Hartford Convention, Treaty of Ghent, and Battle of New Orleans. 	

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SUBJECT AREA: Social Studies**COURSE / GRADE LEVEL: United States History/8th Grade****YEAR: 2005-2011**

MONTH	ESSENTIAL QUESTION	STRAND	CONTENT	SKILLS	ASSESSMENT
December	<ul style="list-style-type: none"> What were the differences in style and attitude between President Adams and President Jackson? Why did the US and state governments start the Indian Removal Act? What were some of the difficulties and troubles settlers faced along the Oregon Trail? What led Texas to become its own independent country? What preparations did families make for trips to the American West? How did technological advances affect the North economically 	<ul style="list-style-type: none"> SS.A.1.3 - The student understands historical chronology and the historical perspective. SS.A.1.3.1 SS.A.1.3.2 SS.A.1.3.3 SS.A.4.3 - The student understands U.S. history to 1880. SS.A.4.3.1 SS.A.4.3.2 SS.A.4.3.3 SS.A.4.3.4 SS.B.1.3 - The student understands the world in spatial terms. SS.B.1.3.1 SS.B.1.3.2 SS.B.2.3 - The student understands the interactions of 	<ul style="list-style-type: none"> Students will understand the different style President Jackson had as opposed to President Adams. Students will explore issues between President Jackson and the bank. Students will understand causes and effects of the Indian Removal Act. Students will understand the importance of the Oregon Country to the nation's expansion. Students will analyze why Texas desired independence from Mexico. 	<ul style="list-style-type: none"> Students are to create a chart that compares Adams and Jackson as presidents. Areas to compare them would be: 1- Family and background 2 - Election victory 3 - Experience in public life Put students into groups of 2-3 students each. Have them imagine that they are Native American leaders living at the time of the Indian Removal Act. Would they decide to comply with the Indian Removal Act by moving or decide to stay and fight? Use the textbook or research to explain what happened to other groups in your 	<ul style="list-style-type: none"> Comparison chart of Adams and Jefferson. Essay on Indian Removal Act. Oregon Brochure. Alamo Skit. African American worker issues speech.

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SUBJECT AREA: Social Studies

COURSE / GRADE LEVEL: United States History/8th Grade

YEAR: 2005-2011

MONTH	ESSENTIAL QUESTION	STRAND	CONTENT	SKILLS	ASSESSMENT
	<p>and socially?</p> <ul style="list-style-type: none"> What led to the US wanting to expand its borders? 	<p>people and the physical environment. SS.B.2.3.1 SS.B.2.3.4</p> <ul style="list-style-type: none"> SS.C.2.3 - The student understands the role of the citizen in American democracy. SS.C.2.3.4. 	<ul style="list-style-type: none"> Students will understand why settlers used the Santa Fe and California Trails Students will understand the effects of the Industrial Revolution. Students will understand the causes of the Mexican War. 	<p>situation. Groups should write a 1-page essay of what they decided. Include a map of where your Indian group is located.</p> <ul style="list-style-type: none"> Set up class into partners. Imagine that the US government has assigned each group the opportunity to make a brochure advertising the Oregon Country. Draw a map showing the journey. Include trails, point of origin, final destination, and possible pitfalls in your brochure. Put students into groups of approximately 5 each. Imagine each group is living in the Alamo in 	

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SUBJECT AREA: Social Studies

COURSE / GRADE LEVEL: United States History/8th Grade

YEAR: 2005-2011

MONTH	ESSENTIAL QUESTION	STRAND	CONTENT	SKILLS	ASSESSMENT
				<p>the final days before the assault. Create a skit that will be shared with the class later. Each member of the group should give themselves a historical name from the Alamo. Skits should be short 2-3 minutes with a focus on the feelings of those inside the Alamo just before its fall.</p> <ul style="list-style-type: none"> Students will generate a Venn diagram comparing and contrasting women, children, and African American workers. After completing Venn diagrams have students imagine they work in a textile mill. Write a speech explaining how they and their fellow 	

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COURSE / GRADE LEVEL: United States History/8th Grade

YEAR: 2005-2011

MONTH	ESSENTIAL QUESTION	STRAND	CONTENT	SKILLS	ASSESSMENT
				workers plan to react to workplace changes. Consider the following: factory hours; factory safety; role of trade unions. Encourage students to share their speeches with the class.	

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SUBJECT AREA: Social Studies**COURSE / GRADE LEVEL: United States History/8th Grade****YEAR: 2005-2011**

MONTH	ESSENTIAL QUESTION	STRAND	CONTENT	SKILLS	ASSESSMENT
January	<ul style="list-style-type: none"> What difficulties would a prospector have faced in 1849 California? What was the state of manufacturing in the South? What was daily life like for slaves? Why did many reformers turn their attention to eliminating slavery? What was the purpose and significance of the women's movements? Why did the objectives on the North change during the Civil War? What role did strategy play in the major battles during the Civil 	<ul style="list-style-type: none"> SS.A.1.3 - The student understands historical chronology and the historical perspective. SS.A.1.3.1 SS.A.1.3.2 SS.A.4.3- The student understands U.S. history to 1880. SS.A.4.3 - The student understands U.S. history to 1880. SS.A.4.3.1 SS.A.4.3.2 SS.A.4.3.3 SS.A.4.3.4 SS.B.1.3 - The student understands the world in spatial terms. SS.B.1.3.1 SS.B.1.3.2 	<ul style="list-style-type: none"> Students will understand what life was like, living in the Gold Rush towns of California. Students will explore the South's economy and impact of the cotton gin. Students will discover why some Americans became abolitionists and how they spread their message. Students will discover the progress women made towards equality during the 1800's. Students will understand what the Compromise of 1850 accomplished. 	<ul style="list-style-type: none"> Have students design a magazine cover that focuses on Westward expansion. Their cover needs to show a picture about some aspect of the California Gold Rush. On the other side of the paper students need to list the table of contents for this magazine. Have students imagine that they are historians interviewing a former slave in the late 1800's. Write a half-page article on how enslaved people coped with slavery. Have students select one of the social reforms and write a newspaper article 	<ul style="list-style-type: none"> Magazine cover of Westward expansion. Historian Interview. Social Reform newspaper article. Promotional marketing of Seneca Falls Convention. Map assignment of the Northern and Southern states. Newspaper article on the changes in the Southern government after the Civil War. Settlers and Native Americans compromise.

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SUBJECT AREA: Social Studies

COURSE / GRADE LEVEL: United States History/8th Grade

YEAR: 2005-2011

MONTH	ESSENTIAL QUESTION	STRAND	CONTENT	SKILLS	ASSESSMENT
	<p>War?</p> <ul style="list-style-type: none"> What were the short and long term effects of the Emancipation Proclamation? How did the Civil War affect American society? What reforms took place under Reconstruction? 	<ul style="list-style-type: none"> SS.B.2.3 - The student understands the interactions of people and the physical environment. SS.B.2.3.1 SS.B.2.3.4 SS.C.1.3 - The student understands the structure, functions, and purposes of government and how the principles and values of American democracy are reflected in American constitutional government. SS.C.2.3.4 	<ul style="list-style-type: none"> Students will explain how the Fugitive Slave Act and the Kansas-Nebraska Act further divided the North and South Students will describe how the Dred Scott decision affected American society. Students will explain how the 1860 election led to the breakup of the Union Students will explain why the border states played an important part in the war. Students will compare the Northern and Southern populations, industries, resources, and war aims 	<p>expressing their view. Their article should include: 1.) What is the purpose of the social reform 2.) Whether or not they agree with the social change 3.) How they plan to make a difference 4.) How they plan to have their ideas shared with others 5.) Why is the social reform necessary to improve society</p> <ul style="list-style-type: none"> Remind students that the Seneca Falls Convention and the resulting Declaration of Sentiments represent women's early struggle for their rights. Have students imagine they are publicists responsible for getting people to 	

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SUBJECT AREA: Social Studies

COURSE / GRADE LEVEL: United States History/8th Grade

YEAR: 2005-2011

MONTH	ESSENTIAL QUESTION	STRAND	CONTENT	SKILLS	ASSESSMENT
			<ul style="list-style-type: none"> Students will identify Northern and Southern successes and failures in the early years of the war. Students will explain how the North's naval blockade hurt the South. Students will identify the battles that turned the tide of the war in 1863. Students will describe why Lincoln issued the Emancipation Proclamation. Students will understand the role that African Americans played in the Civil War. Students will identify 	<p>attend the Seneca Falls Convention. Create a promotional piece to encourage attendance focusing on the purpose of the convention and what it hoped to achieve.</p> <ul style="list-style-type: none"> Have students create a time line of the major events that led to the Civil War. Display a map of the United States before the South seceded. Provide students with a map outline of the one you are showing. As a class label the Union States and color them. Do the same thing for the Confederate States. Identify the Border States and then color-code them according 	

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SUBJECT AREA: Social Studies

COURSE / GRADE LEVEL: United States History/8th Grade

YEAR: 2005-2011

MONTH	ESSENTIAL QUESTION	STRAND	CONTENT	SKILLS	ASSESSMENT
			<p>the role that women played in the Civil War.</p> <ul style="list-style-type: none"> Students will explain how the war affected the economies of the North and South. Students will compare Lincoln's plan for reconstruction and the plan of the Radical Republicans Students will explain Andrew Johnson's proposal for handling Reconstruction. Students will cite the changes that occurred in the South during the last years of Reconstruction Students will describe how African 	<p>to the side they choose. Explain to students the key role the Border States played during the time period up to and during the Civil War.</p> <ul style="list-style-type: none"> Have students imagine that they are journalists who have been observing the changes in the southern government after the Civil War. Have each student write an article that discusses the reforms implemented by Reconstruction governments, as well as how southern laws and governments changed after Reconstruction ended. Organize the class into an even number of 	

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SUBJECT AREA: Social Studies

COURSE / GRADE LEVEL: United States History/8th Grade

YEAR: 2005-2011

MONTH	ESSENTIAL QUESTION	STRAND	CONTENT	SKILLS	ASSESSMENT
			<p>Americans were denied their rights as Americans.</p> <ul style="list-style-type: none"> Students will evaluate how the transcontinental railroad affected the settlement and development of the West. Students will examine some of the challenges of mining in the West. Students will explain why the federal government forced Native Americans to move to reservations. 	<p>small groups. Pair each group with another group. Then have one group in each pair represent U.S. settlers' interests and have the other group represent American Indians' interests in the West. Pairs should solve the problems between the U.S. settlers and the Plains Indians by formulating a compromise that satisfies both groups. Ask each pair of groups to present its solution and explain how the causes of the conflicts influenced them to reach the terms of their compromise.</p>	

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SUBJECT AREA: Social Studies

COURSE / GRADE LEVEL: United States History/8th Grade

YEAR: 2005-2011

MONTH	ESSENTIAL QUESTION	STRAND	CONTENT	SKILLS	ASSESSMENT
February	<ul style="list-style-type: none"> What was the goal of US foreign policy in the late 1800's and early 1900's? What factors helped the US to win the Spanish-American War? Why was it important that the U.S. be involved in Latin America? What did the United States do to try and stay neutral during World War I? How did World War I affect industry and labor in the U.S.? How did the entry of the US into WW I affect the War's outcome? 	<ul style="list-style-type: none"> SS.A.5.3 - The student understands U.S. history from 1880 to the present SS.A.5.3.2 SS.B.1 - The student understands the world in spatial terms. SS.B.1.3.1 SS.B.1.3.2 SS.B.1.3.4 SS.B.1.3.5 SS.C.2.3- The student understands the role of the citizen in American democracy. SS.C.2.3.3 	<ul style="list-style-type: none"> Students will understand the U.S. involvement in the Spanish-American War. Students will understand U.S. policy during the early 20th Century. Students will understand the events leading up to World War I. Students will learn the events leading to U.S. involvement in World War I. Students will analyze the steps the US took to prepare for WW I. Students will understand the US 	<ul style="list-style-type: none"> Place students into small groups of 3-4. Students are to work as advisors to President Taft in 1910. They are responsible for writing a speech and preparing a presentation to convince the U.S. Congress if the U.S. should become more expansionist or isolationist. Presentations should be at least 4 minutes long and include a map and poster that helps explain U.S. foreign policy. Every group member must participate in some part of the presentation. Have students draw 3 maps of Cuba, 	<ul style="list-style-type: none"> President Taft speech. Cuba/ Philippines/ Puerto Rico independence from Spain maps. Puzzelmaker.com War support propaganda posters.

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SUBJECT AREA: Social Studies

COURSE / GRADE LEVEL: United States History/8th Grade

YEAR: 2005-2011

MONTH	ESSENTIAL QUESTION	STRAND	CONTENT	SKILLS	ASSESSMENT
	<ul style="list-style-type: none"> What were the terms of the Treaty of Versailles? 		<p>entry into World War I.</p> <ul style="list-style-type: none"> Students will evaluate the results of World War I. 	<p>Philippines, and Puerto Rico on 1 sheet of paper. Have students create cartoon bubbles for each country and explain how each country gained independence from Spain and the date they achieved independence. Then color the maps.</p> <ul style="list-style-type: none"> Explain to students the concept of propaganda. Place students into groups of two students. Have them create posters encouraging Americans to support the war effort. Posters may include:-How Americans viewed the enemy - Importance of buying liberty bonds-importance of volunteering 	

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SUBJECT AREA: Social Studies

COURSE / GRADE LEVEL: United States History/8th Grade

YEAR: 2005-2011

MONTH	ESSENTIAL QUESTION	STRAND	CONTENT	SKILLS	ASSESSMENT
March	<ul style="list-style-type: none"> How did the 1920's bring about change for American women and workers? What were the main causes of the Great Depression and how did it weaken the US economy? What was the U.S. reaction to Hitler's initial activities in the 1930's? How did the Japanese distract the U.S. to enable them to successfully deploy an attack on the U.S. Navy at Pearl Harbor? How were the Allies able to gain a foothold in France and other European countries? 	<ul style="list-style-type: none"> SS.A.5.3- The student understands U.S. history from 1880 to the present day. SS.A.5.3.2 SS.B.1.3 - The student understands the world in spatial terms. SS.B.1.3.1 SS.B.1.3.2 SS.B.1.3.4 SS.B.1.3.5 SS.C.2.3 - The student understands the role of the citizen in American democracy. SS.C.2.3.3 	<ul style="list-style-type: none"> Students will understand the changes taking place in the US at the end of World War I. Students will evaluate the ways that the 1920's brought greater independence to many American women. Students will describe the types of social problems that the United States faced after World War I. Students will understand the goals of American Foreign Policy in the 1920's. Students will understand the changes in America in the 1920's including: prohibition, racism, and 	<ul style="list-style-type: none"> Put students into small groups of 3-4 students. They are to create a newspaper titled, "Reflections 1919". Newspapers are to contain: Pictures, Maps, Editorials, Articles, Papers need to be colored and neat. All information should pertain to historical events taking place in 1919. Newspapers should be at least 2 pages long. Divide students into small groups of 3-4 students. Each group should work as advisors to President Coolidge. Groups need to create a two-page memo to the President either endorsing or going against the Kellogg- 	<ul style="list-style-type: none"> Reflections 1919 newspaper. Memo for President Coolidge. Pearl Harbor Timeline. WWII book summaries. Essay and Article on how the world would be different if the Axis Powers won WWII. Newscast of Japanese surrender of WWII.

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SUBJECT AREA: Social Studies

COURSE / GRADE LEVEL: United States History/8th Grade

YEAR: 2005-2011

MONTH	ESSENTIAL QUESTION	STRAND	CONTENT	SKILLS	ASSESSMENT
	<ul style="list-style-type: none"> What were the human and economic costs of World War II? 		<p>the rise of the Jazz age.</p> <ul style="list-style-type: none"> Students will identify causes of the Great Depression. Students will analyze the effectiveness of Roosevelt's New Deal. Students will understand the military activity of Germany, Japan and Italy in the 1930's. Students will explain how President Roosevelt aided Great Britain while preserving US neutrality. Students will be able to identify the events that led the U.S. into WW II. 	<p>Briand Pact. Be sure students support their opinions.</p> <ul style="list-style-type: none"> Imagine you are writing a book about World War II. Write an essay summarizing your book about what would have happened if the US had confronted Germany when they invaded Poland in 1939 and tried to stop the aggressions of Italy and Japan. Students will be divided into small groups and allowed to visit http://plasma.nationalgeographic.com/pearlharbor/ Allow students to use the "Attack Map" on the website to construct a timeline of 	

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SUBJECT AREA: Social Studies

COURSE / GRADE LEVEL: United States History/8th Grade

YEAR: 2005-2011

MONTH	ESSENTIAL QUESTION	STRAND	CONTENT	SKILLS	ASSESSMENT
			<ul style="list-style-type: none"> Students will analyze the Japanese attack on Pearl Harbor. Students will understand how the US prepared for WW II. Students will study the costs of World War II as well as the terms of surrender for Japan and Germany 	<p>the events of Pearl Harbor.</p> <ul style="list-style-type: none"> Contact Multicultural Department for Holocaust curriculum resources. Have students write and essay about how the world would be different today if the Axis Powers had won World War II. Have students write an article as to how Europe, Asia and North America would be different. Have students work in small groups of 3-4 students. They are to work together to create a newscast on the Japanese surrender of World War II. Groups should review 	

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COURSE / GRADE LEVEL: United States History/8th Grade

YEAR: 2005-2011

MONTH	ESSENTIAL QUESTION	STRAND	CONTENT	SKILLS	ASSESSMENT
				the effects of the attacks on Hiroshima and Nagasaki as well as the mood in the United States.	

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SUBJECT AREA: Social Studies**COURSE / GRADE LEVEL: United States History/8th Grade****YEAR: 2005-2011**

MONTH	ESSENTIAL QUESTION	STRAND	CONTENT	SKILLS	ASSESSMENT
April	<ul style="list-style-type: none"> What was the US foreign policy after World War II? What were the major events of the Korean War? What was the Red Scare and describe Senator McCarthy's role in it? What did the US do to limit the influence of communism in other countries? How did President Kennedy deal with the Cold War problems that he faced? What were some of the main events in the struggle for school desegregation? 	<ul style="list-style-type: none"> SS.A.5.3 - The student understands U.S. history from 1880 to the present day. SS.A.5.3.2 SS.B.1.3 - The student understands the world in spatial terms. SS.B.1.3.1 SS.B.1.3.2 SS.B.1.3.4 SS.B.1.3.5 SS.C.2.3 - The student understands the role of the citizen in American democracy. SS.C.2.3.3 	<ul style="list-style-type: none"> Students will gain an understanding for the root causes of the Cold War. Students will understand the reasons for and the results of the Korean War. Students will analyze the Cold War fears of Americans in the 1950's Students will gain an understanding of the early civil rights movement. Students will gain an understanding of Kennedy's approach to communism. Students will understand major 	<ul style="list-style-type: none"> Place students with partners. Have them create a graphic organizer with 4 columns and 4 rows. The 4 columns should be labeled: Truman Doctrine, Marshall Plan, Containment and NATO. The 4 rows should be labeled: Year Developed, Reasons for the Plan, Countries Involved Goals of the Plan. Students can use their text to help complete the chart. Place students into groups of two. They are to create a cover and table for a new magazine titled, Red Scare Magazine. This magazine needs to have a cover design. 	<ul style="list-style-type: none"> Graphic organizer of Truman Doctrine, Marshall Plan, Containment, and NATO. Red Scare Magazine Cover Montgomery Bus Boycott Poster Student advisory report to President Kennedy Civil Rights Collage Counterculture Essay Vietnam Speech Vietnam Debate Student Group Report

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SUBJECT AREA: Social Studies**COURSE / GRADE LEVEL: United States History/8th Grade****YEAR: 2005-2011**

MONTH	ESSENTIAL QUESTION	STRAND	CONTENT	SKILLS	ASSESSMENT
	<ul style="list-style-type: none"> How did the civil rights movement change over the 1960's and 1970's? What were the leaders of the women's movement hoping to achieve? What issues concerned student protesters during the 1960's? What were the reasons the US government gave to justify the war in Vietnam? What were the conditions, which led to the US withdrawal from the Vietnam War? 		<p>events of the civil rights movement of the 1960's and 1970's.</p> <ul style="list-style-type: none"> Students will understand the equal rights movements for Hispanics, women, and Native Americans. Students will understand the counterculture movement. Students will understand why the US supported South Vietnam Students will understand changes in public opinion throughout the Vietnam War. Students will gain an understanding of the 	<p>In addition, students need to add a table of contents, which should also have short summaries of all the articles that are to appear in the magazine.</p> <ul style="list-style-type: none"> Have students work in pairs to create a poster in support of the Montgomery Bus Boycott of 1955. Create a slogan and images to motivate people to boycott the buses in Montgomery. Posters need to be colored. Place students into small groups of three. Have them imagine they are working as a team of advisors for President Kennedy from the beginning of 	

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SUBJECT AREA: Social Studies

COURSE / GRADE LEVEL: United States History/8th Grade

YEAR: 2005-2011

MONTH	ESSENTIAL QUESTION	STRAND	CONTENT	SKILLS	ASSESSMENT
			end of the Vietnam War and the terms of the US withdrawal.	<p>his term in office. Students need to come up with a policy on the following issues: 1. Events in Cuba 2. Tensions in Berlin 3. Ways to prevent future conflicts 4. Nuclear arms policy 5. Design ship for space travel. Students are to write 2-paragraphs for each of items 1-4. For item 5 students should draw and color their own ship for space travel.</p> <ul style="list-style-type: none"> • Have students work on a civil rights collage the collage should focus on the civil rights movement of the 1960's and early 1970's. • Have students write an essay that is 2 paragraphs long on the 	

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SUBJECT AREA: Social Studies

COURSE / GRADE LEVEL: United States History/8th Grade

YEAR: 2005-2011

MONTH	ESSENTIAL QUESTION	STRAND	CONTENT	SKILLS	ASSESSMENT
				<p>topic, "if I lived in the 1960's would I have joined the counterculture movement." Students need to justify their responses and explain what issues of the counterculture they support or oppose.</p> <ul style="list-style-type: none"> • Divide the class into 2 groups. One group is in support of US military involvement and one is against involvement in Vietnam. Set up for an orderly debate. • Place students into small groups. Have students write a report on one or more of the following topics: 1. Kent State Incident, 2. Paris Peace Accord, 3. MIA's, 4. 26th 	

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SUBJECT AREA: Social Studies

COURSE / GRADE LEVEL: United States History/8th Grade

YEAR: 2005-2011

MONTH	ESSENTIAL QUESTION	STRAND	CONTENT	SKILLS	ASSESSMENT
				Amendment, 5. War Powers Act, 6. Vietnam Veterans Memorial.	

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MONTH	ESSENTIAL QUESTION	STRAND	CONTENT	SKILLS	ASSESSMENT
May	<ul style="list-style-type: none"> How did the poor economy and energy crisis affect the US? How did the events of Watergate lead to Nixon's resignation? How did President Carter handle his economic and foreign policy issues? How did the US population change in the 1970's? What were the major issues in foreign affairs while Reagan was president? What were some significant events during Bill Clinton's and George H.W. Bush's presidency? 	<ul style="list-style-type: none"> SS.A.5.3 - The student understands U.S. history from 1880 to the present day. SS.A.5.3.2 SS.B.1.3 - The student understands the world in spatial terms. SS.B.1.3.1 SS.B.1.3.2 SS.B.1.3.4 SS.B.1.3.5 SS.C.2.3 - The student understands the role of the citizen in American democracy. SS.C.2.3.3 	<ul style="list-style-type: none"> Students will evaluate the successes and failures of the Nixon Presidency. Students will understand the Watergate scandal. Students will understand why president Carter lost a great deal of public support over the course of his presidency. Students will understand the environmental and health concerns of the 1970's. Students will be able to discuss Reagan's methods to balance the budget. 	<ul style="list-style-type: none"> Have students create a political cartoon. In their cartoons, they need to show how the events of the Watergate scandal led to Nixon's resignation. Place students into small groups. Have 1 member of each group imagine they are running a campaign against Jimmy Carter in 1980. Create a speech criticizing Carter's handling of economic and foreign policy. Explain what your candidate would do differently than President Carter. Each group should also design a campaign poster. Have students list the 	<ul style="list-style-type: none"> Political Cartoon on Watergate Candidate speech Earth Day brochure Reagan economic policy interview Berlin Wall Collage Farewell speech for President H.W. Bush 9/11 Memorial poster

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SUBJECT AREA: Social Studies**COURSE / GRADE LEVEL: United States History/8th Grade****YEAR: 2005-2011**

MONTH	ESSENTIAL QUESTION	STRAND	CONTENT	SKILLS	ASSESSMENT
	<ul style="list-style-type: none"> What issues did George W. Bush face when he took office? After September 11, 2001, what did the US do to ensure the safety of its citizens? 		<ul style="list-style-type: none"> Students will gain an understanding of the challenges that faced George H.W. Bush and Bill Clinton during their terms in office. Students will understand the main events of the George W. Bush presidency. Students will gain a deeper understanding of the attacks of September 11, 2001 and how the US responded. 	<p>concerns of physicians and environmentalist in the 1970's. Have students create a brochure and poster for the 1st U.S. Earth Day. On the back of the brochure have students list what current concerns would still be on the list for an Earth Day in the present time. (allow students to use internet resources)</p> <ul style="list-style-type: none"> Students need to write an imaginary interview for 2 different people living in 1984 asking them about Reagan's economic policies. One interview should be from the point of view of a wealthy and very successful business owner. The 	

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YEAR: 2005-2011

MONTH	ESSENTIAL QUESTION	STRAND	CONTENT	SKILLS	ASSESSMENT
				<p>other interview should be from a laid-off steel worker.</p> <ul style="list-style-type: none"> Have students work in pairs to create a collage about the tearing down of the Berlin Wall. Collages can use words or pictures that students draw or cut out of magazines or newspapers. (allow students to use internet resources) Have students imagine that they are writing a farewell speech at the end of George H.W. Bush's 2nd term in office. What were some of the President's greatest accomplishments as well as some of the difficulties the nation 	

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SUBJECT AREA: Social Studies

COURSE / GRADE LEVEL: United States History/8th Grade

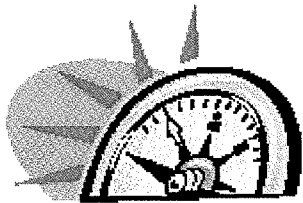
YEAR: 2005-2011

MONTH	ESSENTIAL QUESTION	STRAND	CONTENT	SKILLS	ASSESSMENT
				<p>faced.</p> <ul style="list-style-type: none"> Have students create a 9/11 memorial for those who lost their lives. The need to include what the memorial should say. On the backside of the poster, students need to draw a building or buildings to replace the World Trade Centers. Below their drawing, students need to state if a building should or should not be built to replace the WTC and why. 	

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Curriculum Map for Alignment

CONTENT:

The **CONTENT** Section is "what" we teach.

Content can be:

- Discipline-based topics
- Interdisciplinary concepts
- Often expressed with nouns

SKILLS/BENCHMARKS:

The **SKILLS/BENCHMARKS** Section gives us more specific information about what we teach.

Skills/Benchmarks are

- Specific
- Assessable
- Often expressed with verbs

ASSESSMENTS:

The **ASSESSMENTS** Section provides tools, strategies, and techniques to analyze each student's demonstration of accomplishments of specific goals and criteria. Good assessment requires variety to ensure opportunities for success for all students.

Assessments are:

- Demonstrations of learning
- Tangible products or performances
- Aligned with the standards of learning
- Often expressed with nouns

**Grade Level:
6th Grade**

**Subject/Content Area:
Science**

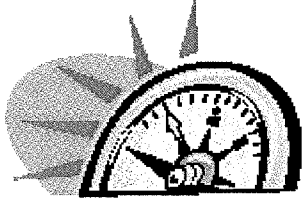
**Timeframe:
August 2007 - June 2011**



The School Board of Broward County

**Curriculum & Instruction/Student Support
Dr. Earlean Smiley, Deputy Superintendent**

**Core Curriculum Department
Diane Carr, Executive Director**



Curriculum Map for Alignment

The primary purpose of Curriculum Mapping is to have a written record of what is being taught in the classroom. While the lesson plan documents what a teacher intends to teach, the curriculum map logs what is actually taught.

Curricular mapping is a reconstruction - a description of the content taught and the amount of time spent teaching it. It is intended to illustrate how much time is devoted to learning by small groups, classes, or entire grade levels.

ASPECTS OF CURRICULUM MAPPING

- Curriculum Mapping is a procedure for collecting information about the operational curriculum in a school.
- Maps are calendar-based and include three elements: content, skills and thinking processes, and assessments.
- Maps are used to locate repetitions and gaps in the curriculum with standards, and to aid in curriculum integration.
- Maps are created by districts and expanded by schools and teachers and revised after a series of readings and shared findings.
- Maps are tools for communication, planning, and teacher training.

BENEFITS OF THE CURRICULUM MAPPING PROCESS

The Curriculum Mapping process can enable school administrators, curriculum supervisors, and teachers to determine:

- The amount of time on task
- The degree of conformity and variance on a topic or skill from teacher to teacher and from school to school, horizontally and vertically, K-12
- The degree of conformity and variance on a topic or skill by ability level, horizontally and vertically, K-12
- The scope and sequence of the curriculum
- Whether material on tests was covered prior to the date of the test
- The percent of class time allocated to a topic and the effectiveness of assessment instruments used the school and school district
- The number of subjects, topics, and skills in a basal or textbook that are actually allocated time
- Whether teachers allocate the same amount of time to topics, regardless of student ability level
- Whether there is duplication of content taught in various subject areas
- Whether state and local policies and requirements are fulfilled by teachers
- The amount of agreement between the curriculum, the curriculum guides, and the testing program

BASIC DEFINITIONS TO GUIDE THE PROCESS OF CURRICULUM MAPPING

Concept	Definition
<i>Standards</i>	Statements that reflect the larger outcomes that we expect all students to be able to demonstrate before they leave our school – some have already been established by the state, and district, but others may need to be added based on personal expectations.
<i>Benchmarks</i>	Statements that reflect, year by year, what we believe at least ___% of our students can demonstrate that serve as an indication that they will realistically meet the standards when they leave our school.
<i>Assessments</i>	Opportunities for students to demonstrate what they know and are able to do as described by benchmarks and standards
<i>Rubrics</i>	A method of differentiating work on the basis of qualitative differences.
<i>Essential Questions</i>	Overarching questions that focus on either big ideas and concepts or major themes with regard to curriculum content.
<i>Content</i>	Identified content that we expect students to know by the end of a given unit of instruction. Content is directly linked to standards and benchmarks.
<i>Skills</i>	Identified skills that we expect students to be able to do at the end of a given period of time. These skills are directly connected to the particular content within a period of time. However, the skills are likely to be associated with many content areas, since skills are always being learned and reinforced. The map should focus on the specific skills that are connected with the specific content that has been designated.
<i>Unit Designs</i>	Curricular units that encompass some of the major areas of focus in a given developmental period. Such designs provide the details of what content and skills will be developed, what lessons for instruction will be used, and what assessments will be required.

SUGGESTIONS ON USING THIS MAP FOR CURRICULUM, INSTRUCTIONAL AND ASSESSMENT DECISIONS AT YOUR SCHOOL AND WITHIN YOUR GRADE LEVEL/SUBJECT AREA

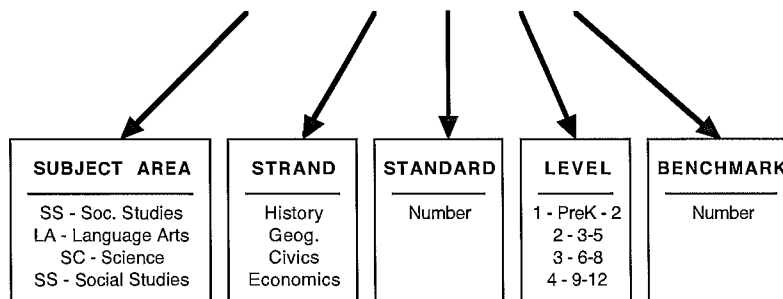
1. Use the maps as lenses for two main purposes - as a zoom lens into the year's curriculum for a particular grade level/subject area and as a wide-angle lens to see the K-12 perspective.
2. Read the maps to gain information. Reading and examining the curriculum maps enables us to make more informed decisions. Invite a broad audience of staff members to read through the maps. The most revealing work occurs when educators read maps from several grade levels and/or subject areas.
3. Use the maps to identify gaps in the curriculum. We cannot assume that all teachers within a discipline address the same curriculum. Reviewing and discussing the curriculum map aids in finding gaps between goals and what is actually taught. A curriculum map reduces the assumptions that certain concepts were studied and taught to students at previous grade levels.
4. Use the maps to identify repetitions in the curriculum. Too often, teachers assume that they are introducing a book or concept to the students for the first time. In fact, many units of study are repeated over the course of a student's K-12 experience. Careful study and conversation focused on the curriculum maps will aid in revealing content and skill repetitions.
5. Use the maps to identify potential areas for curriculum integration. Research has identified that merging concepts from two or more disciplines can make for a powerful and lasting learning experience. Looking critically at all content area maps will aid in identifying linkages among subject matter and possibilities for interdisciplinary units of study.
6. Use the maps to match assessment with standards. The curriculum maps allow us to focus on assessment through the course of a year. For example, if a grade level/subject area is attempting to fulfill a state standard, use the map to have conversations on what the student will perform and produce to give evidence of meeting the standard.
7. Finally, review the curriculum maps for timeliness. Examine the maps for current best practice. There are new strategies and teaching techniques regularly identified in scholarly research. By editing, shaping, and adding to the "taught curriculum" (curriculum map), collaboration and adult learning occurs.

SPECIAL NOTE WHEN DETERMINING ASSESSMENTS FOR STUDENTS

For LEP students and ESE students with disabilities, individual accommodations used during the administration of statewide assessments must be used during classroom instruction and assessment activities, including practice tests for the FCAT. Please refer to the Districtwide Testing Handbook or contact the Student Assessment Department for further information on testing accommodations for LEP students and ESE students with disabilities.

Numbering System for the Identified Skills

SC.H.3.4.1



For further information on Florida's Sunshine State Standards, Benchmarks, and Grade Level Expectations (GLEs), visit the following url site:
<http://www.firn.edu/doe/curric/prek12/frame2.htm>

FOR FURTHER ASSISTANCE WITH THE PACING, CONTENT, SKILLS, AND ASSESSMENT IDENTIFIED ON THIS SCIENCE CURRICULUM MAP, CONTACT THE CORE CURRICULUM DEPARTMENT AT 754.321.1850 OR THE FOLLOWING DISTRICT CURRICULUM SPECIALIST(S):

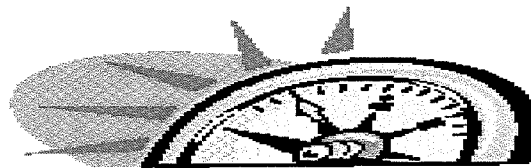
Dr. JP Keener, 6-12 Curriculum Spec. Science, 754-321-1874

FOR ASSISTANCE USING THIS DISTRICT-BASED CURRICULUM MAP WITH GRADE LEVELS AND SUBJECT AREAS, AND AS A TOOL FOR CURRICULUM-BASED CONVERSATIONS AND DECISIONS, CONTACT THE FOLLOWING K-12 CURRICULUM SPECIALIST:

Dr. Mark Quintana, 754-321-1859

CORE CONTENT SCIENCE STRANDS

Nature of Matter, Energy, Force and Motion,
Processes that Shape the Earth, Earth and
Space, Processes of Life, How Living Things
Interact with Their Environment, The Nature
of Science



CONTEXT AND PURPOSE FOR CURRICULUM MAPPING

In the context of the standards movement, curriculum mapping has become a powerful tool for accomplishing both curriculum alignment and curriculum-focused school improvement. The nation's 10 regional educational laboratories recently completed a research project to identify and determine the most effective strategies to help students meet high standards. Key findings of this study indicated that four (4) primary activities facilitate standards-based reform efforts: aligning curricula to standards and assessments; building staff capacity; developing relationships and communicating with stakeholders; and using resources effectively. Curriculum mapping supports all four of these activities. (Laboratory Network Program, 1998)

Aligning Curricula to Standards and Assessments

Using curriculum mapping, teachers define the curriculum and review it to identify strong examples of standards-based instruction. They also identify where gaps exist in the standards addressed, deal with repetitions in instruction, and determine the appropriate sequencing and spiraling of concepts and skills.

Building Staff Capacity

Curriculum mapping can build staff capacity for continuous improvement. When done systematically, curriculum mapping becomes a professional development program. As teachers analyze maps and discuss the effectiveness of teaching activities to improve student performance within and across grade levels/subject areas, they experience real professional growth. Teachers learn from one another as they design lessons and assessments that are matched to standards.

Developing Relationships and Communicating With Stakeholders

Curriculum maps are useful visual tools for communicating with parents and students about what happens in a classroom, school, or district. Curriculum maps also serve as documentation and verification for standards-based instruction.

Using Resources Effectively

As teachers analyze their maps and compare their instruction with student performance data, they may identify ways to use instructional strategies and resources more effectively. For example, a resource or strategy that is successful for one teacher may be adopted or adapted by others who have similar needs in their classroom. Likewise, teachers abandon resources and strategies that are not effective in improving student learning.

6TH Grade Regular Middle Science-Holt Science and Technology**Revised 7/12/2007**

Chapter / Section	Time Spent (hrs)	Benchmarks Covered (*annually assessed)	Suggested Lab Activities
FIRST QUARTER			
The Nature of Science Chapter 1 1.1 Science and Scientists 1.2 Scientific Methods 1.3 Tools and Measurement 1.4 Safety in Science	14	*SC.H.1.3.1, SC.H.1.3.2, SC.H.1.3.3, *SC.H.1.3.4, *SC.H.1.3.7, SC.H.3.3.1, SC.H.3.3.2, SC.H.3.3.3	New Technology and Science, p. 8 Group Activity – Science in the News, p. 9 Group Activity – Solving a Problem, p. 16 Math Practice, p. 22 Using Scientific Methods, p. 32
Climate and Weather Chapter 4 4.1 What is Climate? 4.4 Severe Weather	8	SC.D.1.3.3, SC.H.2.3.1	Quick Lab – A Cool Breeze, p. 115 Boiling Over!, p. 146
Exploring the Oceans Chapter 5 5.1 Earth's Ocean 5.5 Ocean Pollution	8	*SC.A.1.3.1, SC.D.1.3.3, *SC.G.2.3.4	Activity – Ocean Size, p. 156 Activity – Temperature Zone, p. 159 Group Activity – Making Models, p. 160 Probing the Depths, p. 188
Benchmark Assessment 1			
Rocks Chapter 6 6.1 Types of Rocks	4	SC.D.1.3.1, SC.D.1.3.5	Motivate Activity – Classifying Objects, p. 200 Group Activity – Describing Rocks, p. 201 Quick Lab – Stretching Out, p. 203

6TH Grade Regular Middle Science-Holt Science and Technology**Revised 7/12/2007**

Chapter / Section	Time Spent (hrs)	Benchmarks Covered (*annually assessed)	Suggested Lab Activities
SECOND QUARTER			
Rocks Chapter 6 6.2 The Rock Cycle 6.3 Geology of Florida	12	SC.D.1.3.1, *SC.D.1.3.4, SC.D.1.3.5	Let's Get Sedimental, p. 216
Weathering and Soil Formation Chapter 7 7.1 Weathering 7.2 Rates of Weathering	12	SC.D.1.3.1, *SC.D.1.3.4, SC.D.1.3.5	Quick Lab – Acids React!, p. 230 Group Activity – Surface Area and Weathering, p. 232 School to Home – Ice Wedging, p. 234 Rockin' Through Time, p. 250
Benchmark Assessment 2			
Astronomy Chapter 10 10.1 Stars and Galaxies 10.2 Our Solar System	12	*SC.E.1.3.1, *SC.E.1.3.2, SC.E.1.3.3, SC.E.1.3.4, SC.E.2.3.1	Math Practice, p. 330 Quick Lab – Galactic Whirlpool, p. 331 Benchmark Activity – The Vast Solar System, p. 335 Red Hot or Not!, p. 342

6TH Grade Regular Middle Science-Holt Science and Technology**Revised 7/12/2007**

Chapter / Section	Time Spent (hrs)	Benchmarks Covered (*annually assessed)	Suggested Lab Activities
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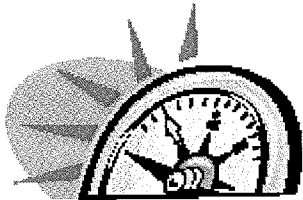
THIRD QUARTER			
Earth, Sun, and Moon Chapter 11 11.1 Planetary Motion 11.2 Days and Seasons on Earth 11.3 Lunar Cycles 11.4 Tides, the Sun, and the Moon	18	SC.D.1.3.3, *SC.E.1.3.1	Activity – Measuring Ellipses, p. 352 Quick Lab – Staying in Focus, p. 354 Activity – Moon Observations, p. 360 Activity – Modeling Earth & Moon, p. 361 Turning the Tides, p. 368
Benchmark Assessment 3			
Introduction to Cells Chapter 13 13.1 Cells and Organisms 13.2 Inside a Cell 13.3 Levels of Organization	12	*SC.F.1.3.1, SC.F.1.3.2, SC.F.1.3.4, SC.F.1.3.5, SC.F.1.3.6	Activity – Root Around, p. 401 Activity, p. 406 Quick Lab – Who is Thirsty?, p. 407 Group Activity – Pinning the Gogli Complex on the Cell, p. 409 Name that Part, p. 420
Classification Chapter 14 14.1 Sorting It All Out 14.2 Domains and Kingdoms	8	SC.G.1.3.3	Demonstration – Classifying Objects, p. 432 Math Practice – Ring Around the Sequoia, p. 441 Shape Island, pp. 444-445
Benchmark Assessment 4			

6TH Grade Regular Middle Science-Holt Science and Technology**Revised 7/12/2007**

Chapter / Section	Time Spent (hrs)	Benchmarks Covered (*annually assessed)	Suggested Lab Activities
FOURTH QUARTER			
Introduction to Ecology Chapter 16 16.1 Environmental Organization 16.2 Energy in Ecosystems 16.3 Cycles in Nature	10	*SC.D.2.3.2, SC.G.1.3.4, SC.G.2.3.1, *SC.G.2.3.2, *SC.G.2.3.3, *SC.G.2.3.4	Demonstration – Biomagnification, p. 493 Activity – Water, Water, Everywhere, p. 496 Research – Altering the Water Cycle, p. 497 A Prince of a Frog, p. 502
Introduction to Matter Chapter 17 17.1 What is Matter? 17.2 Particles of Matter 17.3 Three States of Matter 17.4 Matter and Its Properties	14	*SC.A.1.3.1, SC.A.1.3.2, SC.A.1.3.4, SC.A.2.3.2	Motivate – How Many Slugs Are You?, p. 514 Quick Lab – Boiling Water is Cool, p. 528 Group Activity – Drink Densities, p. 532 Quick Lab – Signs, Signs, Everywhere!, p. 533 Volumania!, pp. 540-541
Benchmark Assessment 5			
Introduction to Energy Chapter 19 19.1 What is Energy? 19.2 Wave Energy: Sound and Light 19.3 Energy Conversion and Transfer	8	SC.A.2.3.1, *SC.B.1.3.1, SC.B.1.3.2, SC.B.1.3.3, SC.B.1.3.6, *SC.B.2.3.1, SC.C.1.3.2	Group Activity – Making Waves, p.585 Activity – Frequency and Pitch, p. 587 Quick Lab – Sounding Board, p. 588 Finding Energy, pp. 602-603
Benchmark Assessment 6			

6TH Grade Regular Middle Science-Holt Science and Technology**Revised 7/12/2007**

Chapter / Section	Time Spent (hrs)	Benchmarks Covered (*annually assessed)	Suggested Lab Activities
Family Life/Human Sexuality	5	HE.A.1.3.1, HE.A.1.3.2, HE.A.1.3.5, HE.A.1.3.6, HE.A.1.3.7, HE.A.1.3.7, HE.A.1.3.8, HE.A.1.3.9, HE.A.1.3.10, HE.B.1.3.1, HE.B.1.3.2, HE.B.1.3.3, HE.B.1.3.4, HE.B.1.3.5, HE.B.1.3.6, HE.B.2.3.1, HE.B.2.3.3, HE.B.2.3.4	
HIV/AIDS	5	HE.A.1.3.1, HE.A.1.3.2, HE.A.1.3.5, HE.A.1.3.6, HE.A.1.3.7, HE.A.1.3.7, HE.A.1.3.8, HE.A.1.3.9, HE.A.1.3.10, HE.B.1.3.1, HE.B.1.3.2, HE.B.1.3.3, HE.B.1.3.4, HE.B.1.3.5, HE.B.1.3.6, HE.B.2.3.1, HE.B.2.3.3, HE.B.2.3.4, HE.B. 3.3.2	



Curriculum Map for Alignment

CONTENT:

The **CONTENT** Section is "what" we teach.

Content can be:

- Discipline-based topics
- Interdisciplinary concepts
- Often expressed with nouns

SKILLS/BENCHMARKS:

The **SKILLS/BENCHMARKS** Section gives us more specific information about what we teach.

Skills/Benchmarks are

- Specific
- Assessable
- Often expressed with verbs

ASSESSMENTS:

The **ASSESSMENTS** Section provides tools, strategies, and techniques to analyze each student's demonstration of accomplishments of specific goals and criteria. Good assessment requires variety to ensure opportunities for success for all students.

Assessments are:

- Demonstrations of learning
- Tangible products or performances
- Aligned with the standards of learning
- Often expressed with nouns

**Grade Level:
7th Grade**

**Subject/Content Area:
Science**

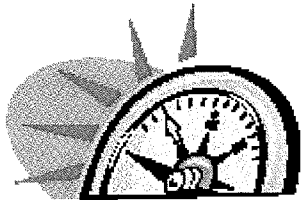
**Timeframe:
August 2007 - June 2011**



The School Board of Broward County

**Curriculum & Instruction/Student Support
Dr. Earlean Smiley, Deputy Superintendent**

**Core Curriculum Department
Diane Carr, Executive Director**



Curriculum Map for Alignment

The primary purpose of Curriculum Mapping is to have a written record of what is being taught in the classroom. While the lesson plan documents what a teacher intends to teach, the curriculum map logs what is actually taught.

Curricular mapping is a reconstruction - a description of the content taught and the amount of time spent teaching it. It is intended to illustrate how much time is devoted to learning by small groups, classes, or entire grade levels.

ASPECTS OF CURRICULUM MAPPING

- Curriculum Mapping is a procedure for collecting information about the operational curriculum in a school.
- Maps are calendar-based and include three elements: content, skills and thinking processes, and assessments.
- Maps are used to locate repetitions and gaps in the curriculum with standards, and to aid in curriculum integration.
- Maps are created by districts and expanded by schools and teachers and revised after a series of readings and shared findings.
- Maps are tools for communication, planning, and teacher training.

BENEFITS OF THE CURRICULUM MAPPING PROCESS

The Curriculum Mapping process can enable school administrators, curriculum supervisors, and teachers to determine:

- The amount of time on task
- The degree of conformity and variance on a topic or skill from teacher to teacher and from school to school, horizontally and vertically, K-12
- The degree of conformity and variance on a topic or skill by ability level, horizontally and vertically, K-12
- The scope and sequence of the curriculum
- Whether material on tests was covered prior to the date of the test
- The percent of class time allocated to a topic and the effectiveness of assessment instruments used the school and school district
- The number of subjects, topics, and skills in a basal or textbook that are actually allocated time
- Whether teachers allocate the same amount of time to topics, regardless of student ability level
- Whether there is duplication of content taught in various subject areas
- Whether state and local policies and requirements are fulfilled by teachers
- The amount of agreement between the curriculum, the curriculum guides, and the testing program

BASIC DEFINITIONS TO GUIDE THE PROCESS OF CURRICULUM MAPPING

Concept	Definition
<i>Standards</i>	Statements that reflect the larger outcomes that we expect all students to be able to demonstrate before they leave our school – some have already been established by the state, and district, but others may need to be added based on personal expectations.
<i>Benchmarks</i>	Statements that reflect, year by year, what we believe at least ___% of our students can demonstrate that serve as an indication that they will realistically meet the standards when they leave our school.
<i>Assessments</i>	Opportunities for students to demonstrate what they know and are able to do as described by benchmarks and standards
<i>Rubrics</i>	A method of differentiating work on the basis of qualitative differences.
<i>Essential Questions</i>	Overarching questions that focus on either big ideas and concepts or major themes with regard to curriculum content.
<i>Content</i>	Identified content that we expect students to know by the end of a given unit of instruction. Content is directly linked to standards and benchmarks.
<i>Skills</i>	Identified skills that we expect students to be able to do at the end of a given period of time. These skills are directly connected to the particular content within a period of time. However, the skills are likely to be associated with many content areas, since skills are always being learned and reinforced. The map should focus on the specific skills that are connected with the specific content that has been designated.
<i>Unit Designs</i>	Curricular units that encompass some of the major areas of focus in a given developmental period. Such designs provide the details of what content and skills will be developed, what lessons for instruction will be used, and what assessments will be required.

SUGGESTIONS ON USING THIS MAP FOR CURRICULUM, INSTRUCTIONAL AND ASSESSMENT DECISIONS AT YOUR SCHOOL AND WITHIN YOUR GRADE LEVEL/SUBJECT AREA

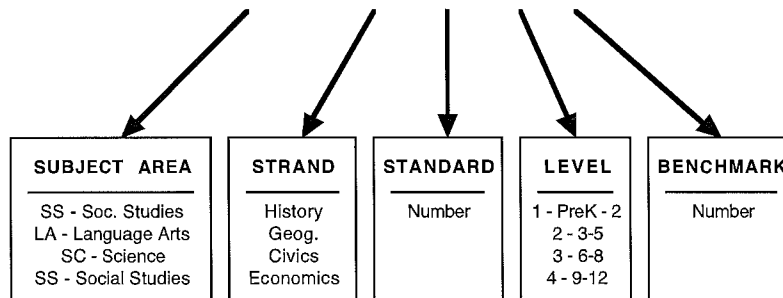
1. Use the maps as lenses for two main purposes - as a zoom lens into the year's curriculum for a particular grade level/subject area and as a wide-angle lens to see the K-12 perspective.
2. Read the maps to gain information. Reading and examining the curriculum maps enables us to make more informed decisions. Invite a broad audience of staff members to read through the maps. The most revealing work occurs when educators read maps from several grade levels and/or subject areas.
3. Use the maps to identify gaps in the curriculum. We cannot assume that all teachers within a discipline address the same curriculum. Reviewing and discussing the curriculum map aids in finding gaps between goals and what is actually taught. A curriculum map reduces the assumptions that certain concepts were studied and taught to students at previous grade levels.
4. Use the maps to identify repetitions in the curriculum. Too often, teachers assume that they are introducing a book or concept to the students for the first time. In fact, many units of study are repeated over the course of a student's K-12 experience. Careful study and conversation focused on the curriculum maps will aid in revealing content and skill repetitions.
5. Use the maps to identify potential areas for curriculum integration. Research has identified that merging concepts from two or more disciplines can make for a powerful and lasting learning experience. Looking critically at all content area maps will aid in identifying linkages among subject matter and possibilities for interdisciplinary units of study.
6. Use the maps to match assessment with standards. The curriculum maps allow us to focus on assessment through the course of a year. For example, if a grade level/subject area is attempting to fulfill a state standard, use the map to have conversations on what the student will perform and produce to give evidence of meeting the standard.
7. Finally, review the curriculum maps for timeliness. Examine the maps for current best practice. There are new strategies and teaching techniques regularly identified in scholarly research. By editing, shaping, and adding to the "taught curriculum" (curriculum map), collaboration and adult learning occurs.

SPECIAL NOTE WHEN DETERMINING ASSESSMENTS FOR STUDENTS

For LEP students and ESE students with disabilities, individual accommodations used during the administration of statewide assessments must be used during classroom instruction and assessment activities, including practice tests for the FCAT. Please refer to the Districtwide Testing Handbook or contact the Student Assessment Department for further information on testing accommodations for LEP students and ESE students with disabilities.

Numbering System for the Identified Skills

SC.H.3.4.1



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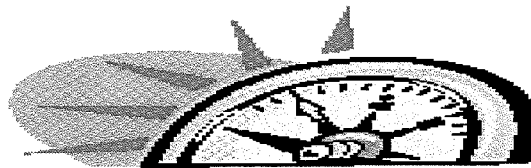
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7TH Grade Regular Middle Science-Holt Science and Technology**Revised 7/12/2007**

Chapter / Section	Time (hrs.)	Benchmarks Covered (*annually assessed)	Suggested Lab Activities
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FIRST QUARTER			
Chapter 1 The Nature of Science Science and Scientists Scientific Method and Inquiry Tools and Measurement Safety in Science	12	*SC.H.1.3.1, SC.H.1.3.2, SC.H.1.3.3, *SC.H.1.3.4, *SC.H.1.3.5, SC.H.1.3.6, * SC.H.1.3.7, SC.H.3.3.1, SC.H.3.3.2, SC.H.3.3.3	How Does It Add Up? pp. .32- 33 (SE) One Side or Two? pp. 1-5 (LB) Chemical Safety Brochure p. 28 (TE)
Chapter 2 Science and Technology 2.1 Gathering Scientific Data 2.2 Organizing Your Data 2.3 Mathematics in Science 2.4 Technology in Science	12	*SC.H.1.3.4, SC.H.2.3.1, SC.H.3.3.1, SC.H.3.3.4, SC.H.3.3.6, SC.H.3.3.7	Crime-Scene Processing p. 64 (TE) Height vs. Arm Span p. 50 (TE) Save the Cube! p. 679 (TE)
Benchmark Assessment Test 1			
Chapter 21 The Properties of Matter 21.1 The Nature of Matter 21.2 Physical Properties 21.3 Chemical Properties 21.4 Interactions of Matter	12	*SC.A.1.3.1, SC.A.1.3.2, SC.A.2.3.2, SC.B.2.3.1	Liquid Volume p. 579 (TE) Quick Lab p. 579 (TE) Guessing Game p. 587 (TE) Connection Activity – Math p. 588 (TE) Densities of Vinegar and Oil p. 589 (TE) Demonstration (Physical and Chemical Changes) p. 592 (TE) Quick Lab p. 596 (TE)

7TH Grade Regular Middle Science-Holt Science and Technology

Revised 7/12/2007

Chapter / Section	Time (hrs.)	Benchmarks Covered (*annually assessed)	Suggested Lab Activities
SECOND QUARTER			
Chapter 5 Body Organizations and Structure 5.1 Body Organization 5.2 The Skeletal System 5.3 The Muscular System	9	*SC.F.1.3.1, SC.F.1.3.4	Locating Bones p. 134 (TE) Muscles at Work p. 683 (TE)
Benchmark Assessment Test 2			
Chapter 7 The Digestive and Urinary Systems 7.1 The Digestive System 7.2 The Urinary System	7	*SC.F.1.3.1	Break It Up! p. 185 (SE) As the Stomach Churns pp. 196-197 (TE)
Chapter 6 Circulation and Respiration 6.1 The Cardiovascular System 6.2 Blood 6.4 The Respiratory System	10	*SC.F.1.3.1, SC.F.1.3.5, SC.F.1.3.6	Circulate! P 159 (TE) Body Systems p 77 (CRF) Carbon Dioxide Breath p 174 (TE)
Chapter 8 Communication and Control 8.1 The Nervous System 8.2 Responding to the Environment	6	*SC.F.1.3.1, SC.F.1.3.6	Simulating Neuronal Impulses p. 208 (TE) You've Got Lotta Nerve pp. 224-225 (SE) A Salty Sweet Experiment pp. 41-45 (LB) Flight or Flight? p. 221 (SE) *Supplement only (endocrine)
Benchmark Assessment Test 3			
Chapter 10 Body Defenses and Disease 10.1 Disease 10.2 Your Body's Defense	8	SC.G.1.3.3, *SC.H.1.3.1, SC.H.1.3.6, SC.H.3.3.5, SC.H.3.3.6	Disease and History p. 225 (SE) Are Viruses Alive p. 257 (SE) Passing the Cold pp. 266-267 (SE) Antibodies to the Rescue p. 688 (SE)

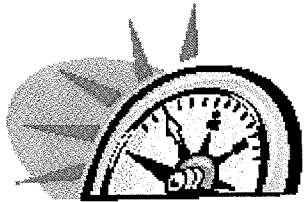
7TH Grade Regular Middle Science-Holt Science and Technology**Revised 7/12/2007**

Chapter / Section	Time (hrs.)	Benchmarks Covered (*annually assessed)	Suggested Lab Activities
THIRD QUARTER			
Chapter 13 Cycles in Nature 13.1 Cycles of Matter 13.2 Ecological Succession	6	SC.D.2.3.2, *SC.G.1.3.4, *SC.G.1.3.5, * SC.G.2.3.4	Plants and the Water Cycle p. 337 (SE) Combustion p. 339 (SE) Carbon in the Atmosphere p.339 (TE) Nitrogen Needs pp. 346-347
Chapter 12 Interactions of Living Things 12.1 Everything is Connected 12.2 Living Things Need Energy 12.3 Types of Interactions	12	*SC.D.1.3.2, *SC.D.1.3.4 *SC.G.2.3.2, *SC.G.2.3.3	Who Eats Whom? p. 307 (SE) Predator and Prey p.320 (TE) Symbiosis p. 323 Capturing the Wild Bean pp.326-327 (SE)
Benchmark Assessment Test 4			
Chapter 16 Rivers and Groundwater 16.1 The Active River 16.3 Water Underground 16.4 Using Water Wisely	8	SC.D.1.3.1, *SC.D.2.3.2, *SC.G.2.3.4	Turbidity and Food Webs p 436 (TE) Watching Local Waters p. 437 (TE) Water Cycle--What Goes Up p 442 (SE) Clean Up Your Act p. 696 (SE)
Chapter 17 Agents of Erosion and Deposition 17.1 Shoreline Erosion and Deposition 17.2 Wind Erosion and Deposition 17.3 Erosion and Deposition of Ice 17.4 The Effect of Gravity on Erosion and Deposition	12	SC.D.1.3.5	Illustrating Beach Erosion p. 452 (TE) Shifting Sands p. 453 (SE) Making Desert Pavement p. 459 (SE) Making Models p. 465 (TE) Demonstrating Mass Movement p.469 (TE)
Benchmark Assessment Test 5			

7TH Grade Regular Middle Science-Holt Science and Technology**Revised 7/12/2007**

Chapter / Section	Time (hrs.)	Benchmarks Covered (*annually assessed)	Suggested Lab Activities
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FOURTH QUARTER			
Chapter 22 Forces and Work 22.1 Forces 22.2 Work and Power 22.3 What is a Machine 22.4 Types of Machines	15	*SC.B.1.3.4, * SC.B.2.3.1, SC.C.2.3.1, SC.C.2.3.2, *SC.C.2.3.3, SC.C.2.3.4, *SC.C.2.3.5, *SC.C.2.3.6	Forces and Friction p. 612 (TE) Diagramming Forces p. 614 (TE) Identifying Balanced and Unbalanced Forces p. 615 (SE) Wheeling and Dealing p. 708 (SE) Loads on a First Class Lever p. 630 (TE)
Chapter 23 Forces in Fluids 23. 1 Fluids and Pressure 23.2 Buoyant Forces	10	*SC.H.1.3.5	Blown Away p. 652 (SE) A Buoyant Ball p. 655 (SE) Quick Lab (Ship Shape) p 658 (TE) Fluids, Force and Floating pp.666-667
Benchmark Assessment Test 6			
Family Life/ Human Sexuality	5	HE.A.1.3.1, HE.A.1.3.2, HE.A.1.3.5, HE.A.1.3.6, HE.A.1.3.7, HE.A.1.3.7, HE.A.1.3.8, HE.A.1.3.9, HE.A.1.3.10, HE.B.1.3.1, HE.B.1.3.2, HE.B.1.3.3, HE.B.1.3.4 HE.B.1.3.5 HE.B.1.3.6 HE.B.2.3.1, HE.B.2.3.3, HE.B.2.3.4	
HIV/AIDS	5	HE.A.1.3.1, HE.A.1.3.2, HE.A.1.3.5, HE.A.1.3.6, HE.A.1.3.7, HE.A.1.3.8, HE.A.1.3.9, HE.A.1.3.10, HE.B.1.3.1, HE.B.1.3.2, HE.B.1.3.3, HE.B.1.3.4, HE.B.1.3.5, HE.B.1.3.6, HE.B.2.3.1, HE.B.2.3.3, HE.B.2.3.4, HE.B. 3.3.2	



Curriculum Map for Alignment

CONTENT:

The **CONTENT** Section is “what” we teach.

Content can be:

- Discipline-based topics
- Interdisciplinary concepts
- Often expressed with nouns

SKILLS/BENCHMARKS:

The **SKILLS/BENCHMARKS** Section gives us more specific information about what we teach.

Skills/Benchmarks are

- Specific
- Assessable
- Often expressed with verbs

ASSESSMENTS:

The **ASSESSMENTS** Section provides tools, strategies, and techniques to analyze each student’s demonstration of accomplishments of specific goals and criteria. Good assessment requires variety to ensure opportunities for success for all students.

Assessments are:

- Demonstrations of learning
- Tangible products or performances
- Aligned with the standards of learning
- Often expressed with nouns

**Grade Level:
8th Grade**

**Subject/Content Area:
Science**

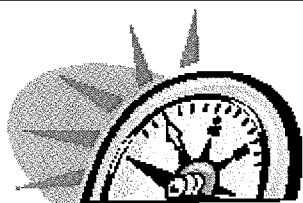
**Timeframe:
August 2007 - June 2011**



The School Board of Broward County

**Curriculum & Instruction/Student Support
Dr. Earlean Smiley, Deputy Superintendent**

**Core Curriculum Department
Diane Carr, Executive Director**



Curriculum Map for Alignment

The primary purpose of Curriculum Mapping is to have a written record of what is being taught in the classroom. While the lesson plan documents what a teacher intends to teach, the curriculum map logs what is actually taught.

Curricular mapping is a reconstruction - a description of the content taught and the amount of time spent teaching it. It is intended to illustrate how much time is devoted to learning by small groups, classes, or entire grade levels.

ASPECTS OF CURRICULUM MAPPING

- Curriculum Mapping is a procedure for collecting information about the operational curriculum in a school.
- Maps are calendar-based and include three elements: content, skills and thinking processes, and assessments.
- Maps are used to locate repetitions and gaps in the curriculum with standards, and to aid in curriculum integration.
- Maps are created by districts and expanded by schools and teachers and revised after a series of readings and shared findings.
- Maps are tools for communication, planning, and teacher training.

BENEFITS OF THE CURRICULUM MAPPING PROCESS

The Curriculum Mapping process can enable school administrators, curriculum supervisors, and teachers to determine:

- The amount of time on task
- The degree of conformity and variance on a topic or skill from teacher to teacher and from school to school, horizontally and vertically, K-12
- The degree of conformity and variance on a topic or skill by ability level, horizontally and vertically, K-12
- The scope and sequence of the curriculum
- Whether material on tests was covered prior to the date of the test
- The percent of class time allocated to a topic and the effectiveness of assessment instruments used the school and school district
- The number of subjects, topics, and skills in a basal or textbook that are actually allocated time
- Whether teachers allocate the same amount of time to topics, regardless of student ability level
- Whether there is duplication of content taught in various subject areas
- Whether state and local policies and requirements are fulfilled by teachers
- The amount of agreement between the curriculum, the curriculum guides, and the testing program

BASIC DEFINITIONS TO GUIDE THE PROCESS OF CURRICULUM MAPPING

Concept	Definition
<i>Standards</i>	Statements that reflect the larger outcomes that we expect all students to be able to demonstrate before they leave our school – some have already been established by the state, and district, but others may need to be added based on personal expectations.
<i>Benchmarks</i>	Statements that reflect, year by year, what we believe at least ___% of our students can demonstrate that serve as an indication that they will realistically meet the standards when they leave our school.
<i>Assessments</i>	Opportunities for students to demonstrate what they know and are able to do as described by benchmarks and standards
<i>Rubrics</i>	A method of differentiating work on the basis of qualitative differences.
<i>Essential Questions</i>	Overarching questions that focus on either big ideas and concepts or major themes with regard to curriculum content.
<i>Content</i>	Identified content that we expect students to know by the end of a given unit of instruction. Content is directly linked to standards and benchmarks.
<i>Skills</i>	Identified skills that we expect students to be able to do at the end of a given period of time. These skills are directly connected to the particular content within a period of time. However, the skills are likely to be associated with many content areas, since skills are always being learned and reinforced. The map should focus on the specific skills that are connected with the specific content that has been designated.
<i>Unit Designs</i>	Curricular units that encompass some of the major areas of focus in a given developmental period. Such designs provide the details of what content and skills will be developed, what lessons for instruction will be used, and what assessments will be required.

SUGGESTIONS ON USING THIS MAP FOR CURRICULUM, INSTRUCTIONAL AND ASSESSMENT DECISIONS AT YOUR SCHOOL AND WITHIN YOUR GRADE LEVEL/SUBJECT AREA

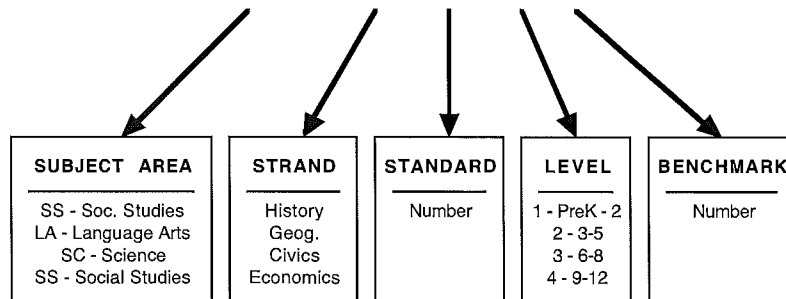
1. Use the maps as lenses for two main purposes - as a zoom lens into the year's curriculum for a particular grade level/subject area and as a wide-angle lens to see the K-12 perspective.
2. Read the maps to gain information. Reading and examining the curriculum maps enables us to make more informed decisions. Invite a broad audience of staff members to read through the maps. The most revealing work occurs when educators read maps from several grade levels and/or subject areas.
3. Use the maps to identify gaps in the curriculum. We cannot assume that all teachers within a discipline address the same curriculum. Reviewing and discussing the curriculum map aids in finding gaps between goals and what is actually taught. A curriculum map reduces the assumptions that certain concepts were studied and taught to students at previous grade levels.
4. Use the maps to identify repetitions in the curriculum. Too often, teachers assume that they are introducing a book or concept to the students for the first time. In fact, many units of study are repeated over the course of a student's K-12 experience. Careful study and conversation focused on the curriculum maps will aid in revealing content and skill repetitions.
5. Use the maps to identify potential areas for curriculum integration. Research has identified that merging concepts from two or more disciplines can make for a powerful and lasting learning experience. Looking critically at all content area maps will aid in identifying linkages among subject matter and possibilities for interdisciplinary units of study.
6. Use the maps to match assessment with standards. The curriculum maps allow us to focus on assessment through the course of a year. For example, if a grade level/subject area is attempting to fulfill a state standard, use the map to have conversations on what the student will perform and produce to give evidence of meeting the standard.
7. Finally, review the curriculum maps for timeliness. Examine the maps for current best practice. There are new strategies and teaching techniques regularly identified in scholarly research. By editing, shaping, and adding to the "taught curriculum" (curriculum map), collaboration and adult learning occurs.

SPECIAL NOTE WHEN DETERMINING ASSESSMENTS FOR STUDENTS

For LEP students and ESE students with disabilities, individual accommodations used during the administration of statewide assessments must be used during classroom instruction and assessment activities, including practice tests for the FCAT. Please refer to the Districtwide Testing Handbook or contact the Student Assessment Department for further information on testing accommodations for LEP students and ESE students with disabilities.

Numbering System for the Identified Skills

SC.H.3.4.1



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CONTEXT AND PURPOSE FOR CURRICULUM MAPPING

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Aligning Curricula to Standards and Assessments

Using curriculum mapping, teachers define the curriculum and review it to identify strong examples of standards-based instruction. They also identify where gaps exist in the standards addressed, deal with repetitions in instruction, and determine the appropriate sequencing and spiraling of concepts and skills

Building Staff Capacity

Curriculum mapping can build staff capacity for continuous improvement. When done systematically, curriculum mapping becomes a professional development program. As teachers analyze maps and discuss the effectiveness of teaching activities to improve student performance within and across grade levels/subject areas, they experience real professional growth. Teachers learn from one another as they design lessons and assessments that are matched to standards.

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Curriculum maps are useful visual tools for communicating with parents and students about what happens in a classroom, school, or district. Curriculum maps also serve as documentation and verification for standards-based instruction

Using Resources Effectively

As teachers analyze their maps and compare their instruction with student performance data, they may identify ways to use instructional strategies and resources more effectively. For example, a resource or strategy that is successful for one teacher may be adopted or adapted by others who have similar needs in their classroom. Likewise, teachers abandon resources and strategies that are not effective in improving student learning.

FOR FURTHER ASSISTANCE WITH THE PACING, CONTENT, SKILLS, AND ASSESSMENT IDENTIFIED ON THIS SCIENCE CURRICULUM MAP, CONTACT THE CORE CURRICULUM DEPARTMENT AT 754.321.1850 OR THE FOLLOWING DISTRICT CURRICULUM SPECIALIST(S):

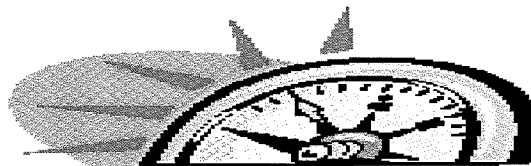
Dr. JP Keener, 6-12 Curriculum Spec. Science, 754-321-1874

FOR ASSISTANCE USING THIS DISTRICT-BASED CURRICULUM MAP WITH GRADE LEVELS AND SUBJECT AREAS, AND AS A TOOL FOR CURRICULUM-BASED CONVERSATIONS AND DECISIONS, CONTACT THE FOLLOWING K-12 CURRICULUM SPECIALIST:

Dr. Mark Quintana, 754-321-1859

CORE CONTENT SCIENCE STRANDS

Nature of Matter, Energy, Force and Motion,
Processes that Shape the Earth, Earth and
Space, Processes of Life, How Living Things
Interact with Their Environment, The Nature
of Science



8TH Grade Regular Middle Science Holt Science and Technology

Revised 7/12/2007

Chapter / Section	Time (hrs.)	Benchmarks Covered (*annually assessed)	Suggested Lab Activities
FIRST QUARTER			
Chapter 1 Nature of Science 1.4 Safety in Science 1.1 Science and Scientist 1.2 Scientific Method 1.3 The International System of Units *Scientific notation optional	10	*SC.H.1.3.1, SC.H.1.3.2, SC.H.1.3.3, * SC.H.1.3.4, *SC.H.1.3.5, SC.H.1.3.7, SC.H.3.3.1, SC.H.3.3.2, SC.H.3.3.4	Start-up Activity p. 5 Quick Lab p.15 Measuring Liquid Volume p. 32 Careers: Electronics Engineer p. 39
Chapter 2 Science, Technology and Society 2.1 What is technology? 2.2 Technology and Science 2.3 Technology and Society	5	SC.H.3.3.4, SC.H.3.3.5, SC.H.3.3.6, SC.H.3.3.7	Start-up Activity p. 41 Quick Lab (The Speed of a Simple Computer) p. 49 Internet Activity "Test Pilot!" p. 56
Chapter 3 The Properties and Composition of Matter 3.1 Properties of Matter. 3.2 Physical and Chemical Changes 3.3 States of Matter	9	*SC.A.1.3.1, SC.A.1.3.2, SC.A.1.3.4, SC.A.1.3.5, SC.A.1.3.6	Start-up Activity p. 75 Quick Lab "Changing Change" p. 88 Skills Practice Lab "Hot and Cool Lab" p. 96
Benchmark Assessment Test 1			
Chapter 11 Heat and Heat Technology 11.1 Temperature 11.2 What is heat? 11.3 Matter & Heat	10	SC.A.1.3.3, SC.A.1.3.4,* SC.B.1.3.1, SC.B.1.3.4, SC.B.1.3.5, *SC.B.2.3.1,	Start-up Activity "Some Like It Hot" p. 307 Benchmark Activity "Heat Exchange" p. 316 Skills Practice Lab "Feel the Heat" p. 336
Chapter 4 Atoms 4.1 Development of the Atomic Theory. 4.2 The Atom	6	SC.A.2.3.2, *SC.H.1.3.1, SC.H.1.3.6	Start-up Activity "Where Is It" p. 105 Benchmark Activity "Hydrogen" p. 114 Skills Practice Lab "Made to Order" p. 120

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SECOND QUARTER			
Chapter 5 The Periodic Table 5.1 Arranging the Elements	3	*SC.H.1.3.1, SC.H.1.3.6, SC.H.2.3.1	Start-up Activity "Placement Pattern" p. 128 Quick Lab "Conduction Connection" p. 134 and/or Math Practice "Percentages" p. 135
Chapter 7 Chemical Reactions 7.1 Forming New Substances 7.4 Energy and Rates of Chemical Reactions	5	SC.A1.3.5, *SC.B.2.3.1	Benchmark Activity "Reaction Ready" p.185 Quick Lab "Endo Alert" p. 197 Quick Lab "Which is Quicker?" p. 199
Benchmark Assessment Test 2			
Chapter 12 Magnetism and Electricity 12.1 Magnets and Magnetism 12.2 Electric Charge and Static Electricity 12.3 Electric Current and Electrical Energy	10	SC.A.2.3.2, *SC.B.1.3.1, SC.B.1.3.2, SC.C.2.3.1,	12-1 Pre-Reading Activity "Three-Panel Flip Chart" and/or Start-up Activity "Stick Together" 12-3 Benchmark Activity "Lemon Power" Pg. 377 -People in Science
Chapter 10 Energy of Waves 10.1 The Nature of Waves 10.2 Properties of Waves 10.3 Wave Interactions	10	SC.A.2.3.3, SC.B.1.3.3, SC.B.1.3.6, SC.C.1.3.2.	Start-up Activity "Energetic Waves" p. 281 Benchmark Activity "Springy Waves" p. 289 Skills Practice Lab "Wave Energy and Speed" p. 298
Benchmark Assessment Test 3			
Chapter 9 Forces and Motion 9.1 Motion 9.2 Gravity: A force of Attraction 9.3 Newton's Law of Motion 9.4 Momentum	15	SC.A.1.3.2, SC.C.1.3.1, SC.C.2.3.2, SC.C.2.3.3, SC.C.2.3.5, *SC.C.2.3.6, SC.C.2.3.7, SC.H.1.3.6	Pre-reading Activity "Spider Map" p. 243 Benchmark Activity "Weighing In" p. 253 or Quick Lab "Penny Projectile Motion" p. 258 Quick Lab "First-Law Magic" p. 262 Skills Practice "Inertia-Rama!" p. 272

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THIRD QUARTER			
Chapter 18 Cells Tissues and Organs 18.1 Cell Basics 18.2 Cell Cycle 18.3 The Human Body: From Cells to Organism	10	*SC.F.1.3.1, SC.F.1.3.2, S.C.F.1.3.3, SC.F.1.3.4, S.C.F.1.3.5, SC.F.1.3.7	Start-up Activity "Cells Galore" p. 537 Internet Activity "Mitosis Adventure" p. 548 Benchmark Activity "Got Oxygen?" p. 555 Skills Practice Lab "Cells Alive!" p. 558 Careers: "Forensic Pathologist" p. 565
Benchmark Assessment Test 4			
Chapter 19 Heredity 19.1 Mendel and His Peas 19.2 Traits and Inheritance 19.3 Meiosis	12	SC.F.2.3.1, *SC.F.2.3.2	Pre-Reading Activity "Key- Term Fold p. 566 Quick Lab "Taking Your Chances" p. 577 Model-Making Lab "Bug Builders, Inc." p. 588 (Optional)
Chapter 21 Population Changes 21.1 Change Over Time 21.2 How Does Evolution Happen? 21.3 Natural Selection in Action	8	*SC.F.2.3.2, SC.F.2.3.3, SC.F.2.3.4, SC.G.1.3.2 *SC.H.1.3.1, SC.H.1.3.2,	Benchmark Activity "Sedimentary Rock" p. 625 Quick Lab "Population Growth Vs. Food Supply p. 633
Chapter 22 The Fossil Record 22.1 Geologic History 22.2 Looking at Fossils 22.3 Time Marches On	7	SC.D.1.3.2, SC.D.1.3.5, SC.F.2.3.3, SC.D.2.3.4, SC.G.2.3.3	Start Activity "Making Fossils" p. 649
Benchmark Assessment Test 5			

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FOURTH QUARTER			
Chapter 14 Earth's Systems and Cycles 14.1 The Geosphere 14.2 The Atmosphere 14.3 The Hydrosphere and Biosphere 14.4 The Cycling of Matter	10	SC.B.1.3.3, SC.B.1.3.5, *SC.B.2.3.1, SC.B.2.3.2, SC.D.1.3.1, SC.D.1.3.3, SC.D.1.3.5, *SC.G.1.3.4 SC.G.1.3.5, SC.H.2.3.1,	Pre-Reading Activity "Layered Book" Benchmark Activity "Global Warming" p. 416 Skills Practice Lab "Metamorphic Mash" p. 428 (Optional)
Chapter 15 Environmental Problems and Solutions 15.1 Environmental Problems 15.2 Environmental Solutions	6	SC.B.2.3.2, SC.D.2.3.2, SC.G.2.3.1, *SC.G.2.3.4	Pre-Reading Activity "Two-Panel Flip Chart" p. 436 Benchmark Activity "Classifying Resources" p. 440 Inquiry Lab "Biodiversity-What a Disturbing Thought!" p. 452 (Optional)
Chapter 16 Stars, Galaxies and the Universe 16.1 Stars 16.2 The Life Cycle of Stars 16.3 Galaxies 16.4 Formation of the Universe	10	SC.E.1.3.3, SC.E.1.3.4, SC.E.2.3.1	Group Activity "Star Cycle" p. 474
Benchmark Assessment 6			
Family Life & Human Sexuality	5	HE.A.1.3.1, HE.A.1.3.2, HE.A.1.3.5, HE.A.1.3.6, HE.A.1.3.7, HE.A.1.3.8, HE.A.1.3.9, HE.A.1.3.10, HE.B.1.3.1, HE.B.1.3.2, HE.B.1.3.3, HE.B.1.3.4, HE.B.1.3.5, HE.B.1.3.6, HE.B.2.3.1, HE.B.2.3.3, HE.B.2.3.4,	
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Glencoe Course 1**

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**Timeframe:
August 2006 - June 2011**



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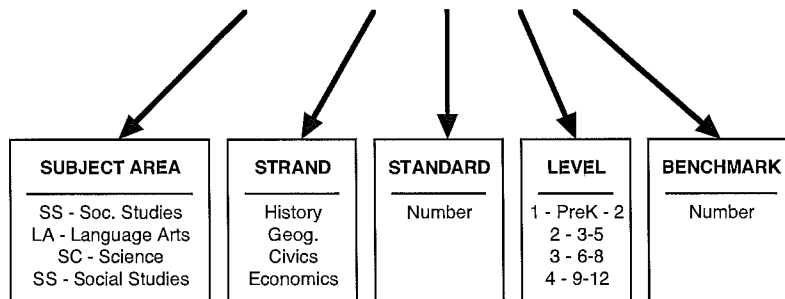
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Judy Jordan, 6-8 Curriculum Spec. Mathemaics, 754-321-1868

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Dr. Mark Quintana, 754-321-1859

CORE CONTENT SOCIAL STUDIES STRANDS

Number Sense, Concepts, and Operations,
Measurement, Geometry and Spatial Sense,
Algebraic Thinking, Data Analysis and
Probability

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MATHEMATICS CURRICULUM MAP 06-07

COURSE/GRADE LEVEL: Glencoe Course 1

<i>MONTH</i>	<i>ESSENTIAL QUESTION</i>	<i>STRAND/CONTENT</i>	<i>SKILLS</i>	<i>RESOURCES/ACTIVITIES</i>
<i>AUGUST/SEPTEMBER</i>	How can using patterns of numbers help you with computation?	Number Patterns and Algebra Chapter 1 MA.A.5.3.1 MA.A.1.3.4 MA.A.2.3.1 MA.A.3.3.1 MA.A.3.3.2 MA.A.3.3.3 MA.D.2.3.1	<ul style="list-style-type: none"> • Use divisibility rules • Find the prime factorization of a composite number • Use powers and exponents in expressions • Evaluate expressions using the order of operations 	1.2: Divisibility 1.3: Prime Factors 1.4: Powers and Exponents 1.5: Order of Operations Resources: 5 Min. Check Transparencies Countdown to FCAT Chapter Resource Masters book Math Project/ Web Quest Foldables Study Organizers
	How do graphs organize data?	Statistics and Graphs Chapter 2 MA.E.1.3.1 MA.E.1.3.2 MA.E.1.3.3 MA.E.3.3.1 MA.E.3.3.2	<ul style="list-style-type: none"> • Make and interpret frequency tables, bar graphs, and line graphs • Interpret circle graphs • Make predictions from line graphs • Construct and interpret stem/leaf plots • Find the mean, median, mode, and range of a set of data • Recognize when statistics and graphs are misleading. 	2.1: Frequency Table 2.2: Bar Graphs and Line Graphs 2.3: Circle Graphs 2.4: Making Predictions 2.5: Stem and Leaf Plots 2.6: Mean 2.7: Median, Mode, and Range 2.8: Analyzing Graphs Resources: 5 Min. Check Transparencies Countdown to FCAT Chapter Resource Masters book Math Project/ Web Quest Foldables Study Organizers

MATHEMATICS CURRICULUM MAP 06-07

COURSE/GRADE LEVEL: Glencoe Course 1

<i>MONTH</i>	<i>ESSENTIAL QUESTION</i>	<i>STRAND/CONTENT</i>	<i>SKILLS</i>	<i>RESOURCES/ACTIVITIES</i>
<i>SEPTEMBER/OCTOBER</i>	Why are decimals used in Mathematics?	Adding/Subtracting Decimals Chapter 3 MA.A.1.3.1 MA.A.1.3.2 MA.A.1.3.3 MA.A.1.3.4 MA.A.2.3.2 MA.A.3.3.1 MA.A.3.3.2 MA.A.4.3.1 MA.B.3.3.1	<ul style="list-style-type: none"> • Represent decimals in word, standard, and expanded form • Round, compare, and order decimals • Add and subtract decimals 	3.1: Representing Decimals 3.2: Comparing and Ordering Decimals 3.3: Rounding Decimals 3.5: Adding and Subtracting Decimals Resources: Foldables Study Organizer See Kit. Reading and Writing in Math in the classroom- See Kit. Chapter 3- Resource Masters- See Kit Chapter Project- See Kit-5 min. check transparencies
	Where do you put a decimal point?	Multiplying/Dividing Decimals Chapter 4 MA.A.2.3.1 MA.A.3.3.1 MA.A.3.3.2 MA.A.3.3.3 MA.A.4.3.1 MA.C.1.3.1 MA.E.1.3.1	<ul style="list-style-type: none"> • Estimate and find the product of decimals and whole numbers • Multiply decimals by decimals • Divide decimals by whole numbers • Divide decimals by decimals 	4.1: Multiplying Decimals by Whole Numbers 4.2: Multiplying Decimals 4.3: Dividing Decimals by Whole Numbers 4.4: Dividing Decimals Resources: Hands on Lab Foldables Study Organizer Webquest project- See Kit. Chapter Project- See Kit. Chapter 4 resource masters- See Kit. 5 Min. Check Transparencies

MATHEMATICS CURRICULUM MAP 06-07

COURSE/GRADE LEVEL: Glencoe Course 1

<i>MONTH</i>	<i>ESSENTIAL QUESTION</i>	<i>STRAND/CONTENT</i>	<i>SKILLS</i>	<i>RESOURCES/ACTIVITIES</i>
<i>OCTOBER/NOVEMBER</i>	How are fractions and decimals the same?	Fractions and Decimals Chapter 5 MA.A.1.3.3 MA.A.1.3.4 MA.A.3.3.1 MA.A.5.3.1 MA.A.3.3.2 MA.A.3.3.3 MA.A.1.3.1 MA.A.1.3.2	<ul style="list-style-type: none"> Find the greatest common factor of two or more numbers Express fractions in simplest form Find the least common multiple of two or more numbers Compare and order fractions Write decimals as fractions or mixed numbers Write fractions as terminating and repeating decimals 	5.1: Greatest Common Factor 5.2: Simplifying Fractions 5.3: Mixed Numbers and Improper Fractions 5.4: Least Common Multiple 5.5: Comparing And Ordering Fractions 5.6: Decimals to Fractions 5.7: Fractions to Decimals Resources: 5 Min. Check Transparencies. Countdown to FCAT Chapter Resource Masters book Math Project/ Web Quest Foldables Study Organizers
	What is a fraction?	Adding and Subtracting Fractions Chapter 6 MA.A.1.3.4 MA.A.3.3.1 MA.A.3.3.2 MA.A.4.3.1 MA.A.5.3.1	<ul style="list-style-type: none"> Add and subtract mixed numbers and fractions with like and unlike denominators Add and subtract mixed numbers Subtracting mixed numbers with renaming 	6.3: Fractions with Like Denominators 6.4: Fractions with Unlike Denominators 6.5: Mixed Numbers 6.6: Subtract Mixed Numbers with Renaming Resources: 5 Min. Check Transparencies. Countdown to FCAT Chapter Resource Masters book Math Project/ Web Quest Foldables Study Organizers

MATHEMATICS CURRICULUM MAP 06-07

COURSE/GRADE LEVEL: Glencoe Course 1

<i>MONTH</i>	<i>ESSENTIAL QUESTION</i>	<i>STRAND/CONTENT</i>	<i>SKILLS</i>	<i>RESOURCES/ACTIVITIES</i>
<i>OCTOBER/NOVEMBER</i>	How can you use fractions in everyday life?	Multiplying and Dividing Fractions Chapter 7 MA.A.1.3.3 MA.A.3.3.1 MA.A.3.3.2 MA.A.5.3.1	<ul style="list-style-type: none"> • Multiply fractions and mixed numbers • Divide fractions and mixed numbers 	7.2: Multiplication of Fractions 7.3: Multiplication of Mixed Numbers 7.4: Division of Fractions 7.5: Division of Mixed Fractions Resources: 5 Min. Check Transparencies. Countdown to FCAT Chapter Resource Masters book Math Project/ Web Quest
	How is the relationship between ratios, proportions, and percents like being a family?	Ratio, Proportion, Percent Chapter 10 MA.A.1.3.1 MA.A.1.3.3 MA.A.1.3.4 MA.A.1.3.4 MA.A.3.3.1 MA.A.3.3.2 MA.A.3.3.3 MA.A.4.3.1	<ul style="list-style-type: none"> • Express ratios and rates in fraction form • Express percents as fractions and vice versa • Find the percent of a number • Write decimals as fractions or mixed numbers • Write fractions as terminating and repeating decimals. ◆ Express percents as decimals and vice versa ◆ Find the percentage of a number 	10.1: Ratios 10.2: Solving Proportions 10.3: Scale Drawings 10.4: Modeling Percents 10.5: Percents and Fractions 10.6: Percents and Decimals 10.7: Percent of a Number Resources: Hands on Lab Foldables- Study Organizer Chapter 5 and Chap. 10 Resource Masters book. 5 Minute check Transparencies.

MATHEMATICS CURRICULUM MAP 06-07

COURSE/GRADE LEVEL: Glencoe Course 1

<i>MONTH</i>	<i>ESSENTIAL QUESTION</i>	<i>STRAND/CONTENT</i>	<i>SKILLS</i>	<i>RESOURCES/ACTIVITIES</i>
<i>DECEMBER</i>	Why do we use customary and metric units	Measurement Chapter 12 MA.B.1.3.1 MA.B.1.3.3 MA.B.2.3.1 MA.B.2.3.2 MA.B.3.3.1 MA.B.4.3.1 MA.B.4.3.2 MA.C.1.3.1	<ul style="list-style-type: none"> Change length, weight, and capacity in the customary system Use metric units of length, mass, and capacity Change units within the metric system 	12.1: Length in the Customary System 12.2: Capacity and Weight in the Customary System 12.3: Length in the Metric System 12.4: Mass and Capacity Metric System 12.5: Changing Metric Units Resources: Hands on Lab Foldables- Study Organizer Chapter 10 Resource Masters book. 5 Minute check Transparencies.
<i>JANUARY</i>	How can probability be used to predict events?	Probability Chapter 11 MA.E.1.3.1 MA.E.2.3.1 MA.E.3.3.1 MA.E.3.3.2	<ul style="list-style-type: none"> Find and interpret the theoretical probability of an event Find outcomes using lists 	11.1: Theoretical Probability 11.2: Outcomes Resources: Foldables Study Chapter 11 Resource Master book Hands on Lab Reading and Writing in the Classroom Study Guide and Review 5 min. check Transparencies Chapter Project

MATHEMATICS CURRICULUM MAP 06-07

COURSE/GRADE LEVEL: Glencoe Course 1

<i>MONTH</i>	<i>ESSENTIAL QUESTION</i>	<i>STRAND/CONTENT</i>	<i>SKILLS</i>	<i>RESOURCES/ACTIVITIES</i>
<i>FEBRUARY</i>	What would the world be like without polygons?	Geometry: Angles and Polygons Chapter 13 MA.B.1.3.2 MA.B.1.3.4 MA.B.4.3.2 MA.C.1.3.1 MA.C.2.3.1 MA.C.3.3.1	<ul style="list-style-type: none"> Classify, measure, and draw angles Name two-dimensional figures Determine congruence and similarity 	13.1: Angles 13.2: Using Angle Measures 13.4: Two-Dimensional Figures 13.5: Lines of Symmetry 13.5b: Transformations 13.6: Similar and Congruent Figures 13.6b: Tessellations Resources: 5 Min. Check Transparencies Countdown to FCAT Chapter Resource Masters book Math Project/ Web Quest. Foldables Study Organizers
<i>FEBRUARY/MARCH</i>	Why are integers needed?	Integers Chapter 8 MA.A.3.3.1 MA.C.3.3.2	<ul style="list-style-type: none"> Identify graph, compare and order integers Add and subtract integers Multiply and divide integers Graph ordered pairs of numbers on a coordinate plane 	8.1: Integers 8.2: Adding Integers 8.3: Subtracting Integers 8.4: Multiplying Integers 8.5: Dividing Integers 8.6: The Coordinate Plane Resources: Countdown to FCAT 5 Min. Check Transparencies Foldables Study Organizer Study Guide and Review Chapter 14 Resource Master Book Chapter Project

MATHEMATICS CURRICULUM MAP 06-07

COURSE/GRADE LEVEL: Glencoe Course 1

<i>MONTH</i>	<i>ESSENTIAL QUESTION</i>	<i>STRAND/CONTENT</i>	<i>SKILLS</i>	<i>RESOURCES/ACTIVITIES</i>
<i>MARCH/APRIL</i>	Why is solving equations important?	Algebra: Solving Equations Chapter 9 MA.A.3.3.1 MA.A.3.3.2 MA.A.3.3.3 MA.D.2.3.1 MA.D.2.3.2	<ul style="list-style-type: none"> • Illustrate all of the properties using models (commutative, distributive, associative, and identity) • Solve addition equations using models • Solve subtraction equations • Solve inequalities using models • Solve problems by writing an equation 	9.1: Properties 9.2: Solving Addition Equations 9.3: Solving Subtraction Equations 9.4: Solving Multiplication Equations 9.5: Solving 2 Step Equations Resources: 5 min check. Countdown to FCAT. Chapter Projects Foldables Study Guide and Review Chapter 9 Resource Master Book

MATHEMATICS CURRICULUM MAP 06-07

COURSE/GRADE LEVEL: Glencoe Course 1

<i>MONTH</i>	<i>ESSENTIAL QUESTION</i>	<i>STRAND/CONTENT</i>	<i>SKILLS</i>	<i>RESOURCES/ACTIVITIES</i>
<i>APRIL/MAY</i>	How is area different from volume?	Geometry: Measuring Area and Volume Chapter 14 MA.A.3.3.2 MA.A.3.3.3 MA.B.1.3.1 MA.B.2.3.2 MA.C.1.3.1 MA.C.2.3.1 MA.C.3.3.1 MA.E.1.3.1	<ul style="list-style-type: none"> Find are of parallelograms Find area of triangles Find area of trapezoids Find area of circles Identify three-dimensional figures Draw three-dimensional figures Solve problem by making a model Find the volume and surface area of rectangular prisms Build a three-dimensional figure from a net and vice versa Find the surface area of rectangular prisms 	14.1: Area of Parallelograms 14.2: Area of Triangles 14.22b: Area of Trapezoids 14.3: Area of Circles 14.4: Three Dimensional Figures 14.4b: Draw Figures 14.5a: Make model 14.5: Volume of Rectangular Prisms 14.6a: Hands-On Lab 14.6 Surface Area of Rectangular Prisms Resources: Countdown to FCAT 5 Min. Check Transparencies Foldables Study Organizer Study Guide and Review Chapter 14 Resource Master Book Chapter Project
<i>MAY</i>	How can probability be used to predict events?	Probability Chapter 11 MA.E.1.3.1 MA.E.2.3.1 MA.E.3.3.1 MA.E.3.3.2	<ul style="list-style-type: none"> Determine whether a group is biased Find outcomes using tree diagrams and combinations Predict the actions of a larger group using a sample Find probabilities using area models Find the probability of independent events 	11.3a: Bias 11.3: Making Predictions 11.4: Probability and Area 11.5a: Make a Table 11.5: Probability of Independent Events Resources: 5 min check. Countdown to FCAT. Chapter Projects Foldables Study Guide and Review Resource Master Book

IVIS. Vantrees Science Name of Charter Weekly Focus	Subject: Science Content: Big Idea: All living things share characteristics. The human body systems and functions School Seeking Renewal: Imagine Schools at North Lauderdale Middle Location Number: 5261 Focus: Skeletal system and muscular system Lesson Preparation:		
	Benchmark NGSSS: SC6.L.14.5 Identify and investigate the general functions of the major body systems- describe ways in which they interact with each other to maintain homeostasis	Essential Question(s): What are the major bones in the body? What are the 5 functions of the skeletal system? How does the muscular system and skeleton work together? How do skeletal muscles work? How does motion effect muscles? What is the structure and function of the muscular system? Word Wall Vocabulary: skeleton, vertebrae, joint, ligaments, compact bone, spongy bone, marrow, cartilage, osteoporosis, parts of the skeleton, involuntary muscle, voluntary muscle, skeletal muscle, tendon, smooth muscle, cardiac muscle, striated muscle	
MONDAY	Objective	Teacher Strategies	Student Activities/Applications
	Student Friendly Objective: I will be able to describe the functions of the skeleton Essential Question: What are the major bones in the body and what are their functions? Materials: Work sheet, copies of skeleton, projector	Hook/Background Information: Higher Order Questioning (3): Strategic Whole Group Activity: Do Now: 1. Write essential question 2. move your body parts- activity Lesson: Vocab wall – skeletal system Label skeleton Discovery video	Activity: Move your body parts Checking for Understanding/Authentic assessment: Exit ticket answer essential question
	Objective	Teacher Strategies	Student Activities/Applications
	Student Friendly Objective: I Will be able to describe the 5 function of the skeletal system Essential Question: What are the 5 functions of the skeletal system? Materials: Copies, paper	Hook/Background Information: Higher Order Questioning (3): Strategic Whole Group Activity: Do Now 1. Write essential question 2. KWL chart skeleton Lesson Finish discovery video p 181 1 to 6 review 7-10	Activity: Book work Checking for Understanding: Exit ticket answer essential question
TUESDAY	Objective	Teacher Strategies	Student Activities/Applications
	Student Friendly Objective: I will be able to discover how large bones work in the body Essential question: Why are some bones hollow? Materials: Paper, paper plate, tape, weights, copies of lab instructions	Hook/Background Information: structure of different types of bones Higher Order Questioning (3): Strategic Whole Group Activity: Do Now - Skeleton Quick lab p 93 bones in the skeleton	Activity: small groups lab Checking for Understanding/Authentic assessment: Exit ticket answer essential question/ discussion of lab observations
	Objective	Teacher Strategies	Student Activities/Applications
	Student Friendly Objective: I will be able to show understanding of the skeletal system as evidence by 70% or greater on lesson quiz. I will be able to compare and contrast types of muscles. Essential Question: What are the different types of muscles in the body? Materials: chapter 4 lesson quiz	Hook/Background Information: Higher Order Questioning (3): Strategic Whole Group Activity: Do Now: 1. Write essential question 2. last question before quiz Lesson p169E lesson quiz 3 types of muscles P175 B	Activity: Checking for Understanding/Authentic assessment: Exit ticket answer essential question Lesson quiz p169 E
WEDNESDAY	Objective	Teacher Strategies	Student Activities/Applications
	Student Friendly Objective: I will be able to describe the structure of the muscle Essential Question: How do skeletal muscles work? What is the structure and function of the muscular system? Materials:	Hook/Background Information: skeletal system, how it works , structure Higher Order Questioning (3): Strategic Whole Group Activity: Do Now: 1. Write essential question 2. how do the skeletal system and the muscular system interact? What type of muscles	Activity: Checking for Understanding/Authentic assessment:
	Objective	Teacher Strategies	Student Activities/Applications
	Student Friendly Objective: I will be able to describe the structure of the muscle Essential Question: How do skeletal muscles work? What is the structure and function of the muscular system? Materials:	Hook/Background Information: skeletal system, how it works , structure Higher Order Questioning (3): Strategic Whole Group Activity: Do Now: 1. Write essential question 2. how do the skeletal system and the muscular system interact? What type of muscles	Activity: Checking for Understanding/Authentic assessment:
THURSDAY	Objective	Teacher Strategies	Student Activities/Applications
	Student Friendly Objective: I will be able to show understanding of the skeletal system as evidence by 70% or greater on lesson quiz. I will be able to compare and contrast types of muscles. Essential Question: What are the different types of muscles in the body? Materials: chapter 4 lesson quiz	Hook/Background Information: Higher Order Questioning (3): Strategic Whole Group Activity: Do Now: 1. Write essential question 2. last question before quiz Lesson p169E lesson quiz 3 types of muscles P175 B	Activity: Checking for Understanding/Authentic assessment: Exit ticket answer essential question Lesson quiz p169 E
	Objective	Teacher Strategies	Student Activities/Applications
	Student Friendly Objective: I will be able to describe the structure of the muscle Essential Question: How do skeletal muscles work? What is the structure and function of the muscular system? Materials:	Hook/Background Information: skeletal system, how it works , structure Higher Order Questioning (3): Strategic Whole Group Activity: Do Now: 1. Write essential question 2. how do the skeletal system and the muscular system interact? What type of muscles	Activity: Checking for Understanding/Authentic assessment:
FRIDAY	Objective	Teacher Strategies	Student Activities/Applications
	Student Friendly Objective: I will be able to describe the structure of the muscle Essential Question: How do skeletal muscles work? What is the structure and function of the muscular system? Materials:	Hook/Background Information: skeletal system, how it works , structure Higher Order Questioning (3): Strategic Whole Group Activity: Do Now: 1. Write essential question 2. how do the skeletal system and the muscular system interact? What type of muscles	Activity: Checking for Understanding/Authentic assessment:
	Objective	Teacher Strategies	Student Activities/Applications
	Student Friendly Objective: I will be able to describe the structure of the muscle Essential Question: How do skeletal muscles work? What is the structure and function of the muscular system? Materials:	Hook/Background Information: skeletal system, how it works , structure Higher Order Questioning (3): Strategic Whole Group Activity: Do Now: 1. Write essential question 2. how do the skeletal system and the muscular system interact? What type of muscles	Activity: Checking for Understanding/Authentic assessment:
	Accommodations/Modifications (ELL, ESE, 504, RtI): A1, A6, A9, A12, A13, A15, B2, D6, F12, E 7, E2,		
	Home Learning: homework worksheets, coming up with ideas for science fair projects. HW see tues or thursday		
	Reflection: <i>Success, Problems, Change/ Improvements: What have you learned about yourself, student (teaching and learning)?</i>		

World History Ms. Cadet Week 3 (11/14-11/18)	Days				
	M 11/14	T 11/15	W 11/16	T 11/17	F 11/18
Objective:	Students will be able to define & illustrate new vocabulary words by using the textbook & drawing pictures.	Students will be able to locate and label items on a map by using the map within the text.	Students will be able to locate and label items on a map by using the map within the text.	Students will be able to locate and label items on a map by using the map within the text.	Students will be able to locate and label items on a map by using the map within the text.
Essential Question:	How did people of Mesopotamia & Egypt build civilizations?	How did people of Mesopotamia & Egypt build civilizations?	How did people of Mesopotamia & Egypt build civilizations?	How did people of Mesopotamia & Egypt build civilizations?	How did people of Mesopotamia & Egypt build civilizations?
Do Now:	What do you think the following quote means? "The Nile gave life to the civilization of ancient Egypt."	Use the map on page 467 to locate the Tigris & Euphrates Rivers. Also, explain why you think this area is known as the fertile crescent.	Why is the area that contains the Tigris & Euphrates rivers known as the fertile crescent?	Why do you think the pyramids in Egypt were built?	What was the first form of writing in the world? (Hint: Mesopotamians invented it)
NGSS:	SS.6.G.1.6. SS.6.G.2.3 SS.6.W.2.3 SS.6.W.2.7	SS.6.W.2.7 SS.6.W.2.8	SS.6.W.2.7 SS.6.W.2.8	SS.6.W.2.5 SS.6.W.2.6	SS.6.G.1.6. SS.6.G.2.3 SS.6.W.2.3 SS.6.W.2.7
Agenda:	<ol style="list-style-type: none"> 1. Do Now 2. Word Wall Activity- Create a foldable that includes the word, definition & an illustration. 3. Review Terms- Whole Class 4. Chap. 16 Intro- Birthplace of Civilization: Mesopotamia & Egypt pg. 464-465/Activate Prior Knowledge (What do you know about Egypt?) 	<ol style="list-style-type: none"> 1. Do Now 2. Review Vocabulary 3. Complete all labeling for Mesopotamia & Egypt Map 4. TICKET OUT: What is unique about the where the Egyptian civilizations settled? 	<ol style="list-style-type: none"> 1. Do Now 2. Review Vocabulary 3. Complete all coloring for Mesopotamia & Egypt Map. 4. Silent Reading: pgs. 466-467 5. TICKET OUT: None 	<ol style="list-style-type: none"> 1. Do Now 2. Chap. 16.1 pg. 467-471- Whole Group Read/Discussion 3. 3 Column Chart (pg. 466 Teacher Edition) 4. TICKET OUT: Tell me one thing about trade & religion for Mesopotamia & Egypt. 	<ol style="list-style-type: none"> 1. Do Now 2. Complete whole group reading 3. Complete 3 Column Chart 4. Review 5. Hieroglyphics Activity 6. TICKET OUT: Why was hieroglyphics important to Egyptians?
Higher Order Questions:	> Explain the following quote. "The Nile gave life to the civilization of	>Where were the trading centers located in Egypt? > Where were the rivers	> Explain the meaning of cuneiform. >Why is the Nile so	>How did some of the inventions of Mesopotamians influence	>How is a civilization built? >How did the Egyptians communicate with one another?

	ancient Egypt.” >How is a civilization built? >Why are the early inventions of Mesopotamia important to us?	located in Mesopotamia? >Explain what ‘Mesopotamia’ means.	important to the people of Egypt? >Explain the connection between the trading centers & where they are located.	today? >Explain the type of religion Mesopotamians practiced. >Why do you think Mesopotamians had a priest ruler?	>Explain the type of religion the Egyptians practiced.
Evaluation (Comprehension Check) :	-word wall foldable - review of terms -map	-map -ticket out -vocabulary review	-map -vocabulary review	-3 column chart -ticket out	-3 column chart -ticket out
ESOL:	1-C1 R.D. (6B) 2-A2 Y.J./J. St. F. (6B) Monitoring: G.A./L.D./F.R./F.T (6A) B.S. (6B) G.H./B.E./H.H./E.M./ J.M./M.O. (6C) B3- Interactive Word Walls C7- Maps F1- Activating Prior Knowledge	1-C1 R.D. (6B) 2-A2 Y.J./J. St. F. (6B) Monitoring: G.A./L.D./F.R./F.T (6A) B.S. (6B) G.H./B.E./H.H./E.M./ J.M./M.O. (6C) C7- Maps A1- Bilingual Dictionary	1-C1 R.D. (6B) 2-A2 Y.J./J. St. F. (6B) Monitoring: G.A./L.D./F.R./F.T (6A) B.S. (6B) G.H./B.E./H.H./E.M./ J.M./M.O. (6C) C7- Maps A1- Bilingual Dictionary	1-C1 R.D. (6B) 2-A2 Y.J./J. St. F. (6B) Monitoring: G.A./L.D./F.R./F.T (6A) B.S. (6B) G.H./B.E./H.H./E.M./ J.M./M.O. (6C) F7- Read Aloud A1- Bilingual Dictionary	1-C1 R.D. (6B) 2-A2 Y.J./J. St. F. (6B) Monitoring: G.A./L.D./F.R./F.T (6A) B.S. (6B) G.H./B.E./H.H./E.M./ J.M./M.O. (6C) F7- Read Aloud A1- Bilingual Dictionary
Materials :	Paper, pen, pencil, markers, crayons, word wall, textbook, dictionary	Paper, pen, pencil, markers, crayons, word wall, textbook, dictionary	Paper, pen, pencil, markers, crayons, word wall, textbook, dictionary	Paper, pen, pencil, markers, crayons, word wall, textbook, dictionary	Paper, pen, pencil, markers, crayons, word wall, textbook, dictionary
FCAT Focus:	Mesopotamia & Egypt	Mesopotamia & Egypt	Mesopotamia & Egypt	Mesopotamia & Egypt	Mesopotamia & Egypt
Reminders: >Get Emergency Lesson Plans to Hopwood!!					

2011 – 2012

Highlights of 1st STAR Meeting

STAR program was implemented last school year 2010-2011

STAR - Strategic Target for Academic Rewards

Accountability with common knowledge (research based)

This School Year Our Goals:

Team meeting, lesson plans, daily, lesson studies

Common Board Configuration Universal and should be student friendly

On Board: By the time I leave this class today _____

Classroom culture and Environment:

Classroom displays, comments, grades and good examples

CHAMPS - Classroom procedures

For all teams:

Universal procedure: remained seated, sharpener pencils, heading, etc.

Classroom Signal

Lesson Plans must include higher order questions

Think out aloud and waiting time for students

Evidence of Student Learning :

They understand the lesson purpose, engage in accountability, and use interactive word wall.

DOK: Depth of Knowledge

SPP Folder: Student Performance Profile

Professional Learning Plan Goals

Professional: Teach and STAR initiative

Set goals and personal areas of focus

Create a professional focus for learning

As of Friday 11/11

		<div> <div>ALEXANDER - LA</div> <div>VANTREES-SCI</div> <div>WEBER-MA</div> <div>CADET-SS</div> <div>WILSON -PE</div> <div>WADSWORTH-SCI</div> <div>RUFFIN-SS</div> <div>RIZZO -HEALTH</div> <div>HEWITT-LA</div> <div>WILKINSON-MA</div> </div>									
PERIOD	TIME	Rm 108	Rm 110	Rm 111	Rm 112	P.E.	Rm 113	Rm 114	Rm 115	Rm 116	Rm 117
Homeroom	8:25-8:35	6A	6B	6C	7A	Planning	7C	7B	INCL	8A	8B
1	8:35-10:05	Int. READ	Critical Think.	Critical Think.	Critical Think.	Planning	Int. READ	Critical Think.	Critical Think.	Int. READ	Int. READ
2	10:08-11:03	6C	6A	7A	6B	INCL	7B	7C	Planning	8A	8B
3	11:06-12:01	7A	Planning	6B	6A	7C/6C	Planning	7B	7C/6C	8B	8A
4	12:04-1:34	6B	6C	Planning	7A	8A/6A	7C	8B	8A/6A	7B	Planning
5	1:37-2:32	6A	6B	6C	Planning	8B/7A	8A	Planning	8B/7A	7C	7B
6	2:35-3:30	Planning	7A	6A	6C	7B/6B	8B	8A	7B/6B	Planning	7C

SCHEDULE - DURING PERIOD FOUR
 Sort students to and from the Cafeteria

- 12:17-12:47 6A
- 12:19-12:49 6B
- 12:21-12:51 6C
- 12:23--12:53 7A
- 12:27-12:57 7B
- 12:29-12:59 7C
- 12:31-1:01 8A
- 12:33-1:03 8B

All CORE Teachers have **COMMON PLANNING**. Please use this time effectively.

Imagine @ North Lauderdale Charter Middle School

2011-2012

TEACHER'S ASSISTANT BINDER

CONTENTS:

★ SIP GOALS

★ SCHOOL DATA

★ STUDENT DATA

★ STANDARDS

★ INTERVENTIONS (TIER II, ETC)

★ LESSON PLANS

★ AGENDAS

★ PROFESSIONAL DEVELOPMENTS

Imagine @ North Lauderdale Charter Middle School

Safe Harbor 2011-2012

The chart below shows the 2011-12 Accountability Report Projections.

Safe Harbor, which is used to determine Subgroups for Adequate Yearly Progress, states that AYP is met when the **percentage of below level students in decreased by 10%**. So, our overall goal is to decrease the percentage of our below level students, in every academic area and subgroup (Black, Economically Disadvantaged, Hispanic, Lowest 25% of our student population) by 10%. This is also how the targets in our School Improvement Plan were calculated.

	% Proficient in 2010-11	% Not Proficient in 2010-11	10% of Not Proficient (round up)	2011-12 Not Proficient Target	<u>2011-12 Proficient Target</u>
Reading Proficiency	35	65	6.5	58	<u>42</u>
Math Proficiency	29	71	7.1	64	<u>36</u>
Science Proficiency	21	79	7.9	72	<u>28</u>
Writing Proficiency	63	37	3.7	30	<u>70</u>
Learning Gains Reading	57	43	4.3	36	<u>64</u>
Learning Gains Math	46	54	5.4	47	<u>53</u>
Lowest 25% Learning Gains Reading	73	27	2.7	20	<u>80</u>
Lowest 25% Learning Gains Math	67	33	3.3	26	<u>74</u>

Imagine @ North Lauderdale Charter Middle

CHAMPS 2011-2012

VOTE for your CHAMPS!

Thank you for choosing 1 student from your homeroom for each CHAMP category. These students TRULY show this character trait.

September – Cooperation (works with others to complete a common goal)

Jaylanie Heyliger

October – Responsibility (meets obligations by being reliable, accountable, and dependable to self and others)

Decota Morss

November – Citizenship (knows, understands, and displays high regard for rules, laws, government, heritage, and those who have served and sacrificed for community and country)

Michelle Tran

December – Kindness (is helpful, thoughtful, caring, compassionate, and considerate)

Nancy Compuzano

January – Respect (shows consideration, understanding and regard for people, places, animals and things)

Javis Murray

DEMERIT SYSTEM 2011-2012

30 day Rotation:

3= after school admin detention

5 = Referral = 1 day OS

6 = after school admin detention

7+ = 3 days OS

Students will receive a demerit for the following:

<u>Offense</u>	<u>Description</u>
Dress Code Violation	Out of uniform
Electronics	Possession of iPods, MP3, DS, PSP, or a visible cell phone
Missed Classroom detention	Student does not show up to teacher-issued detention without prior notice.
Elementary only -Student is on Red for the day	Student has moved all colors and has ended the day on red.
Chewing Gum	Student is caught chewing gum after being given a warning
Verbal teasing/ Bullying	Student is teasing another student repeatedly after being given a warning
Disruption of Class room environment	Student continues disrupting classroom and learning environment after being given a warning by teacher
Inappropriate language or Gestures	Student is cursing or making inappropriate gestures to: another student
Horseplay or play fighting	Student is playing rough with another student(s) after being given a warning
Cheating, forgery, plagiarism	Student is caught cheating or copying the work of another person and turning it in as their own.
Truancy	Student is late to class or in hallways without a pass
Leaving without permission	Student leaves classroom or designated area without permission from teacher (i.e. no pass)
Disrespect	Student is disrespectful in language or actions towards a teacher or staff member
Defiance	Student openly defies a request made by a teacher or staff member
Vandalism	Student deliberately, and maliciously destroys or damages the property of the school, teacher, staff member or another student
Tardy to School (after 5)	Demerit issued for every additional tardy after 5

Referral System:

Students will receive a referral for the following:

<u>Offense</u>	<u>Description</u>
Fighting 1 ST = 5 OS 2 ND + = 10 OS	Student is engaged in a physical altercation with another student(s), teacher, or staff member
Theft or robbery 1 st = 3 OS 2 nd + = 5 OS	Student is proven to have stolen an object or money from another student, teacher, or staff member
Sexual harassment 1 ST = 5 OS 2 ND = 10 OS	Student has made a sexual advance or gesture towards another student, teacher, or staff member
Tobacco 1 ST = 1 OS	Student is caught with tobacco, on school grounds or during a school sponsored function.
Drug, or Alcohol possession 1 ST = 3 OS	Student is caught with drugs, or alcohol on school grounds or during a school sponsored function
Drug or alcohol use 1 ST = 5 OS 2 ND + = 1 AND 10	Student is under the influence of drugs or alcohol on school grounds or during a school sponsored function
Weapon possession 10 OS	Student is found to be in possession of an object that can be used as a weapon on school grounds or during a school sponsored function
Threat School = 10 OS Student = 3 OS, 5 OS, 10 OS	Student has made a threat towards the school, another student, teacher, or staff member with the intent to scare and/or harm
Obscene materials distribution 1 ST = 1 OS	Student is distributing offensive, indecent, sexual, or degrading materials regarding a teacher, staff member, another student or the school.
Inappropriate language or Gestures 1 ST = 1 OS	Student is cursing or making inappropriate gestures towards a teacher or staff member

Imagine @ North Lauderdale Charter Middle Daily Accountability Log 2011-2012

Name: _____

Teacher: _____

Week of: _____

MONDAY

Reading:

Class Work: _____

Homework: _____

Behavior: _____

Science:

Class Work: _____

Homework: _____

Behavior: _____

Social Studies:

Class Work: _____

Homework: _____

Behavior: _____

Math:

Class Work: _____

Homework: _____

Behavior: _____

Language Arts:

Class Work: _____

Homework: _____

Behavior: _____

P.E:

Dress down: _____

Participation: _____

TUESDAY

Reading:

Class Work: _____

Homework: _____

Behavior: _____

Science:

Class Work: _____

Homework: _____

Behavior: _____

Social Studies:

Class Work: _____

Homework: _____

Behavior: _____

Math:

Class Work: _____

Homework: _____

Behavior: _____

Language Arts:

Class Work: _____

Homework: _____

Behavior: _____

P.E:

Dress down: _____

Participation: _____

***Wednesday – Friday on reverse side

Student Comments:

Parent Acknowledgment:

I understand that this form is a summary of my student's daily progress for this week.

X _____

WEDNESDAY

Reading:

Class Work: _____

Homework: _____

Behavior: _____

Science:

Class Work: _____

Homework: _____

Behavior: _____

Social Studies:

Class Work: _____

Homework: _____

Behavior: _____

Math:

Class Work: _____

Homework: _____

Behavior: _____

Language Arts:

Class Work: _____

Homework: _____

Behavior: _____

P.E:

Dress down: _____

Participation: _____

THURSDAY

Reading:

Class Work: _____

Homework: _____

Behavior: _____

Science:

Class Work: _____

Homework: _____

Behavior: _____

Social Studies:

Class Work: _____

Homework: _____

Behavior: _____

Math:

Class Work: _____

Homework: _____

Behavior: _____

Language Arts:

Class Work: _____

Homework: _____

Behavior: _____

P.E:

Dress down: _____

Participation: _____

FRIDAY

Reading:

Class Work: _____

Homework: _____

Behavior: _____

Science:

Class Work: _____

Homework: _____

Behavior: _____

Social Studies:

Class Work: _____

Homework: _____

Behavior: _____

Math:

Class Work: _____

Homework: _____

Behavior: _____

Language Arts:

Class Work: _____

Homework: _____

Behavior: _____

P.E:

Dress down: _____

Participation: _____

Additional Teacher Comments:

Imagine @ North Lauderdale Charter Middle School

ROCKET LEARNING 2011-2012

Teachers, the following middle school students participate in the SES Rocket Learning tutorial program. Please request from teachers extensive monitoring information, inclusive of benchmark assessments.

Student A
Student B
Student C
Student D
Student E
Student F
Student G
Student H
Student I
Student J
Student K
Student L
Student M
Student N
Student O
Student P
Student Q
Student R
Student S
Student T
Student U
Student V
Student W
Student X

Student Performance Evaluation

Student Name

2011-2012 School Year

RTI Teacher Name

SUBJECT: MATH

Grade

Data Box	
FCAT LEVEL	<input type="text"/>
SCALE SCORE	<input type="text"/>
SAT 10	<input type="text"/>
BAT I	<input type="text"/>
BAT II	<input type="text"/>
LEARNING GAINS	<input type="text"/>
BIG IDEAS	
1	<input type="text"/>
2	<input type="text"/>
3	<input type="text"/>
FOCUS SKILL	<input type="text"/>
FOCUS SKILL	<input type="text"/>

TIER I	y/n	Days per Week
FCAT EXPLORER	<input type="text"/>	<input type="text"/>
TEACHER CENTER	<input type="text"/>	<input type="text"/>

TIER II		
Pull out	<input type="text"/>	<input type="text"/>
Push In	<input type="text"/>	<input type="text"/>
SAT School	<input type="text"/>	<input type="text"/>
SES	<input type="text"/>	<input type="text"/>

TIER III		
INTENSIVE RTI	<input type="text"/>	<input type="text"/>

Final Scores	2011-2012
FCAT LEVEL	<input type="text"/>
SCALE SCORE	<input type="text"/>
SAT 10	<input type="text"/>

Observations

General Education Teacher _____

Dates _____

Observations

Small Group Intervention Teacher _____

Dates _____

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
			Emily Ordonez (B2)	Amaris Chappel (B2)	Carolyna Serena (B1)	Emily Ordonez (B2)	Amaris Chappel (B2)	Carolyna Serena (B1)
			Jonathan Viruegas (B1)	Yesenia Nunez (A2)		Jonathan Viruegas (B1)	Yesenia Nunez (A2)	
				Melissa Vargas (B1)			Melissa Vargas (B1)	
9:00-9:30	1	Reading	Jaberi - Reading Group					
			Jayden Blenman (A2)					
			Aaliyah England (B1)					
			Jesus Hernandez (B1)					
			Jesse Susunaga (C1)					
9:30-10:00	K	Reading	Held	Houle	Berry	Held	Houle	Berry
			Jessy Cardona (B2)	Enrique Benavides (B1)	Michelle Calzada (B1)	Jessy Cardona (B2)	Enrique Benavides (B1)	Michelle Calzada (B1)
			Tony Doan (B1)	Jeimmy Cruz (A2)	Yulisa Zacarias (B1)	Tony Doan (B1)	Jeimmy Cruz (A2)	Yulisa Zacarias (B1)
			Lesley Portillo (A2)	Brandon Hernandez (B2)		Lesley Portillo (A2)	Brandon Hernandez (B2)	
				Guadalupe Torres (B2)			Guadalupe Torres (B2)	
10:00-10:30	K	Reading	Delgado	Bailey	Delgado	Bailey	Delgado	Bailey
			Alex Avila (B1)	Emerson Bonilla (B1)	Alex Avila (B1)	Emerson Bonilla (B1)	Alex Avila (B1)	Emerson Bonilla (B1)
			Jonathan Avila (B1)	Venessa Cordova (B2)	Jonathan Avila (B1)	Venessa Cordova (B2)	Jonathan Avila (B1)	Venessa Cordova (B2)
			Joshua Fils Aime (B1)	Sofia Galvez (B2)	Joshua Fils Aime (B1)	Sofia Galvez (B2)	Joshua Fils Aime (B1)	Sofia Galvez (B2)
			Ashley Murica (B1)	Elyani Muniz (B1)	Ashley Murica (B1)	Elyani Muniz (B1)	Ashley Murica (B1)	Elyani Muniz (B1)
			Jason Ramirez (B1)	Bryan Ponce de Leon (B1)	Jason Ramirez (B1)	Bryan Ponce de Leon (B1)	Jason Ramirez (B1)	Bryan Ponce de Leon (B1)
				Joseph Umanzor (B1)		Joseph Umanzor (B1)		Joseph Umanzor (B1)
10:30-11:30	3	Reading	Pawlak - Reading Group					
			Luis David Avila (C1)					
			Charlye Martinez (C1)					
			Adriana Ramirez (B2)					
			Viviana Molina (A1) - Poulin					
11:35-12:05	8		Austin - Math (8B)					
			Alan Dominguez (C1) SP					
			Erick Torres-Guardado (C1) SP					
			Judy Moise (C1) HC					
			Jorkaeff Saint Fleur (A1) HC					
12:05-12:30	Lunch							
12:30-1:00	4	Writing	Wright - Writing					
			Christian Orellana (B2)					
			Itzel Ponce de Leon (C1)					
1:05-1:35	6		Peace - Language Arts 6B					
			Rooby Dorsainrre (C1) HC					
			Ycanerlie Joseph (A2) HC					
			Edwin Montes (A1) SP					
			John Saint Fleur (A2) HC					
			Nancy Torres (B2) SP					
1:35-2:05	K	Math	Bailey	Delgado	Held	Houle	Berry	Continue Rotation
			Emerson Bonilla (B1)	Alex Avila (B1)	Jessy Cardona (B1)	Enrique Benavides (B1)	Michelle Calzada (B1)	
			Venessa Cordova (B2)	Jonathan Avila (B1)	Tony Doan (B1)	Jeimmy Cruz (A2)	Yulisa Zacarias (B1)	
			Sofia Galvez (B2)	Joshua Fils Aime (B1)	Lesley Portillo (A2)	Brandon Hernandez (B2)		
			Elyani Muniz (B1)	Ashley Murica (B1)				
			Bryan Ponce de Leon (B1)	Jason Ramirez (B1)				
			Joseph Umanzor (B1)					
2:15-2:45	2	Writing	Tucker	Dattoi	Graffeo	Tucker	Dattoi	Graffeo
			Angel Canonigo (B1)	Lucas Louis (C1)	Gabriel Calderon (C1)	Angel Canonigo (B2)	Lucas Louis (A1)	Gabriel Calderon (C1)
			William Muniz (B2)	Jesse Susunaga (B2)	Max Ortizbonilla (C1)	William Muniz (B2)	Jesse Susunaga (B2)	Max Ortizbonilla (C1)
			Virginia Orellana (C1)	Jay Calderon (B1)	Humberto Peralta (B1)	Virginia Orellana (C1)	Jay Calderon (B1)	Humberto Peralta (B1)
			Madelin Garcia (B2)	Caleb Susunaga (C2)	Bryan Lucas (C1)		Caleb Susunaga (C2)	Bryan Lucas (C1)

<u>Sigrist (Spanish and Haitian Creole)</u>						
8:30-9:00	5	Reading	Albano			
			Dave Bonnet (B1)			
			Rose Elysee (A1)			
12:30-1:00	1 & 2	Math	Clarke	Chase	Fountain	Jaberi
			Ralph Antoine (B2)	Estherling Charles (B1)	Nickae Beauvois (B2)	Tchelsie Septembre (B2)
			Udson Dorsainrre (B1)	Kenley Dorelien (B1)	Rose Esther Charles (B1)	Michaela Innome (B1)
			Kayla Exantus (B1)	Brian Johnson (B1)	Jervens Dorsainval (B2)	Joshua Lazare (C2)
					Choubert Lindor (B1)	Christopher Limage (C2)
					Marglyandia Mercure (B2)	Welly Jeanmichael (B1)
1:00-1:30	3 & 4	Math				Shela Bonet (C1)
			Wright/Gauverau (4)	Pawlak	Lord	Pawlak
			Lisette Mouse (C1)	Jefferson Constantin (C1)	Stanley Jeannot (B1)	Ashley Augustin (C1)
			Michael Decius (B2)	Acelin Demosthene (B2)	Nephtaly Lapointe (B1)	Jefferson Constantin (C1)
			Daham-shell Jean (B2)	Laury Joseph (A2)	Chaeyen Norcilien (B1)	Alvens Lazre (C1)
				Samuel Joseph (A2)		Acelin Demosthene (B2)
1:30-2:00	K	Math		Cedrick Olibrice (B2)		Laury Joseph (A2)
			Houle	Berry	Bailey	Christina Moise (C1)
			Gahiesha Fleurinor (B2)	Joel Augusme (B1)	Jason Delicieux (B2)	Samuel Joseph (A2)
				Guivard Dumay (B2)	Carvin Jean (B1)	Cedrick Olibrice (C1)
				Fabrini Labissieree (B2)	Kevon Levy (B1)	
2:00-2:30	6B			Joshua Saintil (B2)		
			<u>Vantrees - Science 6B</u>			
			Rooby Dorsainrre (B1) HC			
			Ycanerlie Joseph (A2) HC			
			Edwin Montes (A1) SP			
			John Saint Fleur (A2) HC			
2:30-3:00	7A		Nancy Torres (B2) SP			
			<u>Vantrees - Science 7A</u>			
			Roxana Valdes (A1) SP			
			Patricia Louis (B2) HC			
3:00-3:30	8B		<u>Wadsworth - Science 8B</u>			
			Alan Dominguez (B2) SP			
			Erick Torres-Guardado (B1) SP			
			Judy Moise (B2) HC			
			Jorkaeff Saint Fleur (A1) HC			

Unit # 1 – Expository		SEVENTH GRADE	Pacing: Week #1-4	
Vocabulary: <ul style="list-style-type: none">• Exposition-a piece of writing that explains, informs, or describes.• Topic/Main Idea- The central topic of a piece of writing• Support/Supporting Details –evidence to back up points in an essay• Organization-the format of an essay (use a TPC for guidance)• Transitions- words/phrases that connect one idea to the next• Hook-an attention grabber for your essay• Rubric- a guide to what is expected in a written piece		Progress Monitoring: Imagine Writes – Pre-Assessment		
Prompt #1: Everyone has chores. Think of a household chore that you dislike but are responsible for completing. Write to explain which chore this is and why you dislike the chore.				
NGSSS: LA.7.3.1.1 LA.7.3.2.1 LA.7.3.3.1 LA.7.3.4.1 LA.7.4.2.3	Objectives: <ul style="list-style-type: none">• SW pre-write by generating ideas from multiple sources.• SW draft writing by using a prewriting plan to focus the main idea and supporting details.• SW revise by evaluating draft for organization, voice, and sentence fluency.• SW edit correct use of spelling.• SW write expository essays that contain a Topic, Points, Conclusion.	Essential Questions: <ul style="list-style-type: none">• Where would you see expository text in the real world?• Why might organizing notes help a writer?• Why is it important to add details to your writing?• What does an unedited paper say about the writer?• Why would it be difficult to read an essay that didn't have an introduction?	Homework: <ul style="list-style-type: none">• Week #1• Week #2• Week #3• Week #4	

Self Assessment (How did it go?):	Teacher Notes (What Actually happened? ☺):
Week #2 <ul style="list-style-type: none"> ○ Organization 	Teach each step using the TPC planning sheet to <u>expand from</u> <ul style="list-style-type: none"> ○ Lesson 2: Writing Expository Introductions and Conclusions (Expository_7th Writing Folder) ○ “Classify The Hook” Game. Provoke Discussion on what makes a good hook. (Writing Folder) ○ Transitions: words and phrases pages 13-14 ○ Lesson3: Writing Body Paragraphs (Expository_7th Writing Folder) ○ Extension: Sequence ○ Student Essay Writing and Teacher Conferences Begin. (Evaluate on focus & organization only)
Self Assessment (How did it go?):	Teacher Notes (What Actually happened? ☺):
Week #3: <ul style="list-style-type: none"> ○ Support: word choice/ voice 	Getting into the “meat” <ul style="list-style-type: none"> ○ Start Vocabulary series (5 new words a week) (Banishing Boring Words)pg 15-16 ○ Washed out Words verses Washboard or “JUICY” words lesson. (Expository 7th Writing Folder) Start a washed out “Word Wall” : class can begin to build “JUICY” words to replace washed out words <ul style="list-style-type: none"> ○ Elaboration: Tell me and then Show me sentences (Expository 7th Writing Folder) ○ What is an Anecdote? ○ How do I use Voice? ○ Writing Strong Conclusions: A Kinesthetic Approach

Self Assessment (How did it go?):	Teacher Notes (What Actually happened? ☺):
Week #4: <ul style="list-style-type: none"> ○ Conventions ○ Publishing 	<p>Introduce the various components of conventions in writing</p> <ul style="list-style-type: none"> ○ Introduce the classroom editing marks that students will use to edit their and their peers' papers ○ Dictionary and Thesaurus Lesson ○ Grammar, spelling, sentence structure lessons **weakest skills (Expository_7th Writing Folder) ○ Introduce Student Rubric: Have students practice using rubrics to grade anchor papers, their own paper, or a peer's paper (Writing Folder pg. _25_) ○ Publishing options Writing Folder ○ Writing Centers ○ Imagine Writes Prompt #1
Self Assessment (How did it go?):	Teacher Notes (What Actually happened? ☺):

Unit # 2 – Persuasive

Pacing: Week #5-8

Name of Charter School Seeking Renewal: Imagine Schools at North Lauderdale Middle Location Number: 5261

Vocabulary:

- **Persuasion** - to influence a point of view by means of argument or reasoning
- **Persuasive text** - any writing in which an author is expressing facts or opinions to try to convince the reader
- **Supporting evidence** - facts, details, statistics or examples that help to form judgments

- **Author's position** - a standpoint or attitude that the author holds towards an idea
- **Main Idea** - the central topic of a piece of writing
- **Fact** - something that is true
- **Opinion** - a personal belief
- **Sentence Fluency** - the way individual words and phrases sound together within a sentence and how groups of sentences sound when read one after the other.

Progress Monitoring:

Imagine Writes

Prompt #2: Your Principal wants to invite a celebrity speaker to your school. Think about the celebrity you would choose to speak; then, write to persuade your Principal to invite this person. Be sure to include convincing reasons and details to support your choice.

NGSSS:

LA.7.3.1.3

Objectives:

- SW pre-write by organizing ideas using strategies and tools.
- SW draft writing by creating interesting leads using quotations, questions, or descriptions.
- SW revise by creating interest by expressing ideas vividly (simile, metaphor, sensory language).
- SW edit correct use of punctuation.
- SW write a Persuasive based on real or imagined ideas.

LA.7.3.2.3

LA.7.3.3.3

LA.7.3.4.3

LA.7.4.1.1

Essential Questions:

- What is persuasion?
- What is the difference between fact and opinion?
- What do writers do to plan a Persuasive Essay?
- Why is it important to establish who my audience is before I begin writing?
- How can I grab the reader's attention in the introduction?
- How does a writer finalize their draft?
- What is the difference between a Persuasive and Expository writing piece?

Focus Skills	Teacher Resources
Week #5 <ul style="list-style-type: none"> ○ Focus ○ Organization 	Persuasive Getting Started Folder: <ul style="list-style-type: none"> ○ Lesson hook: Worksheet <i>State Your Position</i> (Persuasive_7th Writing Folder) ○ Persuasive Vocabulary Power Point (Persuasive_7th Writing Folder) ○ Reading the prompt: Persuasive Clues (Melissa Forney) ○ Who is your audience Lesson? (Persuasive_7th Writing Folder) ○ <i>Prewrite</i> lesson (Choose issue, research, outline) (Persuasive_7th Writing Folder) ○ Review quiz of terms and outline
Self Assessment (How did it go?):	Teacher Notes (What Actually happened? ☺):
Week #6 <ul style="list-style-type: none"> ○ Organization 	Teach Persuasive outline in expanded form <ul style="list-style-type: none"> ○ New Vocabulary ○ <i>Draft: "TPC"</i> Persuasive planning sheet SMILE page 360 ○ Introduction Paragraph Writing: Teacher model examples and then students diagram. ○ Persuasive Hooks Lesson ○ Points Paragraphs Writing: Teacher model examples and then students practice. (Persuasive 7th Folder pg. 10) ○ Conclusion Paragraph Writing: Teacher model examples and then students practice. ○ Student Writing ○ Review and Student Conference
Self Assessment (How did it go?):	Teacher Notes (What Actually happened? ☺):

Week #7: <ul style="list-style-type: none"> ○ Support 	<p>Student use various skills to give evidence for their claims (points)</p> <ul style="list-style-type: none"> ○ New Vocabulary ○ "Simple Persuasive Writing (Support)" (Persuasive 7th Writing Folder) Wow 'Em Lesson Universal reasons (which adults will fall for) ○ Fact vs. Opinion: You need to back that up! ○ FIRES Lesson ○ "Who's Voice" Activity ○ Student writing and Review
Self Assessment (How did it go?):	Teacher Notes (What Actually happened? ☺):
Week #8: <ul style="list-style-type: none"> ○ Conventions 	<p>Student use various skills to give evidence for their claims (points)</p> <ul style="list-style-type: none"> ○ New Vocabulary ○ <i>Edit:</i> correcting errors (Persuasive Writing Folder; Edit Folder Worksheet 7) ○ Rubric Review (Writing Folder) ○ Teacher Models Rubric with Anchor papers and students practice ○ <i>Revise:</i> Students use rubric to do a self assessment (Revise lesson and worksheet 8) ○ Students Peer Edit using Rubric ○ <i>Review and Publish</i> lesson ○ Imagine Writes prompt #2
Self Assessment (How did it go?):	Teacher Notes (What Actually happened? ☺):

Unit # 3 – Expository (Part II)		Pacing: Week #9-12	
Vocabulary: <ul style="list-style-type: none">Expository-writing to explainMain Idea- The central topic of a piece of writingSupporting Details –evidence to back up points in an essayOrganization-the format of an essay (use a TPC for guidance)Rubric- a guide to what is expected in a written piece		Progress Monitoring: Imagine Writes	
Prompt #3: Explain where would you go if you could go anywhere on vacation. Give reasons for why you chose that place.			
NGSSS: LA.7.3.1.2 LA.7.3.2.2 LA.7.3.3.2 LA.7.3.4.2 LA.7.4.2.1	Objectives: <ul style="list-style-type: none">SW pre-write by determining the purpose based upon teacher directed topic.SW draft writing by organizing information into a logical sequence to enhance clarity.SW revise by deleting repetitious information, organizing and connecting related ideas.SW edit correct use of capitalization for proper nouns.SW write in a variety of expository forms.	Essential Questions: <ul style="list-style-type: none">Why is it important to pre plan before drafting a paper?How can details make an essay more interesting?What is the Main Idea? What are supporting details?Why does the writer have to use supporting details to explain a topic?How can a writer provoke a reader’s feelings?	Homework: <ul style="list-style-type: none">Week #1Week #2Week #3Week #4
Focus Skills		Teacher Resources	

<p>Week #9</p> <ul style="list-style-type: none"> ○ Focus ○ Organization 	<p>Review "TPC" expository planning sheet in expanded form</p> <ul style="list-style-type: none"> ○ New vocabulary Vocabulary games: Gather Vocabulary & Put Money in the Bank ○ Working backwards from expanded form to TPC outline using anchor papers and student examples (Writing Folder : anchor papers) ○ TPC to Time: Individual and Team work ○ Sticking to the genre and topic: <i>How to stay on course</i> ○ Students write an entire essay to time (Assess focus and organization only) ○ Student Writing and Teacher Conferences Begin Breakdown prompts in class and highlight TPC components
<p>Self Assessment (How did it go?):</p>	<p>Teacher Notes (What Actually happened? 😊):</p>
<p>Week #10</p> <ul style="list-style-type: none"> ○ Support ○ Word Choice/ Voice 	<p>Stepping up on support</p> <ul style="list-style-type: none"> ○ New Vocabulary ○ Advanced Transitions: Variation is the Key (Persuasive Writing Folder) ○ Word choice lessons : "Vivid Verb Bag" vs "Boring Verb Bag" (Persuasive Writing Folder) ○ Sensory Words using Wind Poem and Sensory Chart (Persuasive Writing Folder) ○ Figurative Language in Writing ○ Review quiz/ centers ○ Student Writing and Teacher Conferences.
<p>Self Assessment (How did it go?):</p>	<p>Teacher Notes (What Actually happened? 😊):</p>

Week# 11: <ul style="list-style-type: none"> ○ Support ○ Conventions 	Self reflection in revision <ul style="list-style-type: none"> ○ New Vocabulary ○ Guided Imagery to enhance writing ○ Sentence Variety Graphing ○ Grammar reinforcement ○ Writing Centers for new skills
Self Assessment (How did it go?):	Teacher Notes (What Actually happened? ☺):
Week #12 <ul style="list-style-type: none"> ○ Conventions 	Zoning in on specifics/ weakest skills <ul style="list-style-type: none"> ○ Spelling games: Tic-Tac-Toe Spelling; Spelling Basketball (Hotchalk website) ○ Grammar practice ○ Deleting Repetitious Info "Don't Go On and On" ○ Deleting Repetitious Info "Cutting Sentences that Don't Belong" ○ Slam Dunk the Junk (SMILE) ○ Writing centers ○ Imagine writes prompt #3

Struggling Students:	Progress Monitoring (Why are you concerned; What interventions will you try?):
1. _____	
2. _____	
3. _____	
4. _____	
5. _____	
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7. _____	
8. _____	
9. _____	
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12. _____	
13. _____	
14. _____	
15. _____	

Unit # 4 – Persuasive (Part II)		Pacing: Week #13-16	
Vocabulary: <ul style="list-style-type: none">• Persuasion• Persuasive text• Supporting evidence• Author's position• Main Idea• Fact• Opinion• Sentence Fluency		Progress Monitoring: Imagine Writes	
Prompt #2: Write to convince your teacher to take the class on a specific field trip. Name the place and give reasons why your teacher should take you there.			
NGSSS: LA.7.3.1.1 LA.7.3.2.1 LA.7.3.3.4 LA.7.4.1.2	Objectives: <ul style="list-style-type: none">• SW pre-write by generating ideas from multiple sources.• SW draft writing by using a prewriting plan to focus the main idea and supporting details.• SW revise by applying appropriate tools and strategies to evaluate a draft (rubrics, checklists, peer review).• SW write a variety of expressive forms that employ figurative language.	Essential Questions: <ul style="list-style-type: none">• How do you create an effective essay using a variety of sentence types?• How do you determine what information is important enough to include in an essay?• Why is important to evaluate our work?• How can sensory words add to the strength of a convincing essay?	Homework: <ul style="list-style-type: none">• Week #1• Week #2• Week #3• Week #4

Focus Skills	Teacher Resources
Week #13 <ul style="list-style-type: none"> ○ Focus ○ Organization 	Review "TPC" Persuasive planning sheet <ul style="list-style-type: none"> ○ <i>Writing Persuasively</i> pdf resource (100 Writing Lessons) ○ New vocabulary : Vocabulary games: persuasive focused ○ Working backwards from expanded form to TPC outline using anchor papers and student examples (Writing Folder : anchor papers) ○ TPC to Time: Individual and Team work ○ Sticking to the genre and topic: <i>How to stay on course</i> ○ Students write an entire essay to time (Assess focus and organization only) ○ Student Writing and Teacher Conferences Begin ○ Breakdown prompts in class and highlight TPC components
Self Assessment (How did it go?):	Teacher Notes (What Actually happened? 😊):
Week #14 <ul style="list-style-type: none"> ○ Support/Voice 	Understanding evidence <ul style="list-style-type: none"> ○ Improving Multimedia Literacy Skills Using Photo Story ○ Anecdotes/ Personal experience lesson ○ Sensory skills in persuasion ○ Persuasive Techniques

Self Assessment (How did it go?):	Teacher Notes (What Actually happened? ☺):
Week #15 <ul style="list-style-type: none"> ○ Support ○ 	Self reflection in revision <ul style="list-style-type: none"> ○ New Vocabulary ○ “Say it Like you Mean it” (SMILE) ○ Guided Imagery to enhance writing ○ Sentence Variety Graphing ○ Grammar reinforcement ○ Writing Centers for new skills
Self Assessment (How did it go?):	Teacher Notes (What Actually happened? ☺):
Week #16 <ul style="list-style-type: none"> ○ Support ○ Conventions 	Zoning in on specifics/ weakest skills <ul style="list-style-type: none"> ○ Grammar practice ○ Deleting Repetitious/ non supportive Information ○ Slam Dunk the Junk: Persuasive (SMILE) ○ Writing centers Imagine writes prompt #4

Unit #5 – INTENSIVE COUNTDOWN		Pacing: Week #17-20	
Homework: Home Learning		Progress Monitoring: FCAT WRITES – 2/28/2012	

Day	Skill	Activity	Do Now	Home Learning
1	Focus	Prompts: Modeling	<i>Demand Prompts: Expository</i>	<i>Demand Prompts: Expository</i>
2	Organization	Transition Words	<i>Expository</i>	<i>Expository</i>
3	Support	Elaboration	<i>Show, Don't Tell</i>	<i>Expansion Activities</i>
4	Conventions	Grammar Skills	<i>It Behooves You to Correct Yourself</i>	<i>A Vast Improvement</i>
5	<i>Testing</i>	Timed Prompt: E	<i>Take out testing material</i>	<i>Review Learned skills</i>
6	<i>Revision</i>	Reinforce Weakest Skill/s	<i>Journal writing: reflection on personal writing skills</i>	<i>Review Learned skills</i>
7	Ideas	Prompts: Modeling	<i>Demand Prompts: Persuasive</i>	<i>Demand Prompts: Persuasive</i>
8	Organization	Transition Words	<i>Persuasive</i>	<i>Persuasive</i>
9	Support	Elaboration	<i>FIRES</i>	<i>Expansion Activities</i>

10	Conventions	Sentence Variation	<i>Compound Sentences/Rearranging Sentences</i>	<i>"Three Ducks in a Row"</i>
11	<i>Testing</i>	Timed Prompt: P	<i>Take out testing material</i>	<i>Review Learned skills</i>
12	<i>Revision</i>	Reinforce Weakest Skill/s	<i>Journal writing: reflection on personal writing skills</i>	<i>Review Learned skills</i>
13	Support	Word Choice	No More Tired Words: <u>Went</u> <i>"Moving Right Along Words"</i>	No More Tired Words: <u>Said</u> <i>"You Don't Say Words"</i>
14	Conventions	Verbs/Adverbs	<i>Strong Verbs vs. Weak Verbs</i>	<i>Strong Verbs vs. Weak Verbs</i>
15	Support	Adjectives	<i>Specific Emotions and Sensory Words</i>	<i>Specific Emotions and Sensory Words</i>
16	<i>Testing</i>	Timed Prompt: E/ P	<i>Take out testing material</i>	<i>Review Learned skills</i>
17	<i>Revision</i>	Reinforce Weakest Skill	<i>Journal writing: reflection on personal writing skills</i>	<i>Review Learned skills</i>
18	Testing	Writer's Checklist	<i>Review For FCAT Writes</i>	<i>Review For FCAT Writes</i>
19/20	ALL	Writing conferences	<i>Revision</i>	<i>Self reflection</i>

Unit # 5 – INTENSIVE COUNTDOWN (alternative) Pacing Week #17-18			
Homework:		Progress Monitoring: FCAT WRITES – 2/28	
Prompts : Expository			
Days/Week:	Prompt:	Instructional Focus:	Teacher Notes:
Model paper	<ul style="list-style-type: none"> Think about a place you would like to go on a field trip and explain why you would like to go on a field trip to this place. 	<p>Students will enter the classroom Monday and Wednesday in test mode. They will be given a 45 min. Imagine Writes Test.</p> <p>Teacher will use Tuesday and Thursday to reinforce weakest skills.</p> <p>Friday: Students pick their best prompt self assessment and Peer Editing. Writing Centers Optional.</p>	
Monday	<ul style="list-style-type: none"> "Dress for success" is a phrase all of us have heard before, but it means something different to each person. Write an essay explaining what "dress for success" means to you. 		
Tuesday	<ul style="list-style-type: none"> Reinforce Weakest Skill: 		
Wednesday	<ul style="list-style-type: none"> Reading is a very important skill in our society. Think about the many things we do every day that require reading. Now write to explain how being able to read helps a person get along in today's world. 		
Thursday	<ul style="list-style-type: none"> Reinforce Weakest Skill 		

Unit #5 – INTENSIVE COUNTDOWN		Pacing: Week #19-20	
Homework:		Progress Monitoring: FCAT WRITES – 2/28	
Prompt # Persuasive			
Days/Week:	Prompt: ** <u>Be sure to support your opinions with convincing reasons and evidence.</u>	Instructional Focus:	Teacher Notes:
Model paper	Persuade the principal whether or not students should be allowed to eat snacks in the classroom.	Students will enter the classroom Monday and Wednesday in test mode. They will be given a 45 min. prompt Imagine Writes Test.	
Monday	<ul style="list-style-type: none"> The principal of your school is considering conducting random backpack searches without letting students know in advance. <i>What is your position concerning this issue?</i> Write to persuade the principal stating your position (yes/no) and support it with convincing reasons. 	Teacher will use Tuesday and Thursday to reinforce weakest skills.	
Tuesday	<ul style="list-style-type: none"> Reinforce Skill: 	Friday: Students pick their best prompt for and self assessment and Peer Editing.	
Wednesday	<ul style="list-style-type: none"> A wealthy donor plans to build a new facility that will benefit young people in your area (swimming pool, a theater, a skateboard park, an art school, or any other facility that would provide for young people). Write to persuade her why your idea is the best choice. 	Writing Centers Optional.	
Thursday	Reinforce Skill:		

Name of Charter School Seeking Renewal: Imagine Schools at North Lauderdale Middle Locationa Number: 5261

Unit # 1 – Expository		SIXTH GRADE	Pacing: Week #1-4	
Vocabulary: <ul style="list-style-type: none">• Exposition-a piece of writing that explains, informs, or describes.• Topic/Main Idea- The central topic of a piece of writing• Support/Supporting Details –evidence to back up points in an essay• Organization-the format of an essay (use a TPC for guidance)• Transitions- words/phrases that connect one idea to the next• Hook-an attention grabber for your essay• Rubric- a guide to what is expected in a written piece		Progress Monitoring: Imagine Writes – Pre-Assessment		
Prompt #1: Everyone has chores. Think of a household chore that you dislike but are responsible for completing. Write to explain which chore this is and why you dislike the chore.				
NGSSS: LA.6.3.1.1 LA.6.3.2.1 LA.6.3.3.1 LA.6.3.4.1 LA.6.4.2.3	Objectives: <ul style="list-style-type: none">• SW pre-write by generating ideas from multiple sources.• SW draft writing by using a prewriting plan to focus the main idea and supporting details.• SW revise by evaluating draft for organization, voice, and sentence fluency.• SW edit correct use of spelling.• SW write expository essays that contain a Topic, Points, Conclusion.	Essential Questions: <ul style="list-style-type: none">• Where would you see expository text in the real world?• Why might organizing notes help a writer?• Why is it important to add details to your writing?• What does an unedited paper say about the writer?• Why would it be difficult to read an essay that didn't have an introduction?	Homework: <ul style="list-style-type: none">• Week #1• Week #2• Week #3• Week #4	

Focus Skills		Teacher Resources	
Week #1 <ul style="list-style-type: none"> ○ Focus ○ Organization 		<p>Introduction to Writing Workshop Series</p> <p>Using "What are the six traits of writing?" packet.</p> <ul style="list-style-type: none"> ○ Exposition PowerPoint and follow along worksheets (Expository_6th Writing Folder) Pages 1-8 ○ Reading the Prompt (Expository_6th Writing Folder) ○ Expository Clues (Expository_6th Writing Folder) ○ Lesson1 Ex position: Using a Writing Plan (Expository_6th Writing Folder) ○ Students write 3 points using TPC planning sheet. "TPC" expository planning sheet ○ Students write 3 points using TPC planning sheet. Topic: Hook and Thesis Statement Points: 3 Transitional Phrases and Three Supporting Details (X3) Conclusion: Restate Thesis and Close: Connect with Reader ○ Review quiz of terms and outline 	

Self Assessment (How did it go?):	Teacher Notes (What Actually happened? ☺):
Week #2 <ul style="list-style-type: none"> ○ Organization 	Teach each step using the TPC planning sheet to <u>expand from</u> <ul style="list-style-type: none"> ○ Lesson 2: Writing Expository Introductions and Conclusions (Expository_6th Writing Folder) ○ “Classify The Hook” Game. Provoke Discussion on what makes a good hook. (Writing Folder) ○ Transitions: words and phrases pages 13-14 ○ Lesson3: Writing Body Paragraphs (Expository_6th Writing Folder) ○ Extension: Sequence ○ Student Essay Writing and Teacher Conferences Begin. (Evaluate on focus & organization only)
Self Assessment (How did it go?):	Teacher Notes (What Actually happened? ☺):
Week #3: <ul style="list-style-type: none"> ○ Support: word choice/ voice 	Getting into the “meat” <ul style="list-style-type: none"> ○ Start Vocabulary series (5 new words a week) (Banishing Boring Words)pg 15-16 ○ Washed out Words verses Washboard or “JUICY” words lesson. (Expository 6th Writing Folder) Start a washed out “Word Wall” : class can begin to build “JUICY” words to replace washed out words <ul style="list-style-type: none"> ○ Elaboration: Tell me and then Show me sentences (Expository 6th Writing Folder) ○ What is an Anecdote? ○ How do I use Voice? ○ Writing Strong Conclusions: A Kinesthetic Approach

Self Assessment (How did it go?):	Teacher Notes (What Actually happened? ☺):
Week #4: <ul style="list-style-type: none"> ○ Conventions ○ Publishing 	<p>Introduce the various components of conventions in writing</p> <ul style="list-style-type: none"> ○ Introduce the classroom editing marks that students will use to edit their and their peers' papers ○ Dictionary and Thesaurus Lesson ○ Grammar, spelling, sentence structure lessons **weakest skills (Expository_6th Writing Folder) ○ Introduce Student Rubric: Have students practice using rubrics to grade anchor papers, their own paper, or a peer's paper (Writing Folder pg. _25_) ○ Publishing options Writing Folder ○ Writing Centers ○ Imagine Writes Prompt #1
Self Assessment (How did it go?):	Teacher Notes (What Actually happened? ☺):

Unit # 2 – Persuasive**Pacing: Week #5-8****Vocabulary:**

- **Persuasion** - to influence a point of view by means of argument or reasoning
- **Persuasive text** - any writing in which an author is expressing facts or opinions to try to convince the reader
- **Supporting evidence** - facts, details, statistics or examples that help to form judgments

- **Author's position** - a standpoint or attitude that the author holds towards an idea
- **Main Idea** - the central topic of a piece of writing
- **Fact** - something that is true
- **Opinion** - a personal belief
- **Sentence Fluency**- the way individual words and phrases sound together within a sentence and how groups of sentences sound when read one after the other.

Progress Monitoring:

Imagine Writes

Prompt #2: Your Principal wants to invite a celebrity speaker to your school. Think about the celebrity you would choose to speak; then, write to persuade your Principal to invite this person. Be sure to include convincing reasons and details to support your choice.

NGSSS:

LA.6.3.1.3

Objectives:

- SW pre-write by organizing ideas using strategies and tools.

LA.6.3.2.3

- SW draft writing by creating interesting leads using quotations, questions, or descriptions.

LA.6.3.3.3

- SW revise by creating interest by expressing ideas vividly (simile, metaphor, sensory language).

LA.6.3.4.3

- SW edit correct use of punctuation.

LA.6.4.1.1

- SW write a Persuasive based on real or imagined ideas.

Essential Questions:

- What is persuasion?
- What is the difference between fact and opinion?
- What do writers do to plan a Persuasive Essay?
- Why is it important to establish who my audience is before I begin writing?
- How can I grab the reader's attention in the introduction?
- How does a writer finalize their draft?
- What is the difference between a Persuasive and Expository writing piece?

Focus Skills	Teacher Resources
Week #5 <ul style="list-style-type: none"> ○ Focus ○ Organization 	Persuasive Getting Started Folder: <ul style="list-style-type: none"> ○ Lesson hook: Worksheet <i>State Your Position</i> (Persuasive_6th Writing Folder) ○ Persuasive Vocabulary Power Point (Persuasive_6th Writing Folder) ○ Reading the prompt: Persuasive Clues (Melissa Forney) ○ Who is your audience Lesson? (Persuasive_6th Writing Folder) ○ <i>Prewrite</i> lesson (Choose issue, research, outline) (Persuasive_6th Writing Folder) ○ Review quiz of terms and outline
Self Assessment (How did it go?):	Teacher Notes (What Actually happened? ☺):
Week #6 <ul style="list-style-type: none"> ○ Organization 	Teach Persuasive outline in expanded form <ul style="list-style-type: none"> ○ New Vocabulary ○ <i>Draft: "TPC"</i> Persuasive planning sheet SMILE page 360 ○ Introduction Paragraph Writing: Teacher model examples and then students diagram. ○ Persuasive Hooks Lesson ○ Points Paragraphs Writing: Teacher model examples and then students practice. (Persuasive 7th Folder pg. 10) ○ Conclusion Paragraph Writing: Teacher model examples and then students practice. ○ Student Writing ○ Review and Student Conference
Self Assessment (How did it go?):	Teacher Notes (What Actually happened? ☺):

Week #7: <ul style="list-style-type: none"> ○ Support 	<p>Student use various skills to give evidence for their claims (points)</p> <ul style="list-style-type: none"> ○ New Vocabulary ○ "Simple Persuasive Writing (Support)" (Persuasive 6th Writing Folder) Wow 'Em Lesson Universal reasons (which adults will fall for) ○ Fact vs. Opinion: You need to back that up! ○ FIRES Lesson ○ "Who's Voice" Activity ○ Student writing and Review
Self Assessment (How did it go?):	Teacher Notes (What Actually happened? ☺):
Week #8: <ul style="list-style-type: none"> ○ Conventions 	<p>Student use various skills to give evidence for their claims (points)</p> <ul style="list-style-type: none"> ○ New Vocabulary ○ <i>Edit:</i> correcting errors (Persuasive Writing Folder; Edit Folder Worksheet 7) ○ Rubric Review (Writing Folder) ○ Teacher Models Rubric with Anchor papers and students practice ○ <i>Revise:</i> Students use rubric to do a self assessment (Revise lesson and worksheet 8) ○ Students Peer Edit using Rubric ○ <i>Review and Publish</i> lesson Imagine Writes prompt #2
Self Assessment (How did it go?):	Teacher Notes (What Actually happened? ☺):

Unit # 3 – Expository (Part II)		Pacing: Week #9-12	
Vocabulary: <ul style="list-style-type: none">Expository-writing to explainMain Idea- The central topic of a piece of writingSupporting Details –evidence to back up points in an essayOrganization-the format of an essay (use a TPC for guidance)Rubric- a guide to what is expected in a written piece		Progress Monitoring: Imagine Writes	
Prompt #3: Explain where would you go if you could go anywhere on vacation. Give reasons for why you chose that place.			
NGSSS: LA.6.3.1.2 LA.6.3.2.2 LA.6.3.3.2 LA.6.3.4.2 LA.6.4.2.1	Objectives: <ul style="list-style-type: none">SW pre-write by determining the purpose based upon teacher directed topic.SW draft writing by organizing information into a logical sequence to enhance clarity.SW revise by deleting repetitious information, organizing and connecting related ideas.SW edit correct use of capitalization for proper nouns.SW write in a variety of expository forms.	Essential Questions: <ul style="list-style-type: none">Why is it important to pre plan before drafting a paper?How can details make an essay more interesting?What is the Main Idea? What are supporting details?Why does the writer have to use supporting details to explain a topic?How can a writer provoke a reader’s feelings?	Homework: <ul style="list-style-type: none">Week #1Week #2Week #3Week #4
Focus Skills		Teacher Resources	

<p>Week #9</p> <ul style="list-style-type: none"> ○ Focus ○ Organization 	<p>Review "TPC" expository planning sheet in expanded form</p> <ul style="list-style-type: none"> ○ New vocabulary Vocabulary games: Gather Vocabulary & Put Money in the Bank ○ Working backwards from expanded form to TPC outline using anchor papers and student examples (Writing Folder : anchor papers) ○ TPC to Time: Individual and Team work ○ Sticking to the genre and topic: <i>How to stay on course</i> ○ Students write an entire essay to time (Assess focus and organization only) ○ Student Writing and Teacher Conferences Begin Breakdown prompts in class and highlight TPC components
<p>Self Assessment (How did it go?):</p>	<p>Teacher Notes (What Actually happened? ☺):</p>
<p>Week #10</p> <ul style="list-style-type: none"> ○ Support ○ Word Choice/ Voice 	<p>Stepping up on support</p> <ul style="list-style-type: none"> ○ New Vocabulary ○ Advanced Transitions: Variation is the Key (Persuasive Writing Folder) ○ Word choice lessons : "Vivid Verb Bag" vs "Boring Verb Bag" (Persuasive Writing Folder) ○ Sensory Words using Wind Poem and Sensory Chart (Persuasive Writing Folder) ○ Figurative Language in Writing ○ Review quiz/ centers ○ Student Writing and Teacher Conferences.
<p>Self Assessment (How did it go?):</p>	<p>Teacher Notes (What Actually happened? ☺):</p>

Week# 11: <ul style="list-style-type: none"> ○ Support ○ Conventions 	Self reflection in revision <ul style="list-style-type: none"> ○ New Vocabulary ○ Guided Imagery to enhance writing ○ Sentence Variety Graphing ○ Grammar reinforcement ○ Writing Centers for new skills
Self Assessment (How did it go?):	Teacher Notes (What Actually happened? ☺):
Week #12 <ul style="list-style-type: none"> ○ Conventions 	Zoning in on specifics/ weakest skills <ul style="list-style-type: none"> ○ Spelling games: Tic-Tac-Toe Spelling; Spelling Basketball (Hotchalk website) ○ Grammar practice ○ Deleting Repetitious Info "Don't Go On and On" ○ Deleting Repetitious Info "Cutting Sentences that Don't Belong" ○ Slam Dunk the Junk (SMILE) ○ Writing centers ○ Imagine writes prompt #3

Struggling Students:	Progress Monitoring (Why are you concerned; What interventions will you try?):
1. _____	
2. _____	
3. _____	
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14. _____	
15. _____	

Unit # 4 – Persuasive (Part II)		Pacing: Week #13-16	
Vocabulary: <ul style="list-style-type: none">• Persuasion• Persuasive text• Supporting evidence• Author's position• Main Idea• Fact• Opinion• Sentence Fluency		Progress Monitoring: Imagine Writes	
Prompt #2: Write to convince your teacher to take the class on a specific field trip. Name the place and give reasons why your teacher should take you there.			
NGSSS: LA.6.3.1.1 LA.6.3.2.1 LA.6.3.3.4 LA.6.4.1.2	Objectives: <ul style="list-style-type: none">• SW pre-write by generating ideas from multiple sources.• SW draft writing by using a prewriting plan to focus the main idea and supporting details.• SW revise by applying appropriate tools and strategies to evaluate a draft (rubrics, checklists, peer review).• SW write a variety of expressive forms that employ figurative language.	Essential Questions: <ul style="list-style-type: none">• How do you create an effective essay using a variety of sentence types?• How do you determine what information is important enough to include in an essay?• Why is important to evaluate our work?• How can sensory words add to the strength of a convincing essay?	Homework: <ul style="list-style-type: none">• Week #1• Week #2• Week #3• Week #4

Focus Skills	Teacher Resources
Week #13 <ul style="list-style-type: none"> ○ Focus ○ Organization 	Review "TPC" Persuasive planning sheet <ul style="list-style-type: none"> ○ <i>Writing Persuasively</i> pdf resource (100 Writing Lessons) ○ New vocabulary : Vocabulary games: persuasive focused ○ Working backwards from expanded form to TPC outline using anchor papers and student examples (Writing Folder : anchor papers) ○ TPC to Time: Individual and Team work ○ Sticking to the genre and topic: <i>How to stay on course</i> ○ Students write an entire essay to time (Assess focus and organization only) ○ Student Writing and Teacher Conferences Begin ○ Breakdown prompts in class and highlight TPC components
Self Assessment (How did it go?):	Teacher Notes (What Actually happened? ☺):
Week #14 <ul style="list-style-type: none"> ○ Support/Voice 	Understanding evidence <ul style="list-style-type: none"> ○ Improving Multimedia Literacy Skills Using Photo Story ○ Anecdotes/ Personal experience lesson ○ Sensory skills in persuasion ○ Persuasive Techniques

Self Assessment (How did it go?):	Teacher Notes (What Actually happened? ☺):
Week #15 <ul style="list-style-type: none"> ○ Support ○ 	Self reflection in revision <ul style="list-style-type: none"> ○ New Vocabulary ○ "Say it Like you Mean it" (SMILE) ○ Guided Imagery to enhance writing ○ Sentence Variety Graphing ○ Grammar reinforcement ○ Writing Centers for new skills
Self Assessment (How did it go?):	Teacher Notes (What Actually happened? ☺):
Week #16 <ul style="list-style-type: none"> ○ Support ○ Conventions 	Zoning in on specifics/ weakest skills <ul style="list-style-type: none"> ○ Grammar practice ○ Deleting Repetitious/ non supportive Information ○ Slam Dunk the Junk: Persuasive (SMILE) ○ Writing centers Imagine writes prompt #4

Unit #5 – INTENSIVE COUNTDOWN	Pacing: Week #17-20
Homework: Home Learning	Progress Monitoring: FCAT WRITES – 2/28/2012

Day	Skill	Activity	Do Now	Home Learning
1	Focus	Prompts: Modeling	<i>Demand Prompts: Expository</i>	<i>Demand Prompts: Expository</i>
2	Organization	Transition Words	<i>Expository</i>	<i>Expository</i>
3	Support	Elaboration	<i>Show, Don't Tell</i>	<i>Expansion Activities</i>
4	Conventions	Grammar Skills	<i>It Behooves You to Correct Yourself</i>	<i>A Vast Improvement</i>
5	<i>Testing</i>	Timed Prompt: E	<i>Take out testing material</i>	<i>Review Learned skills</i>
6	<i>Revision</i>	Reinforce Weakest Skill/s	<i>Journal writing: reflection on personal writing skills</i>	<i>Review Learned skills</i>
7	Ideas	Prompts: Modeling	<i>Demand Prompts: Persuasive</i>	<i>Demand Prompts: Persuasive</i>
8	Organization	Transition Words	<i>Persuasive</i>	<i>Persuasive</i>
9	Support	Elaboration	<i>FIRES</i>	<i>Expansion Activities</i>

10	Conventions	Sentence Variation	<i>Compound Sentences/Rearranging Sentences</i>	<i>"Three Ducks in a Row"</i>
11	<i>Testing</i>	Timed Prompt: P	<i>Take out testing material</i>	<i>Review Learned skills</i>
12	<i>Revision</i>	Reinforce Weakest Skill/s	<i>Journal writing: reflection on personal writing skills</i>	<i>Review Learned skills</i>
13	Support	Word Choice	No More Tired Words: <u>Went</u> <i>"Moving Right Along Words"</i>	No More Tired Words: <u>Said</u> <i>"You Don't Say Words"</i>
14	Conventions	Verbs/Adverbs	<i>Strong Verbs vs. Weak Verbs</i>	<i>Strong Verbs vs. Weak Verbs</i>
15	Support	Adjectives	<i>Specific Emotions and Sensory Words</i>	<i>Specific Emotions and Sensory Words</i>
16	<i>Testing</i>	Timed Prompt: E/ P	<i>Take out testing material</i>	<i>Review Learned skills</i>
17	<i>Revision</i>	Reinforce Weakest Skill	<i>Journal writing: reflection on personal writing skills</i>	<i>Review Learned skills</i>
18	Testing	Writer's Checklist	<i>Review For FCAT Writes</i>	<i>Review For FCAT Writes</i>
19/20	ALL	Writing conferences	<i>Revision</i>	<i>Self reflection</i>

Unit # 5 – INTENSIVE COUNTDOWN (alternative) Pacing Week #17-18			
Homework:		Progress Monitoring: FCAT WRITES – 2/28	
Prompts : Expository			
Days/Week:	Prompt:	Instructional Focus:	Teacher Notes:
Model paper	<ul style="list-style-type: none"> Think about a place you would like to go on a field trip and explain why you would like to go on a field trip to this place. 	<p>Students will enter the classroom Monday and Wednesday in test mode. They will be given a 45 min. Imagine Writes Test.</p> <p>Teacher will use Tuesday and Thursday to reinforce weakest skills.</p> <p>Friday: Students pick their best prompt self assessment and Peer Editing. Writing Centers Optional.</p>	
Monday	<ul style="list-style-type: none"> "Dress for success" is a phrase all of us have heard before, but it means something different to each person. Write an essay explaining what "dress for success" means to you. 		
Tuesday	<ul style="list-style-type: none"> Reinforce Weakest Skill: 		
Wednesday	<ul style="list-style-type: none"> Reading is a very important skill in our society. Think about the many things we do every day that require reading. Now write to explain how being able to read helps a person get along in today's world. 		
Thursday	<ul style="list-style-type: none"> Reinforce Weakest Skill 		

Unit #5 – INTENSIVE COUNTDOWN		Pacing: Week #19-20	
Homework:		Progress Monitoring: FCAT WRITES – 2/28	
Prompt # Persuasive			
Days/Week:	Prompt: ** Be sure to support your opinions with convincing reasons and evidence.	Instructional Focus:	Teacher Notes:
Model paper	Persuade the principal whether or not students should be allowed to eat snacks in the classroom.	Students will enter the classroom Monday and Wednesday in test mode. They will be given a 45 min. prompt Imagine Writes Test.	
Monday	<ul style="list-style-type: none"> The principal of your school is considering conducting random backpack searches without letting students know in advance. <i>What is your position concerning this issue?</i> Write to persuade the principal stating your position (yes/no) and support it with convincing reasons. 	Teacher will use Tuesday and Thursday to reinforce weakest skills.	
Tuesday	<ul style="list-style-type: none"> Reinforce Skill: 	Friday: Students pick their best prompt for and self assessment and Peer Editing.	
Wednesday	<ul style="list-style-type: none"> A wealthy donor plans to build a new facility that will benefit young people in your area (swimming pool, a theater, a skateboard park, an art school, or any other facility that would provide for young people). Write to persuade her why your idea is the best choice. 	Writing Centers Optional.	
Thursday	Reinforce Skill:		

Name of Charter School Seeking Renewal: Imagine Schools at North Lauderdale Middle Locationa Number: 5261

FCAT SCORES Alpha Listing

IID (5261)

Test School Year: 2010/2011

Student Count: 81

<u>Race</u>	<u>Ethnic Ind</u>	<u>ELL</u>	<u>Current Team</u>	<u>Test Gr Lvl</u>	<u>Test Date</u>	<u>Subtest Cd</u>	<u>Rubric Score</u>	<u>Achv Lvl</u>	<u>Scale</u>	<u>DSS</u>	<u>Primary Exception</u>	<u>FRL</u>	<u>Low 30 Flag</u>
BLACK	N	ZZ		05	04/11/11	SSS READ	0	2	262	1381	SPECIFIC LEARNING DISABLED	Y	
BLACK	N	ZZ		05	04/11/11	SSS MATH	0	1	276	1400	SPECIFIC LEARNING DISABLED	Y	
BLACK	N	ZZ		05	04/11/11	SSS SCI	0	1	249	0000	SPECIFIC LEARNING DISABLED	Y	
BLACK	N	ZZ		05	04/11/11	SSS MATH	0	2	311	1565	N/A	Y	
BLACK	N	ZZ		05	04/11/11	SSS SCI	0	3	329	0000	N/A	Y	
BLACK	N	ZZ		05	04/11/11	SSS READ	0	3	304	1616	N/A	Y	
BLACK	N	ZZ		05	04/11/11	SSS MATH	0	1	254	1296	N/A	Y	M
BLACK	N	ZZ		05	04/11/11	SSS READ	0	3	302	1605	N/A	Y	M
BLACK	N	ZZ		05	04/11/11	SSS SCI	0	1	261	0000	N/A	Y	M
HISPANIC	Y	LF		05	04/11/11	SSS MATH	0	3	336	1683	N/A	Y	
HISPANIC	Y	LF		05	04/11/11	SSS READ	0	2	277	1465	N/A	Y	
HISPANIC	Y	LF		05	04/11/11	SSS SCI	0	2	319	0000	N/A	Y	
BLACK	N	ZZ		05	04/11/11	SSS SCI	0	2	297	0000	N/A	Y	M
BLACK	N	ZZ		05	04/11/11	SSS READ	0	2	269	1420	N/A	Y	M
BLACK	N	ZZ		05	04/11/11	SSS MATH	0	1	251	1282	N/A	Y	M

FCAT SCORES Alpha Listing

L. MID (5261)

Test School Year: 2010/2011

Student Count: 62

Race	Ethnic Ind	ELL	Current Team	Test Gr Lvl	Test Date	Subtest Cd	Rubric Score	Achv Lvl	Scale	DSS	Primary Exception	FRL	Low 30 Flag
BLACK	N	LZ		06	04/11/11	SSS READ	0	2	278	1526	LANGUAGE IMPAIRED	Y	
BLACK	N	LZ		06	04/11/11	SSS MATH	0	2	303	1644	LANGUAGE IMPAIRED	Y	
HISPANIC	Y	LF		06	04/11/11	SSS READ	0	3	338	1859	N/A	Y	
HISPANIC	Y	LF		06	04/11/11	SSS MATH	0	2	290	1588	N/A	Y	
HISPANIC	Y	LZ		06	04/11/11	SSS READ	0	2	289	1587	N/A	Y	
HISPANIC	Y	LZ		06	04/11/11	SSS MATH	0	2	283	1558	N/A	Y	
BLACK	N	ZZ		06	04/11/11	SSS READ	0	2	270	1482	N/A	Y	
BLACK	N	ZZ		06	04/11/11	SSS MATH	0	2	286	1571	N/A	Y	
HISPANIC	Y	LZ		06	04/11/11	SSS READ	0	1	249	1365	N/A	Y	B
HISPANIC	Y	LZ		06	04/11/11	SSS MATH	0	1	224	1304	N/A	Y	B
BLACK	N	ZZ		06	04/11/11	SSS READ	0	2	294	1615	N/A	Y	
BLACK	N	ZZ		06	04/11/11	SSS MATH	0	2	284	1562	N/A	Y	
BLACK	N	ZZ		06	04/11/11	SSS MATH	0	3	326	1743	N/A	Y	
BLACK	N	ZZ		06	04/11/11	SSS READ	0	4	344	1892	N/A	Y	
BLACK	N	ZZ		06	04/11/11	SSS READ	0	1	258	1415	N/A	Y	M
BLACK	N	ZZ		06	04/11/11	SSS MATH	0	1	236	1355	N/A	Y	M
BLACK	N	ZZ		06	04/11/11	SSS READ	0	3	325	1787	N/A	Y	
BLACK	N	ZZ		06	04/11/11	SSS MATH	0	2	311	1678	N/A	Y	
BLACK	N	ZZ		06	04/11/11	SSS READ	0	1	256	1404	N/A	Y	
BLACK	N	ZZ		06	04/11/11	SSS MATH	0	2	313	1687	N/A	Y	

FCAT SCORES Alpha Listing

ID. MID (5261)

Test School Year: 2010/2011

Student Count: 62

	<u>Race</u>	<u>Ethnic Ind</u>	<u>ELL</u>	<u>Current Team</u>	<u>Test Gr Lvl</u>	<u>Test Date</u>	<u>Subtest Cd</u>	<u>Rubric Score</u>	<u>Achv Lvl</u>	<u>Scale</u>	<u>DSS</u>	<u>Primary Exception</u>	<u>FRL</u>	<u>Low 30 Flag</u>
	BLACK	N	ZZ		06	04/11/11	SSS READ	0	1	247	1354	N/A	N	R
76	BLACK	N	ZZ		06	04/11/11	SSS MATH	0	3	317	1704	N/A	Y	
	BLACK	N	ZZ		06	04/11/11	SSS READ	0	4	341	1876	N/A	Y	
13	BLACK	N	LZ		06	04/11/11	SSS MATH	0	1	213	1256	N/A	Y	M
	BLACK	N	LZ		06	04/11/11	SSS READ	0	1	253	1388	N/A	Y	M
12	BLACK	N	ZZ		06	04/11/11	SSS READ	0	1	249	1365	N/A	Y	B
	BLACK	N	ZZ		06	04/11/11	SSS MATH	0	1	163	1041	N/A	Y	B
6	BLACK	N	LZ		06	04/11/11	SSS MATH	0	1	234	1347	N/A	Y	B
	BLACK	N	LZ		06	04/11/11	SSS READ	0	1	213	1166	N/A	Y	B
8	BLACK	N	LZ		06	04/11/11	SSS READ	0	1	247	1354	N/A	Y	R
	BLACK	N	LZ		06	04/11/11	SSS MATH	0	2	283	1558	N/A	Y	R
2	HISPANIC	Y	LZ		06	04/11/11	SSS READ	0	1	261	1432	N/A	Y	
	HISPANIC	Y	LZ		06	04/11/11	SSS MATH	0	1	263	1472	N/A	Y	
5	BLACK	N	ZZ		06	04/11/11	SSS MATH	0	1	254	1433	N/A	Y	
	BLACK	N	ZZ		06	04/11/11	SSS READ	0	2	273	1499	N/A	Y	

FCAT SCORES Alpha Listing

S. MID (5261)

Test School Year: 2010/2011

Student Count: 62

Race	Ethnic Ind	ELL	Current Team	Test Gr Lvl	Test Date	Subtest Cd	Rubric Score	Achv Lvl	Scale	DSS	Primary Exception	FRL	Low 30 Flag
BLACK	N	ZZ		06	04/11/11	SSS READ	0	2	266	1460	N/A	N	M
BLACK	N	ZZ		06	04/11/11	SSS MATH	0	1	183	1127	N/A	N	M
BLACK	N	ZZ		06	04/11/11	SSS READ	0	1	257	1410	N/A	Y	M
BLACK	N	ZZ		06	04/11/11	SSS MATH	0	1	231	1334	N/A	Y	M
BLACK	N	ZZ		06	04/11/11	SSS MATH	0	3	348	1838	N/A	Y	
BLACK	N	ZZ		06	04/11/11	SSS READ	0	2	279	1532	N/A	Y	
BLACK	N	ZZ		06	04/11/11	SSS READ	0	3	304	1671	N/A	Y	
BLACK	N	ZZ		06	04/11/11	SSS MATH	0	1	282	1553	N/A	Y	
BLACK	N	ZZ		06	04/11/11	SSS READ	0	1	231	1266	N/A	Y	R
BLACK	N	ZZ		06	04/11/11	SSS MATH	0	1	254	1433	N/A	Y	R
BLACK	N	LZ		06	04/11/11	SSS READ	0	3	301	1654	N/A	Y	
BLACK	N	LZ		06	04/11/11	SSS MATH	0	1	249	1411	N/A	Y	
BLACK	N	ZZ		06	04/11/11	SSS READ	0	4	373	2053	N/A	Y	
BLACK	N	ZZ		06	04/11/11	SSS MATH	0	3	340	1803	N/A	Y	
BLACK	N	LF		06	04/11/11	SSS READ	0	1	259	1421	N/A	Y	M
BLACK	N	LF		06	04/11/11	SSS MATH	0	1	230	1330	N/A	Y	M
BLACK	N	LZ		06	04/11/11	SSS READ	0	1	260	1426	N/A	Y	M
BLACK	N	LZ		06	04/11/11	SSS MATH	0	1	208	1235	N/A	Y	M
BLACK	N	ZZ		06	04/11/11	SSS READ	0	2	293	1610	N/A	Y	

FCAT SCORES Alpha Listing

MID (5261)

Test School Year: 2010/2011

Student Count: 62

<u>Race</u>	<u>Ethnic Ind</u>	<u>ELL</u>	<u>Current Team</u>	<u>Test Gr Lvl</u>	<u>Test Date</u>	<u>Subtest Cd</u>	<u>Rubric Score</u>	<u>Achv Lvl</u>	<u>Scale</u>	<u>DSS</u>	<u>Primary Exception</u>	<u>FRL</u>	<u>Low 30 Flag</u>
BLACK	N	ZZ		06	04/11/11	SSS READ	0	2	268	1471	N/A	Y	
BLACK	N	ZZ		06	04/11/11	SSS MATH	0	1	255	1437	LANGUAGE IMPAIRED	Y	R
BLACK	N	ZZ		06	04/11/11	SSS READ	0	1	217	1188	LANGUAGE IMPAIRED	Y	R
BLACK	N	ZZ		06	04/11/11	SSS MATH	0	1	224	1304	N/A	Y	B
BLACK	N	ZZ		06	04/11/11	SSS READ	0	1	219	1199	N/A	Y	B
BLACK	N	ZZ		06	04/11/11	SSS MATH	0	1	263	1472	N/A	Y	
BLACK	N	ZZ		06	04/11/11	SSS READ	0	3	297	1632	N/A	Y	
BLACK	N	ZZ		06	04/11/11	SSS MATH	0	3	339	1799	N/A	Y	
BLACK	N	ZZ		06	04/11/11	SSS READ	0	3	329	1809	N/A	Y	
BLACK	N	ZZ		06	04/11/11	SSS MATH	0	1	248	1407	N/A	Y	R
BLACK	N	ZZ		06	04/11/11	SSS READ	0	1	249	1365	N/A	Y	R
HISPANIC	Y	LF		06	04/11/11	SSS MATH	0	3	320	1717	N/A	Y	
HISPANIC	Y	LF		06	04/11/11	SSS READ	0	4	339	1865	N/A	Y	
BLACK	N	LZ		06	04/11/11	SSS MATH	0	3	319	1713	N/A	Y	
BLACK	N	LZ		06	04/11/11	SSS READ	0	3	320	1759	N/A	Y	

FCAT SCORES Alpha Listing

MID (5261)

Test School Year: 2010/2011

Student Count: 48

<u>Race</u>	<u>Ethnic Ind</u>	<u>ELL</u>	<u>Current Team</u>	<u>Test Gr Lvl</u>	<u>Test Date</u>	<u>Subtest Cd</u>	<u>Rubric Score</u>	<u>Achv Lvl</u>	<u>Scale</u>	<u>DSS</u>	<u>Primary Exception</u>	<u>FRL</u>	<u>Low 30 Flag</u>
HISPANIC	Y	LY		07	04/11/11	SSS READ	0	1	129	0823	LANGUAGE IMPAIRED	Y	B
ASIAN	N	LZ		07	04/11/11	SSS MATH	0	3	340	1926	N/A	Y	
ASIAN	N	LZ		07	04/11/11	SSS READ	0	4	356	2012	N/A	Y	
BLACK	N	ZZ		07	04/11/11	SSS READ	0	3	326	1855	N/A	Y	
BLACK	N	ZZ		07	04/11/11	SSS MATH	0	1	265	1623	N/A	Y	

FCAT SCORES Alpha Listing

MID (5261)

Test School Year: 2010/2011

Student Count: 62

<u>Race</u>	<u>Ethnic Ind</u>	<u>ELL</u>	<u>Current Team</u>	<u>Test Gr Lvl</u>	<u>Test Date</u>	<u>Subtest Cd</u>	<u>Rubric Score</u>	<u>Achv Lvl</u>	<u>Scale</u>	<u>DSS</u>	<u>Primary Exception</u>	<u>FRL</u>	<u>Low 30 Flag</u>
BLACK	N	ZZ		06	04/11/11	SSS MATH	0	2	308	1665	N/A	Y	
ASIAN	N	ZZ		06	04/11/11	SSS MATH	0	3	326	1743	N/A	Y	
ASIAN	N	ZZ		06	04/11/11	SSS READ	0	4	348	1915	N/A	Y	
BLACK	N	LZ		06	04/11/11	SSS MATH	0	1	244	1390	N/A	Y	R
BLACK	N	LZ		06	04/11/11	SSS READ	0	1	226	1238	N/A	Y	R
BLACK	N	ZZ		06	04/11/11	SSS MATH	0	2	287	1575	N/A	Y	
BLACK	N	ZZ		06	04/11/11	SSS READ	0	2	284	1560	N/A	Y	
BLACK	N	ZZ		06	04/11/11	SSS READ	0	3	302	1659	N/A	Y	
BLACK	N	ZZ		06	04/11/11	SSS MATH	0	2	285	1566	N/A	Y	
HISPANIC	Y	LZ		06	04/11/11	SSS READ	0	2	272	1493	N/A	Y	
HISPANIC	Y	LZ		06	04/11/11	SSS MATH	0	3	317	1704	N/A	Y	
BLACK	N	ZZ		06	04/11/11	SSS MATH	0	1	277	1532	N/A	Y	R
BLACK	N	ZZ		06	04/11/11	SSS READ	0	1	240	1316	N/A	Y	R
BLACK	N	ZZ		06	04/11/11	SSS MATH	0	1	256	1442	N/A	N	R

FCAT SCORES Alpha Listing

J (5261)

Test School Year: 2010/2011

Student Count: 81

Race	Ethnic Ind	ELL	Current Team	Test Gr Lvl	Test Date	Subtest Cd	Rubric Score	Achv Lvl	Scale	DSS	Primary Exception	FRL	Low 30 Flag
BLACK	N	LZ		05	04/11/11	SSS MATH	0	3	342	1711	N/A		
BLACK	N	ZZ		05	04/11/11	SSS READ	0	1	134	0664	SPECIFIC LEARNING DISABLED	Y	B
BLACK	N	ZZ		05	04/11/11	SSS SCI	0	1	147	0000	SPECIFIC LEARNING DISABLED	Y	B
BLACK	N	ZZ		05	04/11/11	SSS MATH	0	1	212	1098	SPECIFIC LEARNING DISABLED	Y	B
SPANIC	Y	LF		05	04/11/11	SSS READ	0	3	300	1593	N/A	Y	
SPANIC	Y	LF		05	04/11/11	SSS MATH	0	3	327	1640	N/A	Y	
SPANIC	Y	LF		05	04/11/11	SSS SCI	0	2	288	0000	N/A	Y	
BLACK	N	ZZ		05	04/11/11	SSS SCI	0	1	271	0000	N/A	Y	B
BLACK	N	ZZ		05	04/11/11	SSS READ	0	1	231	1207	N/A	Y	B
BLACK	N	ZZ		05	04/11/11	SSS MATH	0	1	100	0569	N/A	Y	B
BLACK	N	ZZ		05	04/11/11	SSS SCI	0	1	272	0000	N/A	Y	B
BLACK	N	ZZ		05	04/11/11	SSS READ	0	1	216	1123	N/A	Y	B
BLACK	N	ZZ		05	04/11/11	SSS MATH	0	1	211	1093	N/A	Y	B
BLACK	N	ZZ		05	04/11/11	SSS SCI	0	1	224	0000	N/A	Y	M
BLACK	N	ZZ		05	04/11/11	SSS READ	0	1	251	1319	N/A	Y	M
BLACK	N	ZZ		05	04/11/11	SSS MATH	0	1	205	1065	N/A	Y	M
ISPANIC	Y	ZZ		05	04/11/11	SSS MATH	0	3	340	1702	N/A	Y	
ISPANIC	Y	ZZ		05	04/11/11	SSS READ	0	2	270	1425	N/A	Y	
ISPANIC	Y	ZZ		05	04/11/11	SSS SCI	0	1	262	0000	N/A	Y	
BLACK	N	ZZ		05	04/11/11	SSS READ	0	1	234	1224	SPECIFIC LEARNING DISABLED	Y	B

FCAT SCORES Alpha Listing

VID (5261)

Test School Year: 2010/2011

Student Count: 62

<u>Race</u>	<u>Ethnic Ind</u>	<u>ELL</u>	<u>Current Team</u>	<u>Test Gr Lvl</u>	<u>Test Date</u>	<u>Subtest Cd</u>	<u>Rubric Score</u>	<u>Achv Lvl</u>	<u>Scale</u>	<u>DSS</u>	<u>Primary Exception</u>	<u>FRL</u>	<u>Low 30 Flag</u>
BLACK	N	ZZ		06	04/11/11	SSS READ	0	1	200	1094	SPECIFIC LEARNING DISABLED	Y	B
HISPANIC	Y	ZZ		06	04/11/11	SSS MATH	0	1	193	1170	N/A	Y	B
HISPANIC	Y	ZZ		06	04/11/11	SSS READ	0	1	226	1238	N/A	Y	B
BLACK	N	ZZ		06	04/11/11	SSS READ	0	1	231	1266	N/A	Y	B
BLACK	N	ZZ		06	04/11/11	SSS MATH	0	1	191	1162	N/A	Y	B
BLACK	N	ZZ		06	04/11/11	SSS MATH	0	3	323	1730	SPEECH IMPAIRED	Y	
BLACK	N	ZZ		06	04/11/11	SSS READ	0	2	275	1510	SPEECH IMPAIRED	Y	
HISPANIC	Y	LF		06	04/11/11	SSS MATH	0	1	208	1235	N/A	Y	B
HISPANIC	Y	LF		06	04/11/11	SSS READ	0	1	222	1216	N/A	Y	B
BLACK	N	ZZ		06	04/11/11	SSS MATH	0	2	302	1640	N/A	Y	
BLACK	N	ZZ		06	04/11/11	SSS READ	0	3	314	1726	N/A	Y	
BLACK	N	ZZ		06	04/11/11	SSS READ	0	2	273	1499	N/A	N	
BLACK	N	ZZ		06	04/11/11	SSS MATH	0	1	277	1532	N/A	N	
HISPANIC	Y	LZ		06	04/11/11	SSS READ	0	1	223	1221	N/A	Y	B
HISPANIC	Y	LZ		06	04/11/11	SSS MATH	0	1	235	1351	N/A	Y	B
BLACK	N	ZZ		06	04/11/11	SSS MATH	0	2	311	1678	N/A	Y	

FCAT SCORES Alpha Listing

IID (5261)

Test School Year: 2010/2011

Student Count: 81

<u>Race</u>	<u>Ethnic Ind</u>	<u>ELL</u>	<u>Current Team</u>	<u>Test Gr Lvl</u>	<u>Test Date</u>	<u>Subtest Cd</u>	<u>Rubric Score</u>	<u>Achv Lvl</u>	<u>Scale</u>	<u>DSS</u>	<u>Primary Exception</u>	<u>FRL</u>	<u>Low 30 Flag</u>
NATIVE	N	ZZ		05	04/11/11	SSS SCI	0	1	224	0000	N/A	Y	
NATIVE	N	ZZ		05	04/11/11	SSS READ	0	1	245	1285	N/A	Y	
BLACK	N	ZZ		05	04/11/11	SSS MATH	0	3	348	1739	N/A	Y	
BLACK	N	ZZ		05	04/11/11	SSS SCI	0	3	334	0000	N/A	Y	
BLACK	N	ZZ		05	04/11/11	SSS READ	0	3	319	1700	N/A	Y	
BLACK	N	ZZ		05	04/11/11	SSS READ	0	1	244	1280	N/A	Y	M
BLACK	N	ZZ		05	04/11/11	SSS SCI	0	1	261	0000	N/A	Y	M
BLACK	N	ZZ		05	04/11/11	SSS MATH	0	1	258	1315	N/A	Y	M
BLACK	N	LF		05	04/11/11	SSS READ	0	1	234	1224	N/A	Y	R
BLACK	N	LF		05	04/11/11	SSS SCI	0	1	256	0000	N/A	Y	R
BLACK	N	LF		05	04/11/11	SSS MATH	0	2	295	1489	N/A	Y	R
HISPANIC	Y	LY		05	04/11/11	SSS READ	0	1	212	1101	N/A	Y	R
HISPANIC	Y	LY		05	04/11/11	SSS MATH	0	3	327	1640	N/A	Y	R
HISPANIC	Y	LY		05	04/11/11	SSS SCI	0	1	164	0000	N/A	Y	R
HISPANIC	Y	LZ		05	04/11/11	SSS MATH	0	2	305	1536	N/A	Y	
HISPANIC	Y	LZ		05	04/11/11	SSS READ	0	2	276	1459	N/A	Y	
HISPANIC	Y	LZ		05	04/11/11	SSS SCI	0	2	275	0000	N/A	Y	

FCAT SCORES Alpha Listing

MID (5261)

Test School Year: 2010/2011

Student Count: 81

<u>Race</u>	<u>Ethnic Ind</u>	<u>ELL</u>	<u>Current Team</u>	<u>Test Gr Lvl</u>	<u>Test Date</u>	<u>Subtest Cd</u>	<u>Rubric Score</u>	<u>Achy Lvl</u>	<u>Scale</u>	<u>DSS</u>	<u>Primary Exception</u>	<u>FRL</u>	<u>Low 30 Flag</u>
BLACK	N	ZZ		05	04/11/11	SSS SCI	0	1	189	0000	SPECIFIC LEARNING DISABLED	Y	B
BLACK	N	ZZ		05	04/11/11	SSS MATH	0	1	100	0569	SPECIFIC LEARNING DISABLED	Y	B
BLACK	N	ZZ		05	04/11/11	SSS MATH	0	1	218	1126	LANGUAGE IMPAIRED	Y	M
BLACK	N	ZZ		05	04/11/11	SSS SCI	0	1	187	0000	LANGUAGE IMPAIRED	Y	M
BLACK	N	ZZ		05	04/11/11	SSS READ	0	1	248	1302	LANGUAGE IMPAIRED	Y	M
BLACK	N	ZZ		05	04/11/11	SSS MATH	0	2	309	1555	N/A	Y	
BLACK	N	ZZ		05	04/11/11	SSS READ	0	3	299	1588	N/A	Y	
BLACK	N	ZZ		05	04/11/11	SSS SCI	0	1	270	0000	N/A	Y	
HISPANIC	Y	ZZ		05	04/11/11	SSS SCI	0	1	269	0000	N/A	N	
HISPANIC	Y	ZZ		05	04/11/11	SSS READ	0	3	320	1705	N/A	N	
HISPANIC	Y	ZZ		05	04/11/11	SSS MATH	0	3	350	1749	N/A	N	
BLACK	N	LF		05	04/11/11	SSS SCI	0	2	285	0000	N/A	Y	
BLACK	N	LF		05	04/11/11	SSS MATH	0	1	285	1442	N/A	Y	
BLACK	N	LF		05	04/11/11	SSS READ	0	3	308	1638	N/A	Y	
NATIVE	N	ZZ		05	04/11/11	SSS MATH	0	1	285	1442	N/A	Y	

FCAT SCORES Alpha Listing

. MID (5261)

Test School Year: 2010/2011

Student Count: 81

Race	Ethnic Ind	ELL	Current Team	Test Gr Lvl	Test Date	Subtest Cd	Rubric Score	Achv Lvl	Scale	DSS	Primary Exception	FRL	Low 30 Flag
HISPANIC	Y	LF		05	04/11/11	SSS SCI	0	1	232	0000	N/A	Y	
HISPANIC	Y	LF		05	04/11/11	SSS MATH	0	2	325	1631	N/A	Y	
HISPANIC	Y	LY		05	04/11/11	SSS READ	0	1	179	0916	N/A	Y	B
HISPANIC	Y	LY		05	04/11/11	SSS SCI	0	1	202	0000	N/A	Y	B
HISPANIC	Y	LY		05	04/11/11	SSS MATH	0	1	231	1187	N/A	Y	B
BLACK	N	ZZ		05	04/11/11	SSS SCI	0	3	328	0000	N/A	Y	
BLACK	N	ZZ		05	04/11/11	SSS READ	0	3	318	1694	N/A	Y	
BLACK	N	ZZ		05	04/11/11	SSS MATH	0	3	337	1687	N/A	Y	
HISPANIC	Y	ZZ		05	04/11/11	SSS READ	0	3	330	1761	N/A	Y	
HISPANIC	Y	ZZ		05	04/11/11	SSS SCI	0	2	296	0000	N/A	Y	
HISPANIC	Y	ZZ		05	04/11/11	SSS MATH	0	4	360	1796	N/A	Y	
HISPANIC	Y	LF		05	04/11/11	SSS MATH	0	2	298	1503	N/A	Y	R
HISPANIC	Y	LF		05	04/11/11	SSS READ	0	1	238	1246	N/A	Y	R
HISPANIC	Y	LF		05	04/11/11	SSS SCI	0	2	307	0000	N/A	Y	R
BLACK	N	ZZ		05	04/11/11	SSS MATH	0	3	344	1720	N/A	Y	
BLACK	N	ZZ		05	04/11/11	SSS READ	0	3	317	1689	N/A	Y	
BLACK	N	ZZ		05	04/11/11	SSS SCI	0	2	317	0000	N/A	Y	
BLACK	N	ZZ		05	04/11/11	SSS MATH	0	2	303	1527	N/A	Y	
BLACK	N	ZZ		05	04/11/11	SSS READ	0	2	258	1358	N/A	Y	
BLACK	N	ZZ		05	04/11/11	SSS SCI	0	1	218	0000	N/A	Y	
BLACK	N	LZ		05	04/11/11	SSS READ	0	3	327	1744	N/A	Y	
BLACK	N	LZ		05	04/11/11	SSS SCI	0	2	305	0000	N/A	Y	

FCAT SCORES Alpha Listing

IID (5261)

Test School Year: 2010/2011

Student Count: 81

<u>Race</u>	<u>Ethnic Ind</u>	<u>ELL</u>	<u>Current Team</u>	<u>Test Gr Lvl</u>	<u>Test Date</u>	<u>Subtest Cd</u>	<u>Rubric Score</u>	<u>Achv Lvl</u>	<u>Scale</u>	<u>DSS</u>	<u>Primary Exception</u>	<u>FRL</u>	<u>Low 30 Flag</u>
HISPANIC	Y	LF		05	04/11/11	SSS SCI	0	1	183	0000	N/A	Y	
HISPANIC	Y	LF		05	04/11/11	SSS READ	0	1	253	1330	N/A	Y	
HISPANIC	Y	LF		05	04/11/11	SSS MATH	0	2	320	1607	N/A	Y	
HISPANIC	Y	LZ		05	04/11/11	SSS SCI	0	1	140	0000	SPECIFIC LEARNING DISABLED	Y	B
HISPANIC	Y	LZ		05	04/11/11	SSS READ	0	1	191	0983	SPECIFIC LEARNING DISABLED	Y	B
HISPANIC	Y	LZ		05	04/11/11	SSS MATH	0	1	100	0569	SPECIFIC LEARNING DISABLED	Y	B
WHITE	N	ZZ		05	04/11/11	SSS SCI	0	1	239	0000	N/A	Y	M
WHITE	N	ZZ		05	04/11/11	SSS READ	0	2	258	1358	N/A	Y	M
WHITE	N	ZZ		05	04/11/11	SSS MATH	0	1	249	1272	N/A	Y	M
BLACK	N	ZZ		05	04/11/11	SSS SCI	0	2	294	0000	N/A	Y	
BLACK	N	ZZ		05	04/11/11	SSS MATH	0	2	298	1503	N/A	Y	
BLACK	N	ZZ		05	04/11/11	SSS READ	0	2	266	1403	N/A	Y	
BLACK	N	ZZ		06	04/11/11	SSS READ	0	1	250	1371	N/A	N	
BLACK	N	ZZ		06	04/11/11	SSS MATH	0	2	290	1588	N/A	N	
WHITE	N	ZZ		05	04/11/11	SSS READ	0	1	233	1218	N/A	Y	R
WHITE	N	ZZ		05	04/11/11	SSS MATH	0	1	282	1428	N/A	Y	R
WHITE	N	ZZ		05	04/11/11	SSS SCI	0	1	232	0000	N/A	Y	R
HISPANIC	Y	LF		05	04/11/11	SSS READ	0	2	285	1509	N/A	Y	

FCAT SCORES Alpha Listing

. MID (5261)

Test School Year: 2010/2011

Student Count: 81

Race	Ethnic Ind	ELL	Current Team	Test Gr Lvl	Test Date	Subtest Cd	Rubric Score	Achv Lvl	Scale	DSS	Primary Exception	FRL	Low 30 Flag
BLACK	N	LY		05	04/11/11	SSS MATH	0	1	249	1272	N/A	Y	B
BLACK	N	ZZ		05	04/11/11	SSS MATH	0	2	317	1593	N/A	Y	
BLACK	N	ZZ		05	04/11/11	SSS SCI	0	1	256	0000	N/A	Y	
BLACK	N	ZZ		05	04/11/11	SSS READ	0	2	273	1442	N/A	Y	
BLACK	N	ZZ		05	04/11/11	SSS MATH	0	2	297	1499	N/A	Y	
BLACK	N	ZZ		05	04/11/11	SSS READ	0	3	288	1526	N/A	Y	
BLACK	N	ZZ		06	04/11/11	SSS MATH	0	1	189	1153	INTELLECTUAL DISABILITY	Y	B
BLACK	N	ZZ		06	04/11/11	SSS READ	0	1	112	0606	INTELLECTUAL DISABILITY	Y	B
HISPANIC	Y	LZ		05	04/11/11	SSS READ	0	3	295	1565	N/A	Y	
HISPANIC	Y	LZ		05	04/11/11	SSS MATH	0	3	330	1654	N/A	Y	
HISPANIC	Y	LZ		05	04/11/11	SSS SCI	0	2	317	0000	N/A	Y	
BLACK	N	ZZ		05	04/11/11	SSS MATH	0	2	318	1598	N/A	Y	
BLACK	N	ZZ		05	04/11/11	SSS READ	0	2	274	1448	N/A	Y	
BLACK	N	ZZ		05	04/11/11	SSS SCI	0	2	275	0000	N/A	Y	
BLACK	N	LZ		05	04/11/11	SSS SCI	0	1	234	0000	N/A	Y	
BLACK	N	LZ		05	04/11/11	SSS READ	0	1	248	1302	N/A	Y	
BLACK	N	LZ		05	04/11/11	SSS MATH	0	2	291	1470	N/A	Y	
BLACK	N	ZZ		05	04/11/11	SSS SCI	0	1	210	0000	N/A	Y	R
BLACK	N	ZZ		05	04/11/11	SSS MATH	0	2	291	1470	N/A	Y	R
BLACK	N	ZZ		05	04/11/11	SSS READ	0	1	228	1190	N/A	Y	R

FCAT SCORES Alpha Listing

MID (5261)

Test School Year: 2010/2011

Student Count: 81

<u>Race</u>	<u>Ethnic Ind</u>	<u>ELL</u>	<u>Current Team</u>	<u>Test Gr Lvl</u>	<u>Test Date</u>	<u>Subtest Cd</u>	<u>Rubric Score</u>	<u>Achv Lvl</u>	<u>Scale</u>	<u>DSS</u>	<u>Primary Exception</u>	<u>FRL</u>	<u>Low 30 Flag</u>
BLACK	N	ZZ		05	04/11/11	SSS MATH	0	2	289	1461	N/A	Y	
BLACK	N	ZZ		05	04/11/11	SSS READ	0	2	263	1386	N/A	Y	
BLACK	N	LZ		05	04/11/11	SSS MATH	0	1	261	1329	LANGUAGE IMPAIRED	Y	R
BLACK	N	LZ		05	04/11/11	SSS SCI	0	1	211	0000	LANGUAGE IMPAIRED	Y	R
BLACK	N	LZ		05	04/11/11	SSS READ	0	1	200	1034	LANGUAGE IMPAIRED	Y	R
BLACK	N	LF		05	04/11/11	SSS READ	0	2	265	1397	SPECIFIC LEARNING DISABLED	Y	
BLACK	N	LF		05	04/11/11	SSS SCI	0	1	262	0000	SPECIFIC LEARNING DISABLED	Y	
BLACK	N	LF		05	04/11/11	SSS MATH	0	1	274	1390	SPECIFIC LEARNING DISABLED	Y	
BLACK	N	LY		05	04/11/11	SSS SCI	0	1	212	0000	N/A	Y	B
BLACK	N	LY		05	04/11/11	SSS MATH	0	1	135	0734	N/A	Y	B
BLACK	N	LY		05	04/11/11	SSS READ	0	1	142	0709	N/A	Y	B
BLACK	N	ZZ		05	04/11/11	SSS READ	0	3	295	1565	N/A	Y	
BLACK	N	ZZ		05	04/11/11	SSS MATH	0	2	289	1461	N/A	Y	
BLACK	N	ZZ		05	04/11/11	SSS SCI	0	1	264	0000	N/A	Y	
BLACK	N	ZZ		05	04/11/11	SSS MATH	0	1	282	1428	N/A	Y	
BLACK	N	ZZ		05	04/11/11	SSS READ	0	1	251	1319	N/A	Y	
BLACK	N	ZZ		05	04/11/11	SSS SCI	0	1	224	0000	N/A	Y	

FCAT SCORES Alpha Listing

AID (5261)

Test School Year: 2010/2011

Student Count: 81

<u>Race</u>	<u>Ethnic Ind</u>	<u>ELL</u>	<u>Current Team</u>	<u>Test Gr Lvl</u>	<u>Test Date</u>	<u>Subtest Cd</u>	<u>Rubric Score</u>	<u>Achv Lvl</u>	<u>Scale</u>	<u>DSS</u>	<u>Primary Exception</u>	<u>FRL</u>	<u>Low 30 Flag</u>
BLACK	N	ZZ		05	04/11/11	SSS READ	0	3	301	1599	N/A	Y	
BLACK	N	ZZ		05	04/11/11	SSS SCI	0	2	299	0000	N/A	Y	
BLACK	N	ZZ		05	04/11/11	SSS MATH	0	2	314	1579	N/A	Y	
BLACK	N	ZZ		05	04/11/11	SSS MATH	0	2	313	1574	N/A	Y	
BLACK	N	ZZ		05	04/11/11	SSS READ	0	3	318	1694	N/A	Y	
BLACK	N	ZZ		05	04/11/11	SSS SCI	0	2	278	0000	N/A	Y	
BLACK	N	ZZ		05	04/11/11	SSS SCI	0	1	246	0000	N/A	Y	R
BLACK	N	ZZ		05	04/11/11	SSS READ	0	1	238	1246	N/A	Y	R
BLACK	N	ZZ		05	04/11/11	SSS MATH	0	2	319	1602	N/A	Y	R
HISPANIC	Y	LF		05	04/11/11	SSS SCI	0	3	334	0000	N/A	Y	
HISPANIC	Y	LF		05	04/11/11	SSS READ	0	3	301	1599	N/A	Y	
HISPANIC	Y	LF		05	04/11/11	SSS MATH	0	3	338	1692	N/A	Y	
BLACK	N	ZZ		06	04/11/11	SSS READ	0	1	229	1255	N/A	Y	M
BLACK	N	ZZ		06	04/11/11	SSS MATH	0	1	157	1015	N/A	Y	M
BLACK	N	ZZ		05	04/11/11	SSS SCI	0	1	234	0000	N/A	Y	

FCAT SCORES Alpha Listing

MID (5261)

Test School Year: 2010/2011

Student Count: 81

<u>Race</u>	<u>Ethnic Ind</u>	<u>ELL</u>	<u>Current Team</u>	<u>Test Gr Lvl</u>	<u>Test Date</u>	<u>Subtest Cd</u>	<u>Rubric Score</u>	<u>Achv Lvl</u>	<u>Scale</u>	<u>DSS</u>	<u>Primary Exception</u>	<u>FRL</u>	<u>Low 30 Flag</u>
BLACK	N	ZZ		05	04/11/11	SSS READ	0	3	299	1588	SPECIFIC LEARNING DISABLED	Y	
BLACK	N	ZZ		05	04/11/11	SSS MATH	0	2	292	1475	SPECIFIC LEARNING DISABLED	Y	
BLACK	N	ZZ		05	04/11/11	SSS SCI	0	1	260	0000	SPECIFIC LEARNING DISABLED	Y	
BLACK	N	ZZ		05	04/11/11	SSS SCI	0	2	283	0000	N/A	Y	M
BLACK	N	ZZ		05	04/11/11	SSS READ	0	2	268	1414	N/A	Y	M
BLACK	N	ZZ		05	04/11/11	SSS MATH	0	1	237	1216	N/A	Y	M
HISPANIC	Y	LZ		05	04/11/11	SSS SCI	0	1	201	0000	N/A	N	
HISPANIC	Y	LZ		05	04/11/11	SSS MATH	0	1	263	1338	N/A	N	
HISPANIC	Y	LZ		05	04/11/11	SSS READ	0	2	262	1381	N/A	N	
BLACK	N	ZZ		05	04/11/11	SSS SCI	0	1	264	0000	N/A	Y	M
BLACK	N	ZZ		05	04/11/11	SSS READ	0	1	245	1285	N/A	Y	M
BLACK	N	ZZ		05	04/11/11	SSS MATH	0	1	237	1216	N/A	Y	M
BLACK	N	LZ		05	04/11/11	SSS MATH	0	1	199	1036	N/A	Y	B
BLACK	N	LZ		05	04/11/11	SSS SCI	0	1	143	0000	N/A	Y	B
BLACK	N	LZ		05	04/11/11	SSS READ	0	1	199	1028	N/A	Y	B
BLACK	N	ZZ		05	04/11/11	SSS MATH	0	2	320	1607	N/A	Y	
BLACK	N	ZZ		05	04/11/11	SSS READ	0	4	338	1806	N/A	Y	
BLACK	N	ZZ		05	04/11/11	SSS SCI	0	2	316	0000	N/A	Y	

FCAT SCORES Alpha Listing

IID (5261)

Test School Year: 2010/2011

Student Count: 62

<u>Race</u>	<u>Ethnic</u> <u>Ind</u>	<u>ELL</u>	<u>Current</u> <u>Team</u>	<u>Test Gr</u> <u>Lvl</u>	<u>Test Date</u>	<u>Subtest Cd</u>	<u>Rubric</u> <u>Score</u>	<u>Achv</u> <u>Lvl</u>	<u>Scale</u>	<u>DSS</u>	<u>Primary Exception</u>	<u>FRL</u>	<u>Low 30</u> <u>Flag</u>
BLACK	N	ZZ		06	04/11/11	SSS MATH	0	1	277	1532	N/A	Y	R
BLACK	N	ZZ		06	04/11/11	SSS READ	0	1	241	1321	N/A	Y	R
BLACK	N	LZ		06	04/11/11	SSS MATH	0	1	221	1291	N/A	Y	M
BLACK	N	LZ		06	04/11/11	SSS READ	0	2	275	1510	N/A	Y	M
BLACK	N	ZZ		06	04/11/11	SSS MATH	0	1	262	1467	N/A	Y	
BLACK	N	ZZ		06	04/11/11	SSS READ	0	2	291	1598	N/A	Y	
BLACK	N	ZZ		06	04/11/11	SSS MATH	0	1	260	1459	N/A	Y	
BLACK	N	ZZ		06	04/11/11	SSS READ	0	2	285	1565	N/A	Y	
BLACK	N	ZZ		06	04/11/11	SSS MATH	0	4	389	2014	N/A	Y	
BLACK	N	ZZ		06	04/11/11	SSS READ	0	3	336	1848	N/A	Y	
BLACK	N	LZ		06	04/11/11	SSS READ	0	3	319	1754	N/A	Y	
BLACK	N	LZ		06	04/11/11	SSS MATH	0	1	247	1403	N/A	Y	
BLACK	N	ZZ		06	04/11/11	SSS MATH	0	1	219	1282	SPECIFIC LEARNING DISABLED	Y	B

FCAT SCORES Alpha Listing

1. MID (5261)

Test School Year: 2010/2011

Student Count: 81

<u>Race</u>	<u>Ethnic Ind</u>	<u>ELL</u>	<u>Current Team</u>	<u>Test Gr Lvl</u>	<u>Test Date</u>	<u>Subtest Cd</u>	<u>Rubric Score</u>	<u>Achv Lvl</u>	<u>Scale</u>	<u>DSS</u>	<u>Primary Exception</u>	<u>FRL</u>	<u>Low 30 Flag</u>
BLACK	N	ZZ		05	04/11/11	SSS MATH	0	2	316	1588	EMOTIONAL/BEHAVIORAL DISABIL.	Y	
BLACK	N	ZZ		05	04/11/11	SSS READ	0	1	239	1252	EMOTIONAL/BEHAVIORAL DISABIL.	Y	
BLACK	N	ZZ		05	04/11/11	SSS SCI	0	1	170	0000	EMOTIONAL/BEHAVIORAL DISABIL.	Y	
BLACK	N	ZZ		05	04/11/11	SSS READ	0	1	141	0703	N/A	Y	B
BLACK	N	ZZ		05	04/11/11	SSS SCI	0	1	164	0000	N/A	Y	B
BLACK	N	ZZ		05	04/11/11	SSS MATH	0	1	230	1182	N/A	Y	B
BLACK	N	ZZ		05	04/11/11	SSS MATH	0	1	268	1362	N/A	Y	
BLACK	N	ZZ		05	04/11/11	SSS SCI	0	1	256	0000	N/A	Y	
BLACK	N	ZZ		05	04/11/11	SSS READ	0	3	306	1627	N/A	Y	
BLACK	N	ZZ		05	04/11/11	SSS MATH	0	1	250	1277	N/A	Y	B
BLACK	N	ZZ		05	04/11/11	SSS READ	0	1	234	1224	N/A	Y	B
BLACK	N	ZZ		05	04/11/11	SSS SCI	0	1	205	0000	N/A	Y	B
BLACK	N	ZZ		05	04/11/11	SSS MATH	0	1	213	1102	N/A	Y	B
BLACK	N	ZZ		05	04/11/11	SSS READ	0	1	218	1134	N/A	Y	B
BLACK	N	ZZ		05	04/11/11	SSS SCI	0	1	165	0000	N/A	Y	B

FCAT SCORES Alpha Listing

MID (5261)

Test School Year: 2010/2011

Student Count: 81

<u>Race</u>	<u>Ethnic Ind</u>	<u>ELL</u>	<u>Current Team</u>	<u>Test Gr Lvl</u>	<u>Test Date</u>	<u>Subtest Cd</u>	<u>Rubric Score</u>	<u>Achv Lvl</u>	<u>Scale</u>	<u>DSS</u>	<u>Primary Exception</u>	<u>FRL</u>	<u>Low 30 Flag</u>
HISPANIC	Y	LF		05	04/11/11	SSS SCI	0	1	179	0000	SPECIFIC LEARNING DISABLED	Y	R
BLACK	N	ZZ		05	04/11/11	SSS MATH	0	1	280	1418	N/A	Y	R
BLACK	N	ZZ		05	04/11/11	SSS READ	0	1	196	1011	N/A	Y	R
BLACK	N	ZZ		05	04/11/11	SSS SCI	0	1	217	0000	N/A	Y	R
BLACK	N	ZZ		05	04/11/11	SSS SCI	0	1	217	0000	N/A	Y	B
BLACK	N	ZZ		05	04/11/11	SSS READ	0	1	189	0972	N/A	Y	B
BLACK	N	ZZ		05	04/11/11	SSS MATH	0	1	238	1220	N/A	Y	B
BLACK	N	ZZ		05	04/11/11	SSS SCI	0	1	263	0000	N/A	Y	R
BLACK	N	ZZ		05	04/11/11	SSS MATH	0	1	274	1390	N/A	Y	R
BLACK	N	ZZ		05	04/11/11	SSS READ	0	1	238	1246	N/A	Y	R
BLACK	N	ZZ		05	04/11/11	SSS SCI	0	2	307	0000	N/A	Y	
BLACK	N	ZZ		05	04/11/11	SSS READ	0	3	309	1644	N/A	Y	
BLACK	N	ZZ		05	04/11/11	SSS MATH	0	2	301	1517	N/A	Y	
BLACK	N	LY		05	04/11/11	SSS READ	0	1	202	1045	N/A	Y	B
BLACK	N	LY		05	04/11/11	SSS SCI	0	1	259	0000	N/A	Y	B

FCAT SCORES Alpha Listing

MID (5261)

Test School Year: 2010/2011

Student Count: 81

<u>Race</u>	<u>Ethnic Ind</u>	<u>ELL</u>	<u>Current Team</u>	<u>Test Gr Lvl</u>	<u>Test Date</u>	<u>Subtest Cd</u>	<u>Rubric Score</u>	<u>Achv Lvl</u>	<u>Scale</u>	<u>DSS</u>	<u>Primary Exception</u>	<u>FRL</u>	<u>Low 30 Flag</u>
BLACK	N	ZZ		05	04/11/11	SSS MATH	0	2	309	1555	N/A	Y	
BLACK	N	ZZ		05	04/11/11	SSS READ	0	2	267	1409	N/A	Y	
BLACK	N	ZZ		05	04/11/11	SSS SCI	0	1	231	0000	N/A	Y	
BLACK	N	ZZ		05	04/11/11	SSS READ	0	3	328	1750	N/A	Y	
BLACK	N	ZZ		05	04/11/11	SSS MATH	0	1	275	1395	N/A	Y	
BLACK	N	ZZ		05	04/11/11	SSS SCI	0	1	179	0000	N/A	Y	
HISPANIC	Y	LZ		05	04/11/11	SSS MATH	0	3	352	1758	N/A	Y	
HISPANIC	Y	LZ		05	04/11/11	SSS SCI	0	2	274	0000	N/A	Y	
HISPANIC	Y	LZ		05	04/11/11	SSS READ	0	3	316	1683	N/A	Y	
HISPANIC	Y	LZ		05	04/11/11	SSS SCI	0	1	249	0000	N/A	Y	
HISPANIC	Y	LZ		05	04/11/11	SSS MATH	0	2	313	1574	N/A	Y	
HISPANIC	Y	LZ		05	04/11/11	SSS READ	0	2	273	1442	N/A	Y	
BLACK	N	LZ		05	04/11/11	SSS SCI	0	3	333	0000	N/A	Y	
BLACK	N	LZ		05	04/11/11	SSS MATH	0	4	377	1876	N/A	Y	
BLACK	N	LZ		05	04/11/11	SSS READ	0	4	332	1772	N/A	Y	
HISPANIC	Y	LF		05	04/11/11	SSS READ	0	1	238	1246	SPECIFIC LEARNING DISABLED	Y	R
HISPANIC	Y	LF		05	04/11/11	SSS MATH	0	3	327	1640	SPECIFIC LEARNING DISABLED	Y	R

FCAT SCORES Alpha Listing

VID (5261)

Test School Year: 2010/2011

Student Count: 81

<u>Race</u>	<u>Ethnic Ind</u>	<u>ELL</u>	<u>Current Team</u>	<u>Test Gr Lvl</u>	<u>Test Date</u>	<u>Subtest Cd</u>	<u>Rubric Score</u>	<u>Achv Lvl</u>	<u>Scale</u>	<u>DSS</u>	<u>Primary Exception</u>	<u>FRL</u>	<u>Low 30 Flag</u>
BLACK	N	ZZ		05	04/11/11	SSS MATH	0	2	309	1555	N/A	Y	
BLACK	N	ZZ		05	04/11/11	SSS READ	0	1	253	1330	N/A	Y	
BLACK	N	ZZ		05	04/11/11	SSS SCI	0	1	272	0000	N/A	Y	
BLACK	N	ZZ		05	04/11/11	SSS MATH	0	2	304	1532	N/A	N	
BLACK	N	ZZ		05	04/11/11	SSS READ	0	3	305	1621	N/A	N	
BLACK	N	ZZ		05	04/11/11	SSS SCI	0	3	331	0000	N/A	N	
BLACK	N	ZZ		05	04/11/11	SSS MATH	0	2	299	1508	N/A	Y	
BLACK	N	ZZ		05	04/11/11	SSS SCI	0	2	285	0000	N/A	Y	
BLACK	N	ZZ		05	04/11/11	SSS READ	0	1	255	1341	N/A	Y	
BLACK	N	LZ		05	04/11/11	SSS READ	0	2	276	1459	N/A	Y	
BLACK	N	LZ		05	04/11/11	SSS SCI	0	1	249	0000	N/A	Y	
BLACK	N	LZ		05	04/11/11	SSS MATH	0	2	291	1470	N/A	Y	
HISPANIC	Y	LF		05	04/11/11	SSS MATH	0	1	100	0569	N/A	Y	M
HISPANIC	Y	LF		05	04/11/11	SSS READ	0	2	262	1381	N/A	Y	M
HISPANIC	Y	LF		05	04/11/11	SSS SCI	0	1	201	0000	N/A	Y	M

FCAT SCORES Alpha Listing

WID (5261)

Test School Year: 2010/2011

Student Count: 48

<u>Race</u>	<u>Ethnic Ind</u>	<u>ELL</u>	<u>Current Team</u>	<u>Test Gr Lvl</u>	<u>Test Date</u>	<u>Subtest Cd</u>	<u>Rubric Score</u>	<u>Achv Lvl</u>	<u>Scale</u>	<u>DSS</u>	<u>Primary Exception</u>	<u>FRL</u>	<u>Low 30 Flag</u>
HISPANIC	Y	ZZ		07	04/11/11	SSS READ	0	2	287	1651	N/A	Y	
ASIAN	N	ZZ		07	04/11/11	SSS READ	0	1	264	1530	N/A	Y	
ASIAN	N	ZZ		07	04/11/11	SSS MATH	0	2	296	1748	N/A	Y	
NATIVE	N	ZZ		07	04/11/11	SSS READ	0	1	212	1258	N/A	Y	B
NATIVE	N	ZZ		07	04/11/11	SSS MATH	0	1	133	1091	N/A	Y	B
HISPANIC	Y	LZ		07	04/11/11	SSS READ	0	2	272	1572	N/A	Y	
HISPANIC	Y	LZ		07	04/11/11	SSS MATH	0	1	255	1583	N/A	Y	
BLACK	N	ZZ		07	04/11/11	SSS READ	0	2	294	1687	N/A	Y	
BLACK	N	ZZ		07	04/11/11	SSS MATH	0	1	269	1640	N/A	Y	
BLACK	N	ZZ		07	04/11/11	SSS MATH	0	1	221	1446	N/A	Y	M
BLACK	N	ZZ		07	04/11/11	SSS READ	0	1	250	1457	N/A	Y	M
BLACK	N	ZZ		07	04/11/11	SSS MATH	0	1	195	1341	SPECIFIC LEARNING DISABLED	Y	B
BLACK	N	ZZ		07	04/11/11	SSS READ	0	1	154	0954	SPECIFIC LEARNING DISABLED	Y	B
BLACK	N	ZZ		07	04/11/11	SSS MATH	0	1	228	1474	N/A	Y	M
BLACK	N	ZZ		07	04/11/11	SSS READ	0	2	269	1556	N/A	Y	M
BLACK	N	ZZ		07	04/11/11	SSS MATH	0	1	249	1559	SPECIFIC LEARNING DISABLED	Y	R
BLACK	N	ZZ		07	04/11/11	SSS READ	0	1	249	1452	SPECIFIC LEARNING DISABLED	Y	R
HISPANIC	Y	LY		07	04/11/11	SSS MATH	0	1	230	1482	LANGUAGE IMPAIRED	Y	B

FCAT SCORES Alpha Listing

MID (5261)

Test School Year: 2010/2011

Student Count: 48

Race	Ethnic Ind	ELL	Current Team	Test Gr Lvl	Test Date	Subtest Cd	Rubric Score	Achv Lvl	Scale	DSS	Primary Exception	FRL	Low 30 Flag
BLACK	N	ZZ		07	04/11/11	SSS MATH	0	3	326	1870	N/A	Y	
BLACK	N	ZZ		07	04/11/11	SSS MATH	0	2	297	1753	N/A	Y	R
BLACK	N	ZZ		07	04/11/11	SSS READ	0	1	246	1436	N/A	Y	R
BLACK	N	ZZ		07	04/11/11	SSS MATH	0	4	353	1978	N/A	Y	
BLACK	N	ZZ		07	04/11/11	SSS READ	0	4	378	2128	N/A	Y	
BLACK	N	ZZ		07	04/11/11	SSS READ	0	2	297	1703	N/A	Y	
BLACK	N	ZZ		07	04/11/11	SSS MATH	0	2	304	1781	N/A	Y	
BLACK	N	LZ		07	04/11/11	SSS MATH	0	3	332	1894	N/A	Y	
BLACK	N	LZ		07	04/11/11	SSS READ	0	3	327	1860	N/A	Y	
BLACK	N	ZZ		07	04/11/11	SSS MATH	0	1	100	0958	SPECIFIC LEARNING DISABLED	Y	B
BLACK	N	ZZ		07	04/11/11	SSS READ	0	1	155	0959	SPECIFIC LEARNING DISABLED	Y	B
BLACK	N	ZZ		07	04/11/11	SSS READ	0	1	193	1158	N/A	Y	R
BLACK	N	ZZ		07	04/11/11	SSS MATH	0	1	265	1623	N/A	Y	R
BLACK	N	ZZ		07	04/11/11	SSS READ	0	1	253	1473	N/A	Y	M
BLACK	N	ZZ		07	04/11/11	SSS MATH	0	1	237	1510	N/A	Y	M
BLACK	N	ZZ		07	04/11/11	SSS MATH	0	3	308	1797	GIFTED	Y	
BLACK	N	ZZ		07	04/11/11	SSS READ	0	4	366	2065	GIFTED	Y	
HISPANIC	Y	ZZ		07	04/11/11	SSS MATH	0	3	309	1801	N/A	Y	

FCAT SCORES

Alpha Listing

MID (5261)

Test School Year: 2010/2011

Student Count: 48

Race	Ethnic Ind	ELL	Current Team	Test Gr Lvl	Test Date	Subtest Cd	Rubric Score	Achv Lvl	Scale	DSS	Primary Exception	FRL	Low 30 Flag
HISPANIC	Y	LZ		07	04/11/11	SSS MATH	0	1	254	1579	N/A	Y	
HISPANIC	Y	LZ		07	04/11/11	SSS READ	0	4	347	1965	N/A	Y	
BLACK	N	ZZ		07	04/11/11	SSS READ	0	1	256	1488	N/A	Y	
BLACK	N	ZZ		07	04/11/11	SSS MATH	0	1	269	1640	N/A	Y	
BLACK	N	ZZ		07	04/11/11	SSS MATH	0	2	288	1716	N/A	Y	R
BLACK	N	ZZ		07	04/11/11	SSS READ	0	1	234	1373	N/A	Y	R
BLACK	N	ZZ		07	04/11/11	SSS MATH	0	3	339	1922	N/A	Y	
BLACK	N	ZZ		07	04/11/11	SSS READ	0	2	294	1687	N/A	Y	
BLACK	N	ZZ		07	04/11/11	SSS MATH	0	1	243	1535	OTHER HEALTH IMPAIRED	Y	M
BLACK	N	ZZ		07	04/11/11	SSS READ	0	2	279	1609	OTHER HEALTH IMPAIRED	Y	M
MULTI	N	ZZ		07	04/11/11	SSS READ	0	4	344	1949	N/A	Y	
MULTI	N	ZZ		07	04/11/11	SSS MATH	0	2	295	1744	N/A	Y	
BLACK	N	LY		07	04/11/11	SSS READ	0	1	238	1394	N/A	Y	R
BLACK	N	LY		07	04/11/11	SSS MATH	0	2	279	1680	N/A	Y	R
BLACK	N	ZZ		07	04/11/11	SSS MATH	0	1	272	1652	N/A	Y	
BLACK	N	ZZ		07	04/11/11	SSS MATH	0	1	160	1200	LANGUAGE IMPAIRED	Y	B
BLACK	N	ZZ		07	04/11/11	SSS READ	0	1	193	1158	LANGUAGE IMPAIRED	Y	B
BLACK	N	ZZ		07	04/11/11	SSS MATH	0	2	302	1773	N/A	N	
BLACK	N	ZZ		07	04/11/11	SSS READ	0	4	388	2180	N/A	N	
BLACK	N	ZZ		07	04/11/11	SSS READ	0	2	297	1703	N/A	Y	

FCAT SCORES Alpha Listing

MID (5261)

Test School Year: 2010/2011

Student Count: 48

<u>Race</u>	<u>Ethnic Ind</u>	<u>ELL</u>	<u>Current Team</u>	<u>Test Gr Lvl</u>	<u>Test Date</u>	<u>Subtest Cd</u>	<u>Rubric Score</u>	<u>Achv Lvl</u>	<u>Scale</u>	<u>DSS</u>	<u>Primary Exception</u>	<u>FRL</u>	<u>Low 30 Flag</u>
BLACK	N	ZZ		07	04/11/11	SSS READ	0	2	268	1551	LANGUAGE IMPAIRED	Y	M
BLACK	N	ZZ		07	04/11/11	SSS READ	0	1	258	1499	N/A	Y	
BLACK	N	ZZ		07	04/11/11	SSS MATH	0	3	307	1793	N/A	Y	
BLACK	N	LF		07	04/11/11	SSS MATH	0	1	237	1510	N/A	Y	M
BLACK	N	LF		07	04/11/11	SSS READ	0	2	278	1604	N/A	Y	M
BLACK	N	ZZ		07	04/11/11	SSS READ	0	2	289	1661	N/A	Y	
BLACK	N	ZZ		07	04/11/11	SSS MATH	0	1	267	1631	N/A	Y	
HISPANIC	Y	LY		07	04/11/11	SSS MATH	0	1	221	1446	N/A	Y	M
BLACK	N	ZZ		07	04/11/11	SSS READ	0	3	343	1944	N/A	Y	
BLACK	N	ZZ		07	04/11/11	SSS MATH	0	3	329	1882	N/A	Y	
WHITE	N	ZZ		07	04/11/11	SSS READ	0	4	385	2164	N/A	Y	
WHITE	N	ZZ		07	04/11/11	SSS MATH	0	2	294	1740	N/A	Y	
BLACK	N	ZZ		07	04/11/11	SSS READ	0	2	275	1588	N/A	Y	
BLACK	N	ZZ		07	04/11/11	SSS MATH	0	2	299	1761	N/A	Y	
BLACK	N	LZ		07	04/11/11	SSS READ	0	1	112	0734	SPECIFIC LEARNING DISABLED	Y	B
BLACK	N	LZ		07	04/11/11	SSS MATH	0	1	100	0958	SPECIFIC LEARNING DISABLED	Y	B

FCAT SCORES Alpha Listing

. MID (5261)

Test School Year: 2010/2011

Student Count: 48

Race	Ethnic Ind	ELL	Current Team	Test Gr Lvl	Test Date	Subtest Cd	Rubric Score	Achv Lvl	Scale	DSS	Primary Exception	FRL	Low 30 Flag
BLACK	N	ZZ		07	04/11/11	SSS READ	0	1	245	1431	N/A	Y	R
BLACK	N	ZZ		07	04/11/11	SSS MATH	0	1	249	1559	N/A	Y	R
BLACK	N	ZZ		07	04/11/11	SSS MATH	0	3	310	1805	N/A	Y	
BLACK	N	ZZ		07	04/11/11	SSS READ	0	3	336	1908	N/A	Y	
ASIAN	N	ZZ		07	04/11/11	SSS MATH	0	3	339	1922	N/A	Y	
ASIAN	N	ZZ		07	04/11/11	SSS READ	0	5	416	2327	N/A	Y	
BLACK	N	LZ		07	04/11/11	SSS MATH	0	2	298	1757	SPECIFIC LEARNING DISABLED	Y	
BLACK	N	LZ		07	04/11/11	SSS READ	0	3	336	1908	SPECIFIC LEARNING DISABLED	Y	
BLACK	N	ZZ		07	04/11/11	SSS MATH	0	3	318	1837	N/A	Y	
BLACK	N	ZZ		07	04/11/11	SSS READ	0	3	340	1928	N/A	Y	
BLACK	N	LF		07	04/11/11	SSS MATH	0	3	333	1898	N/A	Y	
BLACK	N	LF		07	04/11/11	SSS READ	0	4	366	2065	N/A	Y	
BLACK	N	ZZ		07	04/11/11	SSS READ	0	3	326	1855	N/A	Y	
BLACK	N	ZZ		07	04/11/11	SSS MATH	0	2	304	1781	N/A	Y	
BLACK	N	ZZ		07	04/11/11	SSS MATH	0	1	220	1442	AUTISTIC	Y	M
BLACK	N	ZZ		07	04/11/11	SSS READ	0	1	256	1488	AUTISTIC	Y	M
BLACK	N	ZZ		07	04/11/11	SSS MATH	0	1	197	1349	LANGUAGE IMPAIRED	Y	M

FCAT SCORES Alpha Listing

MID (5261)

Test School Year: 2010/2011

Student Count: 62

<u>Race</u>	<u>Ethnic Ind</u>	<u>ELL</u>	<u>Current Team</u>	<u>Test Gr Lvl</u>	<u>Test Date</u>	<u>Subtest Cd</u>	<u>Rubric Score</u>	<u>Achy Lvl</u>	<u>Scale</u>	<u>DSS</u>	<u>Primary Exception</u>	<u>FRL</u>	<u>Low 30 Flag</u>
BLACK	N	ZZ		06	04/11/11	SSS MATH	0	2	285	1566	N/A	Y	
BLACK	N	ZZ		06	04/11/11	SSS READ	0	2	282	1549	N/A	Y	
BLACK	N	LF		06	04/11/11	SSS READ	0	2	268	1471	N/A	Y	
BLACK	N	LF		06	04/11/11	SSS MATH	0	3	321	1721	N/A	Y	
HISPANIC	Y	LY		06	04/11/11	SSS READ	0	1	203	1110	N/A	Y	R
HISPANIC	Y	LY		06	04/11/11	SSS MATH	0	1	239	1368	N/A	Y	R
BLACK	N	ZZ		06	04/11/11	SSS READ	0	3	320	1759	N/A	Y	M
BLACK	N	ZZ		06	04/11/11	SSS MATH	0	1	227	1317	N/A	Y	M
BLACK	N	ZZ		06	04/11/11	SSS READ	0	1	125	0678	OTHER HEALTH IMPAIRED	Y	B
BLACK	N	ZZ		06	04/11/11	SSS MATH	0	1	156	1011	OTHER HEALTH IMPAIRED	Y	B
BLACK	N	ZZ		06	04/11/11	SSS MATH	0	1	266	1485	N/A	N	
BLACK	N	ZZ		06	04/11/11	SSS READ	0	3	327	1798	N/A	N	

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

F2010-S2011

Reading Learning Gain

Economically Disadvantaged	Num Students	Mean	Q1	Median	Q3	Proportion with growth >= Expected	Mean Spring	Proportion NCE >=50
Econ. Disadv	352	1.00	0.91	1.00	1.08	0.51	34.79	0.20
Not Econ.Dis	8	1.06	0.99	1.05	1.15	0.75	48.64	0.38
School	360	1.00	0.92	1.00	1.08	0.51	35.10	0.21

Math Learning Gain

Economically Disadvantaged	Num Students	Mean	Q1	Median	Q3	Proportion with growth >= Expected	Mean Spring	Proportion NCE >=50
Econ. Disadv	380	1.03	0.94	1.01	1.11	0.57	38.52	0.28
Not Econ.Dis	8	1.09	1.05	1.07	1.13	0.88	46.31	0.50
School	388	1.03	0.95	1.02	1.11	0.58	38.68	0.29

Average Learning Gain

Economically Disadvantaged	Num Students	Mean	Q1	Median	Q3	Proportion with growth >= Expected
Econ. Disadv	348	1.01	0.94	1.00	1.07	0.51
Not Econ.Dis	8	1.07	1.02	1.07	1.10	0.88
School	356	1.02	0.94	1.00	1.07	0.52

Imagine Charter School at North Lauderdale

7/25/2011

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F2010-S2011

Reading Learning Gain

Race	Num Students	Mean	Q1	Median	Q3	Proportion w/Growth ≥ Expected	Mean Spring NCE	Proportion NCE ≥ 50
Afr. Amer.	284	0.99	0.90	0.98	1.07	0.48	34.34	0.19
Am.Ind./Alask.	1	1.00	1.00	1.00	1.00	1.00	6.70	0.00
Asian	10	1.00	0.91	1.02	1.09	0.50	47.35	0.50
Hispanic/Lat.	57	1.05	0.98	1.04	1.11	0.70	35.70	0.23
Mixed	1	0.93	0.93	0.93	0.93	0.00	64.90	1.00
White	7	0.97	0.93	0.95	1.07	0.43	43.26	0.29
Sc	360	1.00	0.92	1.00	1.08	0.51	35.10	0.21

Math Learning Gain

Race	Num Students	Mean	Q1	Median	Q3	Proportion w/Growth ≥ Expected	Mean Spring NCE	Proportion NCE ≥ 50
Afr. Amer.	309	1.03	0.94	1.02	1.11	0.58	37.78	0.27
Am.Ind./Alask.	1	1.29	1.29	1.29	1.29	1.00	51.60	1.00
Asian	11	1.02	0.88	1.06	1.13	0.73	42.89	0.45
Hispanic/Lat.	58	1.05	0.95	1.01	1.10	0.57	41.16	0.34
Mixed	1	1.02	1.02	1.02	1.02	1.00	57.00	1.00
White	8	0.98	0.89	1.01	1.09	0.50	45.73	0.25
Sc	388	1.03	0.95	1.02	1.11	0.58	38.68	0.29

Average Learning Gain

Race	Num Students	Mean	Q1	Median	Q3	Proportion w/Growth ≥ Expected
Afr. Amer.	282	1.01	0.94	1.00	1.07	0.49
Am.Ind./Alask.	1	1.14	1.14	1.14	1.14	1.00
Asian	10	1.02	0.96	1.05	1.10	0.60
Hispanic/Lat.	55	1.05	0.98	1.03	1.08	0.65
Mixed	1	0.97	0.97	0.97	0.97	0.00
White	7	0.97	0.89	0.96	1.02	0.57
Sc	356	1.02	0.94	1.00	1.07	0.52

Imagine Charter School at North Lauderdale

F2010-S2011

Reading Learning Gain

Sex	Num Students	Mean	Q1	Median	Q3	Proportion With Growth >= Expected	Mean Spring NCE	Proportion NCE >=50
Female	177	1.00	0.92	1.00	1.09	0.50	38.09	0.25
Male	183	1.00	0.91	1.00	1.08	0.52	32.20	0.17
School	360	1.00	0.92	1.00	1.08	0.51	35.10	0.21

Math Learning Gain

Sex	Num Students	Mean	Q1	Median	Q3	Proportion With Growth >= Expected	Mean Spring NCE	Proportion NCE >=50
Female	193	1.04	0.95	1.03	1.11	0.61	40.05	0.28
Male	195	1.03	0.94	1.01	1.10	0.55	37.33	0.29
School	388	1.03	0.95	1.02	1.11	0.58	38.68	0.29

Average Learning Gain

Sex	Num Students	Mean	Q1	Median	Q3	Proportion With Growth >= Expected
Female	177	1.02	0.95	1.00	1.08	0.53
Male	179	1.01	0.94	1.00	1.06	0.51
School	356	1.02	0.94	1.00	1.07	0.52

Imagine Charter School at North Lauderdale

F2010-S2011

Reading Learning Gain

English Proficiency	Num Students	Mean	Q1	Median	Q3	Proportion with Growth >= expected	Mean Spring NCE	Proportion NCE >=50
Learner	61	1.05	0.96	1.04	1.13	0.66	34.98	0.16
Proficient	299	0.99	0.91	0.99	1.06	0.48	35.12	0.22
School	360	1.00	0.92	1.00	1.08	0.51	35.10	0.21

Math Learning Gain

English Proficiency	Num Students	Mean	Q1	Median	Q3	Proportion with Growth >= expected	Mean Spring NCE	Proportion NCE >=50
Learner	68	1.07	0.97	1.03	1.17	0.62	38.16	0.24
Proficient	320	1.03	0.94	1.02	1.10	0.57	38.79	0.30
School	388	1.03	0.95	1.02	1.11	0.58	38.68	0.29

Average Learning Gain

English Proficiency	Num Students	Mean	Q1	Median	Q3	Proportion with Growth >= expected
Learner	61	1.06	0.98	1.04	1.10	0.66
Proficient	295	1.01	0.94	1.00	1.07	0.49
School	356	1.02	0.94	1.00	1.07	0.52

**Learning Gain School : Imagine Charter School at North
Lauderdale - Years in Imagine**

F2010-S2011

Reading Learning Gain

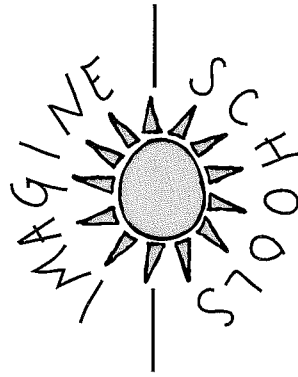
Years in Imagine	Num Students	Mean	Q1	Median	Q3	Proportion with Growth >= Expected	Mean Spring NCE	Proportion with NCE >= 50
1	113	1.00	0.93	1.00	1.06	0.53	35.71	0.22
2	110	1.02	0.91	1.02	1.11	0.60	35.93	0.23
3	54	0.98	0.90	0.97	1.07	0.41	33.93	0.19
4	36	1.01	0.95	1.02	1.09	0.58	32.31	0.11
5	23	0.98	0.89	0.94	1.07	0.35	35.20	0.17
6	15	0.95	0.86	0.93	0.99	0.20	28.95	0.13
7	7	1.01	0.95	0.98	1.10	0.43	46.11	0.57
8	2	0.96	0.85	0.96	1.06	0.50	42.85	0.50
Overall	360	1.00	0.92	1.00	1.08	0.51	35.10	0.21

Math Learning Gain

Years in Imagine	Num Students	Mean	Q1	Median	Q3	Proportion with Growth >= Expected	Mean Spring NCE	Proportion with NCE >= 50
1	122	1.02	0.94	1.00	1.08	0.52	38.73	0.27
2	122	1.07	0.95	1.05	1.21	0.62	40.53	0.36
3	61	1.01	0.95	1.00	1.06	0.51	35.10	0.16
4	35	1.06	1.00	1.06	1.11	0.77	39.04	0.31
5	23	1.03	0.97	1.03	1.05	0.70	40.81	0.35
6	15	0.98	0.88	0.99	1.08	0.47	33.53	0.13
7	8	0.92	0.83	0.90	1.02	0.38	37.45	0.25
8	2	1.07	0.98	1.07	1.15	0.50	45.00	0.50
Overall	388	1.03	0.95	1.02	1.11	0.58	38.68	0.29

Average Learning Gain

Years in Imagine	Num Students	Mean	Q1	Median	Q3	Proportion with Growth >= Expected
1	111	1.01	0.94	1.00	1.05	0.50
2	111	1.04	0.95	1.02	1.12	0.59
3	54	0.99	0.91	0.98	1.06	0.39
4	34	1.03	0.98	1.03	1.09	0.65
5	22	1.00	0.94	1.00	1.06	0.50
6	15	0.96	0.87	0.97	1.02	0.40
7	7	0.97	0.89	0.99	1.03	0.43
8	2	1.01	0.91	1.01	1.11	0.50
Overall	356	1.02	0.94	1.00	1.07	0.52



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.

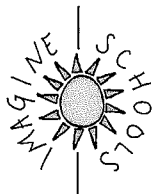
With gratitude,

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.

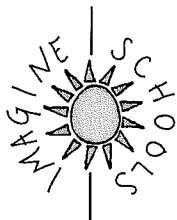
Important Dates:

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

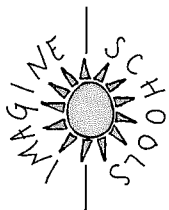
1. **It's All in the Mail:** Write and address two friendly letters to characters in your book.
2. **Quotable Quotations:** Identify important quotations made by different book characters, and explain why each quotation is important in the story.
3. **Write a New Ending:** Think of a new turn of events 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



Imagine Schools 2011-12 Advanced Reading Challenge Portfolio Table of Contents

Name _____

Grade_____

School Year _____

Teacher_____

[illegible]

*Parent/guardian, teacher, or Advanced Reading Challenge Coordinator may sign to confirm upon completion.

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</i> (Unabridged)	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, Beverlyley
<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>Donuthead</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.

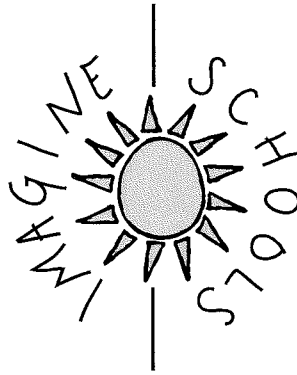
<h1>Advanced Reading Challenge</h1> <h2>Book List Grades 5 & 6</h2>	
<i>Team Moon: How 400,000 People Landed the Apollo 11 on the Moon</i>	Thimmesh, Catherine
<i>Mary Poppins</i>	Travers, P.L.
<i>Dicey's Song</i>	Voigt, Cynthia
<i>Daddy Long-Legs</i>	Webster, Jean
<i>Stuart Little</i>	White, E. B.
<i>The 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.

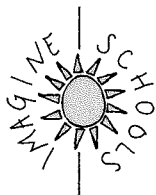
Grade-level book lists have been updated to provide more choices to students. As was the case in past years, by accepting this challenge students pledge to read each book and complete a short response of their choice in order to certify their accomplishment. We will give a \$100 U.S. Savings Bond to 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,

Eileen Bakke
Co-Founder
Imagine Schools

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.

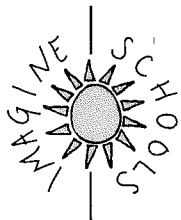
Important Dates:

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

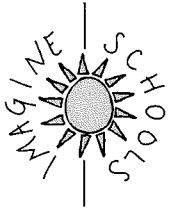
1. **It's All in the Mail:** Write and address two friendly letters to characters in your book.
2. **Quotable Quotations:** Identify important quotations made by different book characters, and explain why each quotation is important in the story.
3. **Write a New Ending:** Think of a new turn of events 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



Imagine Schools 2011-12 Advanced Reading Challenge Portfolio Table of Contents

Name _____

Grade _____

School Year _____

Teacher_____

[illegible]

*Parent/guardian, teacher, or Advanced Reading Challenge Coordinator may sign to confirm upon completion.

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>	Boulle, 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 Kinnan
<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.

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 essential elements.

This section of your guide specifies the Imagine Schools Curriculum Standards. For each standard, the following pages describe the **content** (what students should know) and the **applications** (what students should be able to do) that lead towards mastery of the standard. You will work with this section of the guide on a regular basis as you plan lessons and assessments.

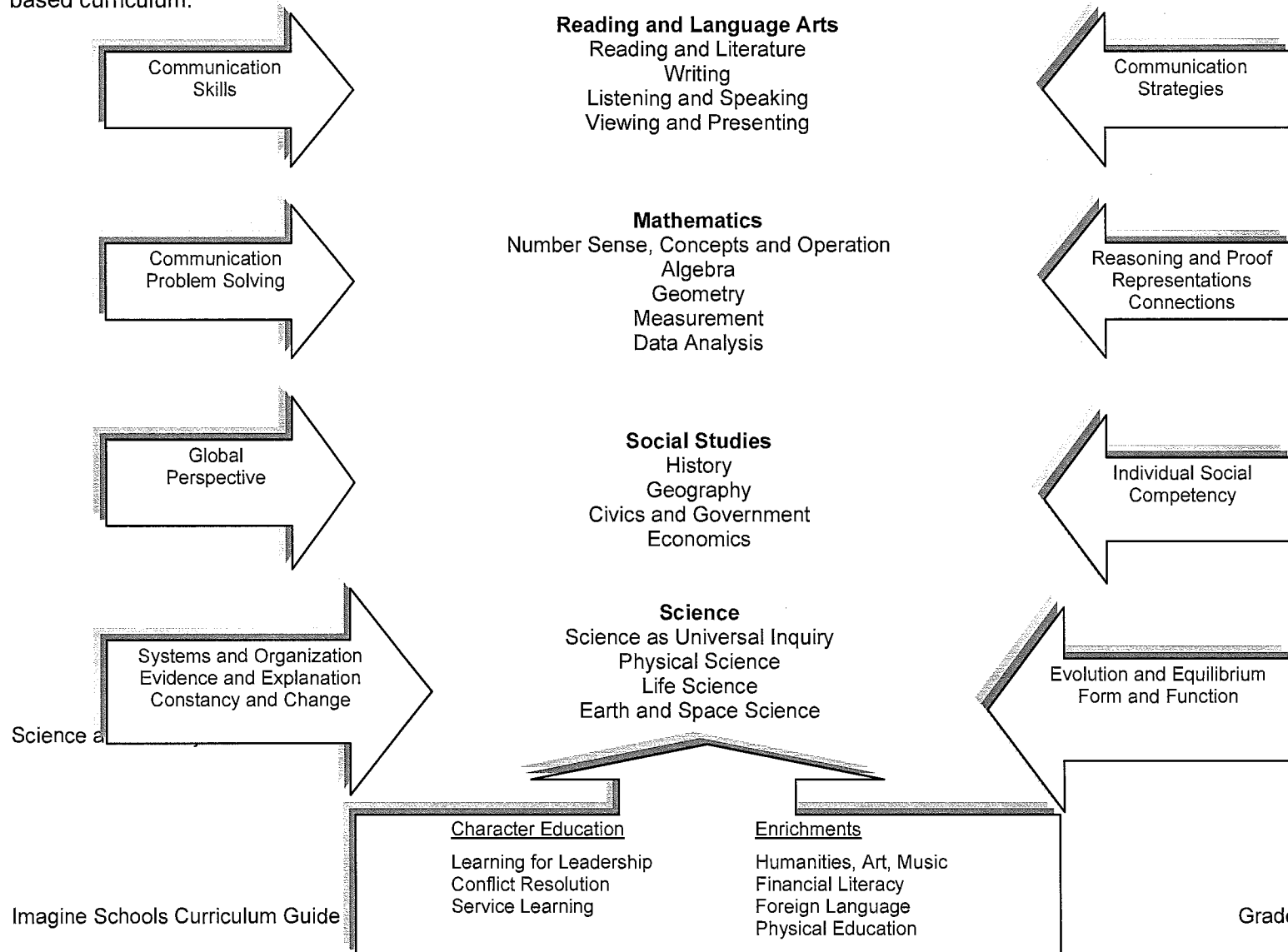
The standards of the core curriculum, both content and application, are your primary guides to what to teach and what to assess. Student learning of these standards is the heart of Imagine Schools classroom experience.

- 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

Prep Academy Reading and Language Arts



It is language that makes human beings unique. However, it is the writers of literature, the language they give to their characters, and the ideas their works convey that define human beings as individuals and mark our places in society. Not only do their stories, poems and plays entertain us, but they also teach us lessons about life. We learn about bravery and courage, about love and sacrifice, as well as about fear and distrust. We learn about the elegance of the human condition in its most noble moments and also about the tragedies and disappointments of humans at their lowest point. Some stories are told with joy, elation and pride; others are told with sorrow and pain. It is through these tellings and readings that we find our way and learn which steps to take on the journey of life.

It is by exposing students to all areas of the language/literature experience that we encourage them to explore their own thoughts, their relationships with others, their place in the world and to reflect on humans of all cultures and all times who have sought, seek and will continue to search for the meaning of life.

The strands, standards, content, and applications that follow are designed to give Imagine Schools' students the maximum opportunity to experience life through text; to talk, listen, read, write, and view life in its many varieties and, after reflection, to present their thoughts. It is our hope that, by working through these skills and objectives, our students will become learned, literate, productive, responsible, thoughtful human beings.

IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM
Prep Academy
Reading and Language Arts Standards

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 understand and effectively apply grammatical and mechanical conventions to written words.
	WR3: Students understand and effectively apply stylistic and rhetorical aspects of writing.
	WR4: Students effectively gather and use information and writing for a variety of purposes and with a variety of audiences.
Listening and Speaking	LS1: Students demonstrate and practice listening skills and strategies to comprehend oral communication in a variety of situations.
	LS2: Students effectively organize and deliver oral communication with a variety of audiences.
	LS3: Students apply speaking skills and strategies to communicate effectively with a variety of audiences and for different purposes.
Viewing and Presenting	VP1: Students demonstrate and practice viewing skills and employ strategies to understand, interpret and evaluate visual media.
	VP2: Students understand characteristics of visual media and implement effective strategies appropriately.
	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.
	VP4: Students acquire and effectively demonstrate stylistic and rhetorical aspects of presentation and performance.

IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM

SIXTH GRADE: READING AND LITERATURE (RE)

CONTENT (What students should know)	APPLICATION (What students should be able to do)	PERFORMANCE TARGETS (What specific targets students should meet during the year)
RE1: (PHONEMIC AWARENESS) Students are able to hear, isolate, blend, and segment sounds in words.		
If students are struggling with phonemic awareness, see standards in kindergarten and first grade.		
RE2: (PHONICS) Students are able to use and apply phonetic and word analysis skills while reading.		
If students are struggling with phonics, see standards in the primary grades.		
RE3: (VOCABULARY) The student uses multiple strategies to develop meaning and expand vocabulary.		
<ol style="list-style-type: none"> 1. Uses context and word clues to interpret words and ideas in text. 2. Uses word origins and derivations to understand word meaning (e.g., Latin and Greek roots, foreign words common to English language, historical influences on word usage). 3. Selects appropriate meaning for a word according to context. 4. Learns new words in a consistent manner (for example, through reading and writing activities). 5. Analyze word relationships such as analogies. 6. Distinguishes denotative and connotative meanings of words. 7. Explores origin and historical development of words. 	<p>Uses encyclopedias, web site, or an expert to clarify meaning to a text.</p> <p>Uses illustrations, diagrams, graphs, and maps to make prediction about text.</p>	<p>Using a random selection of words learned that week/month, and demonstrate proficiency (at least 80%) of understanding word meaning (write a simple definition, use in a sentence) and ability to use new words.</p> <p>Master approximately 25-40 new words per week across content areas.</p>

IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM

SIXTH GRADE: READING AND LITERATURE (RE)

CONTENT (What students should know)	APPLICATION (What students should be able to do)	PERFORMANCE TARGETS (What specific targets students should meet during the year)
8. Explores changes in sentence patterns of the years. 9. Identifies slang, both past and present. 10. Uses various strategies to extend reading vocabulary (e.g., analogies, idioms, figurative language, restatement, content specific vocabulary).		
RE4: (FLUENCY) Students can read text quickly, accurately, and with expression.		
1. The student will adjust reading rate based on purpose, text difficulty, form, and style.		122+ words per minute Fall 136+ words per minute Winter 147+ words per minute Spring With comprehension of the passage read. Fluency assessments should use grade level, unfamiliar text.
RE5: (COMPREHENSION SKILLS) Students demonstrate competence in the skills and strategies of the reading process.		
1. Read a variety of materials and demonstrate an understanding of text. 2. Apply pre-reading strategies, such as previewing and scanning. 3. Apply reading strategies, including the use of graphic organizers, to text material to: a) Gain meaning from key vocabulary words by using knowledge of prefixes, suffixes and roots b) Use techniques such as rereading, questioning, predicting, picturing and summarizing to interpret text c) Identify stated and implied main idea. d) Place events in sequential or chronological order.		Demonstrate at a mastery level of 80%, literal, inferential, and evaluative comprehension of grade level text. Independently, read 30-40 minutes daily, above and beyond homework assignments.

IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM

SIXTH GRADE: READING AND LITERATURE (RE)

CONTENT (What students should know)	APPLICATION (What students should be able to do)	PERFORMANCE TARGETS (What specific targets students should meet during the year)
<ul style="list-style-type: none"> e) Examines other sources to clarify meaning. f) Distinguish between fact and opinion g) Perceive relationships such as cause/effect, comparison/contrast h) Draw conclusions and make inferences i) Make judgments and evaluations. j) Summarizes text to recall, inform or organize ideas. <p>4. Makes predictions about purpose and organizations using background knowledge and text structure knowledge.</p> <p>5. Reads and predicts from graphic representations.</p> <p>6. Uses strategies such as graphic organizers and note-taking to clarify meaning and to illustrate organizational pattern of texts.</p>		
RE6: (COMPREHENSION – LITERARY TEXT) - Students effectively apply reading skills and strategies to understand, interpret and appreciate a wide variety of literary texts, including; poetry, drama, classic and contemporary literature.		
<p>1. Identify elements of various literary forms, such as drama, myths, short stories, novels, biographies, autobiographies and true adventure, with emphasis on short stories, autobiographies, and biographies.</p> <p>2. Identify and understand the function of story elements, such as characterization, plot, setting and theme to:</p> <ul style="list-style-type: none"> a) Examine characterization by noting a character's words, thoughts, and actions 	<p>Read selected short stories and demonstrate an understanding of story elements by creating a graphic or writing an essay to show how characterization, plot and setting develop the theme and meaning of a story.</p> <p>Make inferences or draw conclusions about characters' qualities and actions based on knowledge of the plot.</p>	<p>At an 80% mastery level on grade level assessments, students should be able to:</p> <ul style="list-style-type: none"> • locate and paraphrase main idea with supporting details, • use context to define words; locate and recall sequence; • draw inferences from context and background information; • summarize and synthesize information; • locate and recall information in texts with different structures;

IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM

SIXTH GRADE: READING AND LITERATURE (RE)

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>b) Identify events that advance the plot (conflict, climax, resolution)</p> <p>c) Assess the effect of setting on a piece of literature</p> <p>d) Identify theme as a universal thought and apply it to his/her life experiences</p> <p>4. Recognize elements of a writer's craft, such as the use of figurative language, foreshadowing and flashback.</p> <p>5. Understands the role of point of view in a literary or informational text.</p> <p>6. Read and share a wide variety of both teacher-recommended and self-selected literature for a sustained period each week.</p> <p>7. Recognize the works of prominent authors and illustrators, both past and present (e.g., Elizabeth Coatsworth, Mildred Taylor, Jerry Spinelli, Louisa May Alcott).</p> <p>8. Read and interpret poems by:</p> <p>a. Identifying sound effects used in poetry</p> <p>b. Distinguishing between and rhyme and internal rhyme</p> <p>c. Recognizing alliteration</p> <p>d. Distinguishing between metrical verse and free verse</p> <p>e. Identifying onomatopoeia</p> <p>9. Demonstrate an understanding of the essay as a literary form.</p> <p>10. Identify the characteristics and purpose of</p>	<p>Create a flow chart to illustrate plot development in a teacher assigned reading selection or a student selected novel to include:</p> <p>a) Main Problem</p> <p>b) Conflict</p> <p>c) Resolution</p> <p>Read examples of rhymed, alliterative poetry and free verse aloud in a group. Listen for the differences. Write about the type you preferred and why.</p> <p>Read a variety of short dramas and demonstrate the ability to interpret, analyze and synthesize text by producing a written piece of three to five paragraphs that analyzes two main characters from one drama by comparing and contrasting them.</p> <p>Read a variety of essays of each type: narrative and expository. Select two and write a three-paragraph paper describing the authors' purposes in each one.</p> <p>Read two selections from different cultures and compare and contrast the two in an essay or a graphic organizer such as a Venn Diagram.</p> <p>Interpret messages from speeches that are meant to be heard at different occasions (e.g., graduations, dedications, award ceremonies, or political events).</p>	<ul style="list-style-type: none"> locate and describe supporting details in a variety of texts; draw conclusions from phrases; analyze/interpret figurative language to draw conclusions; regroup information into a graphic organizer; identify literary elements.

IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM

SIXTH GRADE: READING AND LITERATURE (RE)

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>narrative, descriptive, expository and humorous essays.</p> <p>11. Recognize the use of language in literary works to convey mood, images and meaning (e.g., dialect, symbolism, irony, tone, figurative language).</p> <p>12. Recognize the effects of an author's style on the reader.</p> <p>13. Apply reading strategies within selections:</p> <ul style="list-style-type: none"> a) Monitor own reading by rereading, questioning and summarizing b) Perceive relationships c) Draw conclusions and make generalizations d) Identify author's purpose and point of view <p>14. Read and identify the literary forms of poetry and drama.</p> <p>15. Demonstrate an understanding of literary forms, such as drama, myths, short stories, novels, biographies/autobiographies, and true adventure.</p> <p>16. Understands ways culture and time period influence a literary work.</p> <p>17. Uses figurative language techniques to create and comprehend meaning (for example, similes, metaphors, analogies, anecdotes, sensory language).</p>	<p>Read at least two self-selected and/or teacher-suggested biographies capturing the essence of the personalities by illustrating their values and beliefs and describing significant events that shaped their lives.</p> <p>Maintain an ongoing log to be kept in the portfolio. Select two pieces of multicultural literature including poetry having a similar theme or main idea and design and present a multimedia production illustrating how the theme/main idea applies to self, others and/or the world community.</p> <p>Participate in literature circles to discuss and share independently selected titles.</p> <p>Produce a chart or essay indicating characteristics of narrative, dramatic and lyric poetry.</p> <p>Read a variety of plays. Compare and contrast a comedy and tragedy.</p> <ul style="list-style-type: none"> a) Comedy – use wit to avoid tragic circumstances b) Tragedy – unsuccessful heroic feat <p>Read a novel and demonstrate understanding of the major elements of a novel by writing an</p>	

IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM

SIXTH GRADE: READING AND LITERATURE (RE)

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>18. Respond to written works for a variety of purposes in a variety of ways, such as composition, discussion, art, music, drama, or multimedia presentations.</p> <p>19. Establish personal criteria to select literacy texts for pleasure (e.g., magazines and books) To develop a lifelong habit of reading.</p> <p>20. Read, listen to, discuss and evaluate a wide variety of both self-and teacher-selected poetry, prose and drama to gain a better understanding of self and others.</p> <p>21. Read, listen to, discuss and share a variety of multicultural literature.</p> <p>22. Recognize and identify the works of prominent poets, past and present (e.g. Carl Sandburg, Maya Angelou, Walt Whitman, Emily Dickinson).</p> <p>23. Recognize the styles and works of prominent playwrights (e.g., William Shakespeare).</p> <p>24. Knows different literary approaches that are used in literature.</p> <p>25. Recognizes that a literary text may elicit a variety of valid responses.</p> <p>26. Selects a key passage that reflects personal convictions.</p>	<p>essay analyzing the author's purpose and the novel's theme.</p> <p>Create a classroom web page to share information and book reviews.</p>	

IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM

SIXTH GRADE: READING AND LITERATURE (RE)

CONTENT (What students should know)	APPLICATION (What students should be able to do)	PERFORMANCE TARGETS (What specific targets students should meet during the year)
27. Explains or demonstrates how phrases, sentences, or passages relate to personal life.		
RE7: (COMPREHENSION – INFORMATIONAL TEXT) Students effectively apply reading skills and strategies to understand and evaluate a variety of informational texts, including textbooks, reference materials, biographies, directions, procedures, and articles.		
1. Know the defining characteristics of a variety of informational texts (e.g., textbooks, letters, procedures, essays, primary source historical works, editorials, catalogs, consumer documents).	Read two non-fiction selections, autobiography and biography, and compare and contrast these forms in an essay or a graphic organizer such as a Venn Diagram. Compare a biography and an autobiography about the same person focusing on the writer's bias, slant or point of view.	Complete, at a mastery level of 80%, a 3-5+ page research paper citing at least four different resources. Demonstrate comprehension and synthesis of information from the variety of sources.
2. Knows common recurring themes in literature		Demonstrate on comprehension quizzes 80% comprehension of a variety of informational texts.
3. Compares and contrasts themes across texts.	Demonstrate comprehension skills when reading for information by: a) Noting details b) Making judgments c) Sequencing events d) Predicting outcome	
4. Apply effective reading strategies to a variety of informational texts, showing an ability to: a) Adjust reading rate as appropriate to text b) Distinguish fact from opinion c) Perceive relationships (comparison/contrast) d) Obtain data and facts from several sources. e) Recognize appropriateness of information to topic f) Organize by taking notes or using graphic organizers g) Understand graphics, such as tables or charts h) Synthesize information	Read instructions to games, computer programs, model kits and craft projects in order to follow directions. Interview someone in the school or community. Write a biography that strictly uses the facts gained from the questions. Demonstrate the ability to access and use information for a selected topic: 1. Plan research by creating an outline 2. Draw on at least four resources including:	

IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM**SIXTH GRADE: READING AND LITERATURE (RE)**

CONTENT (What students should know)	APPLICATION (What students should be able to do)	PERFORMANCE TARGETS (What specific targets students should meet during the year)
5. Apply critical thinking skills to: a) Recognize propaganda b) Classify/categorize information c) Select information to support an opinion d) Evaluate a writer's bias, slant or point of view 6. Discusses the meaning and role of point of view in a variety of texts. 7. States author's purpose and relates it to specific details from text. 8. Forms and revises question for investigation (includes but not limited to questions arising from readings). 9. Chooses appropriate reference material to research purpose. 10. Uses multiple sources to locate information relevant to research questions (electronic texts, experts, print resources) 11. Choose the appropriate sources for finding information on a given topic. a) Use electronic technology b) Investigate informational text 12. Summarize and paraphrase information in texts (e.g., chronological order, main idea, critical details, author's voice). 13. Explore real world topics by applying appropriate reading skills.	3. Internet 4. Encyclopedia 5. Periodicals 6. Books Add relevant information to outline Use information to prepare a written report related to a grade level thematic unit Select a topic and: a) Choose three appropriate references/resources to examine b) Develop an organizational pattern c) Produce either a written research paper or an oral presentation Select a controversial topic and write paragraphs, one in support of the topic and one against it. Identify a real world issue or topic for research purposes. Begin a scrapbook to include current events presented in visual media.	

**IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM
SIXTH GRADE: LISTENING AND SPEAKING (LS)**

CONTENT (What students should know)	APPLICATION (What students should be able to do)	MATERIALS AND RESOURCES
STANDARD LS1: Students demonstrate and practice skills and strategies for effective listening in a variety of situations and to a variety of media.		
1. Recognize a speaker's purpose in an oral presentation.	Observe a self- or teacher-selected media presentation and critique it according to self-developed criteria.	
2. Follow a set of oral directions.	Listen to oral directions for an art project, taking note of the steps and process to complete the project correctly.	
3. Develop a set of criteria to evaluate a variety of presentations.		
STANDARD LS2: Students use listening skills and strategies to communicate effectively with a variety of audiences and for different purposes.		
1. Recognize both verbal and nonverbal cues that affect meaning.	Interview someone in the school or community listening for facts to be used in a biographical sketch.	
2. Listen attentively to ascertain meaning by gathering facts, details and main ideas.	Reflect upon peer presentations of autobiographical profiles. Compare and contrast the information presented.	
3. Acquire appropriate listening skills to use in a variety of settings, such as drama, music and film.		
4. Gain a better understanding of others by listening to a variety of ideas from a variety of sources.		
STANDARD LS3: Students demonstrate and practice skills and strategies for speaking to communicate effectively with a variety of audiences and for different purposes.		
1. Give oral presentations (e.g., speech, poetry, recitation, report) using proper delivery techniques.	Develop and deliver an oral presentation of three to five minutes in length which: a) Uses appropriate delivery techniques suitable for audience and purpose b) Gives information, such as a book review or autobiography	
2. Participate in both small and large group discussions, generating questions and ideas that analyze information, such as investigating an area of interest.	Listen to a short story and take notes to gather information about the moral and physical courage of the characters.	
3. Gain a better understanding of self and others by discussing a variety of ideas from a variety of sources.		
4. Use appropriate speaking skills in real world situations.	Use rules of etiquette when answering the telephone and concluding a conversation.	

**IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM
SIXTH GRADE: VIEWING AND PRESENTING (VP)**

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 strategies to understand and interpret visual media.		
<ol style="list-style-type: none"> 1. Recognize and appreciate cultural similarities and differences as they appear in visual media. 2. Read, view and present a variety of multicultural material in print and non-print media, including but not limited to signs, posters, advertisements, videos, and news clips. 3. Recognize the motivation of a presenter using a visual mode of presentation. 	<p>View a teacher-selected media presentation and demonstrate understanding by writing an explanation or summary of one to three paragraphs in length.</p>	
STANDARD VP2: Students understand characteristics of visual media, and implement effective strategies appropriately.		
<ol style="list-style-type: none"> 1. Give oral presentations such as, but not limited to, reports, dramatizations and interviews, with appropriate visual media. 2. Develop criteria for assessment of a visual media presentation either individually or as part of a class project. 	<p>Understand how the type of media affects the coverage of events and issues (e.g., different mediums, radio, television, and newspaper cover same events differently).</p> <p>Retell a story using story events, actions and character development to summarize important points.</p> <p>Know distinguishing characteristics of effective visual presentation.</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. Choose the most efficient, reliable source for finding information. 2. Understand and use graphics, such as charts and diagrams, as appropriate to purpose. 3. Choose a variety of visual media and resources, including technological tools, to communicate with a variety of audiences for a variety of purposes. 	<p>Investigate a self-, group-, or teacher-selected topic. Explore a variety of resources and combine information, synthesize ideas, create and present, using visual media, the results of the investigation.</p> <p>Develop and deliver an oral presentation of three to five minutes using appropriate visual media.</p>	
STANDARD VP4: Students acquire and effectively demonstrate stylistic and rhetorical aspects of presentation and performance.		

**IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM
SIXTH GRADE: VIEWING AND PRESENTING (VP)**

CONTENT (What students should know)	APPLICATION (What students should be able to do)	MATERIALS AND RESOURCES
<ol style="list-style-type: none"> 1. Choose the appropriate style of presentation for the audience (e.g., oral presentation, display, newspaper, web page). 2. Select appropriate language, vocabulary and delivery method for audience type. 3. Recognize and use appropriate inflection, facial expression, voice modulation and gestures that affect meaning. 4. Know appropriate means of enhancing work for presentation purposes. 	<p>Begin a presentation portfolio that should include but not be limited to:</p> <ol style="list-style-type: none"> a) Two polished works showing a variety of productions of print and non-print media (writings, displays, pictures, pictures, drawing, computer designed media, video/audio tapes). b) A written explanation why each work was chosen. c) A written reflection on the student's strengths and weaknesses in presentation. <p>Select appropriate tools and resources to prepare written work for presentation:</p> <ol style="list-style-type: none"> a) Computer publishing b) Illustrations c) Photographs 	

IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM
Sixth Grade: WRITING (WR)

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: outlines, models, mapping, oral communication, drawing, etc. b) Drafting: composition c) Revising: oral communication between peers, teacher, revisiting piece for clarity and meaning. 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. Identify characteristics of <u>Narrative Writing</u></p>	<p>Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience.</p> <p>Use prewriting techniques such as graphic organizers, mapping, outlining, oral communication, drawing to help develop writing pieces sequentially and coherently.</p> <p>With guidance from peers and adults, students strengthen writing developmentally through writing conferences, analysis, and revision.</p> <p>Use technology, including the Internet, to produce, publish, and interact with others about writing, including linking to and citing online sources.</p> <p>Narratives: Engage and orient the reader by establishing a context and point of view, and organize a sequence of events or experiences.</p> <p>Develop narrative elements (e.g., setting, event sequence, characters) using relevant sensory details.</p> <p>Use a variety of complex transition words, phrases, and clauses to convey sequence, shift from one time frame or setting to another, and/or show the relationships among events and experiences.</p> <p>Choose words and phrases to develop the</p>	<p>Informal Assessment: Write daily in personal journals on a self-selected topic or teacher prompt.</p> <p>Create writer's notebooks where students jot down ideas that might be useful with future writing pieces.</p> <p>Writing conferences where the teacher discusses writing pieces with student at various stages of the writing process during writer's workshop.</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. For each published selection students should include:</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: Use a grade appropriate rubric to assess student writing.</p> <p>Write a persuasive essay in which you describe your opinion about having cell phones at school. Try to convince the school principal that your opinion is fair to everyone. Give specific details to support why you think cell phones should or should not be allowed at school.</p> <p>Write an original story about a person who finds</p>

IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM
Sixth Grade: WRITING (WR)

<p>3. Identify characteristics of <u>Persuasive/Argumentative</u> Pieces</p>	<p>events, experiences, and ideas precisely.</p> <p>Provide a satisfying conclusion that follows from the events, experiences, or ideas.</p> <p>Persuasive/Argumentative: Introduce a claim about a topic/issue and organize reasons and evidence to support the claim.</p> <p>Support the claim with clear reasons and relevant evidence.</p> <p>Use words, phrases, and clauses to convey the relationships among claims and reasons.</p>	<p>a small box buried in the ground. Your original story should have a main character. That character could be you, someone you know, or a character you make up. In your original story, write about where the character finds the small box, what is in the box, and what happens after the character finds the box.</p> <p>Rewrite a fairy tale from a different point of view. For instance, <u>The Three Pigs</u> as the wolf would tell it, or <u>Hansel & Gretel</u> as the witch would tell it.</p> <p>Think of something you made with your own hands. How did you do it? What might you do differently next time? Write an explanation so clear and complete that someone with little or no experience could follow your directions and make the same thing.</p>
<p>4. Identify characteristics of <u>Informative/Expository</u> Pieces</p>	<p>Sustain an objective style and tone.</p> <p>Provide a concluding statement or section that follows from the argument.</p> <p>Informative/Expository: Introduce a topic and organize information appropriate to the purpose, using strategies such as definition, classification, comparison/contrast, and cause/effect</p> <p>Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and</p>	<p>Write a clear explanation of ONE of the following: How to change a tire, how to train an athlete for any sport, how to prepare for a vacation, how to drive on a busy freeway, how to write an essay someone will enjoy reading.</p> <p>Write an essay in which you strongly and clearly AGREE OR DISAGREE (but NOT both) with ONE of the following:</p> <ul style="list-style-type: none"> a) Fads never really go out of style. b) Life in the 21st century will be better than ever. c) People are happier than they used to be. d) Americans are too concerned with material goods. e) You can tell a lot about people by what they eat. f) You can tell a lot about people by what

IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM
Sixth Grade: WRITING (WR)

<p>5. Identify characteristics of <u>Informal Communications</u> (e.g. letters, thank-you notes) and formal communications (e.g. business letters)</p> <p>6. Identify characteristics of a variety of <u>Expressive Forms</u> (e.g. realistic fiction, one-act play, suspense story, poetry) incorporating figurative language, rhythm, dialogue, characterization, plot, and format.</p>	<p>examples.</p> <p>Use appropriate links and varied sentence structures to join and clarify ideas.</p> <p>Use straightforward language to create an objective style appropriate for a reader seeking information.</p> <p>Provide a conclusion that follows logically from the information or explanation presented.</p> <p><u>Informal Communications:</u></p> <p>Develop letters with clearly stated purpose and include proper punctuation and format (e.g. date, salutation, body, closing, signature)</p> <p><u>Expressive Forms:</u></p> <p>Develop playful writing pieces of many different genres and styles.</p> <p>Express ideas through dialogue and rhythm of words.</p> <p>Produce legible written work using manuscript, cursive, or technology.</p>	<p>they read.</p> <p>g) You can tell a lot about people by what they wear.</p> <p>h) The Internet is the best thing to ever happen to education.</p> <p>Many famous people, both real and fictional, have been honored by having their faces on postage stamps. Choose a real or fictional person who you feel deserves this honor. Write a paper that would persuade others your choice is good.</p> <p>Evaluate writing samples for descriptive word choice and feeling it suggests.</p> <p>Identify combining sentences as a revision technique and to improve clarity.</p> <p>Rewrite sentences into question form.</p> <p>Revise sentences by using an adverb clause to combine sentences (e.g., Marie always practices the flute. She is an excellent flutist. Because Marie always practices the flute, she is an excellent flutist.)</p> <p>Revise sentence to further character development. (e.g., How could you revise the sentence to provide clues about John's appearance?)</p> <p>Change word order of sentences from first person to third person point of view.</p> <p>Determine the most appropriate thesis statement for any given scenario. Evaluate which sentence will best serve as a topic sentence for a given subject.</p>
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IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM
Sixth Grade: WRITING (WR)

STANDARD WR2: Students effectively apply grammatical and mechanical conventions to written works.		
<p>1. Demonstrate the ability to write in complete sentence with proper order, capitalization, and end punctuation to communicate effectively.</p> <p>2. Know how to prepare final drafts with few or no errors.</p> <p>3. Understand conventions of grammar and usage.</p> <p>4. Understand conventions of standard mechanics, such as correct punctuation, capitalization, and spelling.</p>	<p>Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>Recognize and correct inappropriate shifts in pronoun number and person.</p> <p>Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents.</p> <p>Use commas, parentheses, or dashes to set off nonrestrictive/parenthetical elements.</p> <p>Edit a piece of writing containing errors in grammatical and mechanical conventions to make it suitable for publication. Use an editing checklist and symbols.</p> <p>Spell words correctly with the use of technology, dictionaries, and word lists.</p> <p>Use the corrective homophone/possessive spelling based on sentence meaning (e.g. their, they're, there)</p>	<p>Informal Assessment: Write daily in personal journals on a self-selected topic or teacher prompt.</p> <p>Create writer's notebooks where students jot down ideas and pictures that might be useful with future writing pieces.</p> <p>Writing conferences where the teacher discusses writing pieces with student at various stages of the writing process during writer's workshop.</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. For each published selection students should include:</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: Use an age appropriate rubric to grade written work.</p> <p>Identify the objective case (direct object, indirect object, object of preposition) of a noun in written compositions</p> <p>Differentiate irregular plurals, possessive singular, and plural forms of nouns in written compositions</p> <p>Evaluate the usage of positive, comparative, and</p>

IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM
Sixth Grade: WRITING (WR)

		<p>superlative forms of adjectives in written sentences</p> <p>Identify superlative adjectives (e.g., -est, most, least) in written compositions</p> <p>Use the past and present perfect forms of irregular verbs in written compositions (e.g., fly, flew, flown; know, knew, known)</p> <p>Recognize correct subject-verb agreement for linking verbs in written compositions</p> <p>Identify words (prepositions) that tell how, where, or which</p> <p>Recognize incorrect placement of commas to delimit introductory, explanatory phrases and clauses, coordinating conjunction, appositives, direct quotations</p> <p>Recognize correct usage of quotation marks and ending punctuation within quotations</p> <p>Recognize that apostrophe s is not used to show pluralization and how they are used in contractions</p> <p>Recognize or selects the correctly punctuated sentence containing multiple rules of punctuation (e.g., commas, periods, quotation marks)</p> <p>Identify the correct spelling of identified words within written compositions</p> <p>Identify commonly misspelled word (Latin root) in a word list</p>
WR3: Students understand and effectively apply stylistic and rhetorical aspects of writing		
1. Write with increasing sophistication using voice, word choice, sentence fluency,	Vary sentence patterns for meaning, audience interest, and style	<p>Informal Assessment: Write daily in personal journals on a self-</p>

IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM
Sixth Grade: WRITING (WR)

<p>and organization.</p> <p>2. Understand poetic and literary devices including: rhyme, rhythm, alliteration, onomatopoeia, simile, metaphor, personification, assonance, foreshadowing</p> <p>3. Strengthen written expression by using rich and challenging vocabulary</p> <p>4. Write with a sense of audience and purpose.</p> <p>5. Write effectively from various points of view.</p>	<p>Use descriptive language to clarify ideas and create vivid, sensory images</p> <p>Compose drafts using strong verbs. Examples include: increase, create, allow, permits, enhances, improves, causes, promotes, leads, illustrates...</p> <p>Avoid using words like cool, a lot, stuff, nice, fun, always, very, also, good, awesome, and "to be" verbs like was, were, has been, have been</p> <p>Include transitional words for coherence and unity that relate to the particular domain. Students should avoid using simple transitional words such as first, next, finally and move toward more complex transition words and phrases. (ex. additionally, to conclude, in addition to, although, rather than, as a consequence, therefore, furthermore, unquestionably, etc.)</p> <p>Choose effective introductions/paragraphs of at least 3-5 sentences. The purpose of the opening is to catch the reader's attention and relate what the writing is about</p> <p>Compose middle paragraphs unique to the particular domain, purpose, and audience</p> <p>Conclude writing pieces with effective closing paragraphs that leave the reader with an impression, summary, or thought</p>	<p>selected topic or teacher prompt.</p> <p>Create writer's notebooks where students jot down ideas and pictures that might be useful with future writing pieces.</p> <p>Writing conferences where the teacher discusses writing pieces with student at various stages of the writing process during writer's workshop. Anecdotal notes during this time about students' progress through the writing process. <i>For more information about writing conferences see addendum.</i></p> <p>Formal Assessment: Use a grade appropriate rubric to assess student writing.</p> <p><u>See Grade-Level Appropriate Prompts in WR1</u></p>
<p>STANDARD WR4: Students effectively gather and use information and writing for a variety of purposes audiences</p>		
<p>1. Understand how to write over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range</p>	<p>Use a variety of sources to produce a piece of narrative, persuasive, or expository writing</p> <p>Gather relevant information from multiple print</p>	<p>4. Understand how to write over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks,</p>

**IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM
Sixth Grade: WRITING (WR)**

<p>of tasks, purposes, and audiences.</p> <p>2. Understand how to create short, focused research projects in response to a question and refocus the inquiry in response to further research and investigation.</p> <p>3. Comprehend the purposes and processes of oral presentations.</p>	<p>and digital sources, assess the credibility of each source, and quote or paraphrase the data and conclusions of others while avoiding plagiarism and documenting sources.</p> <p>Cite information sources in bibliography and/or footnotes</p> <p>Distinguish among fact, opinion, and reasoned judgment presented in a text</p> <p>Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned.</p> <p>Write brief constructed responses (BCR) within content areas to explain solutions, synthesize and analyze information, and predict outcomes.</p> <p>Write daily within various content areas for a variety of purposes and audiences.</p> <p>Present information, emphasizing salient points with pertinent descriptions and details and using appropriate eye contact, adequate volume, and clear pronunciation</p> <p>Incorporate digital media and visual displays of data to strengthen presentations.</p> <p>Adapt speech to a variety of contexts and communicative tasks, demonstrating a command of formal English when indicated or appropriate.</p>	<p>purposes, and audiences.</p> <p>5. Understand how to create short, focused research projects in response to a question and refocus the inquiry in response to further research and investigation.</p> <p>6. Comprehend the purposes and processes of oral presentations.</p>
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Imagine Schools Standards-Based Curriculum

Sixth Grade Mathematics



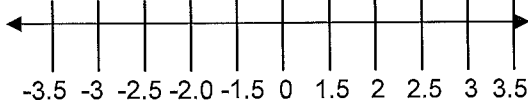
The Imagine Schools' Mathematics Curriculum establishes links from past experiences, uses activities with concrete materials, pictures, oral statements, and explores symbolic arithmetic. Our curriculum will gradually shape the way students think about mathematics and it will foster the development of students' mathematical intuition and understanding.

In Sixth Grade *Number Sense and Operations and Algebra* are the major focal points. Students use the meanings of fractions, multiplication and division, and the inverse relationships between multiplication and division to make sense of procedures for multiplying and dividing fractions and explain why they work. They will connect ratio and rate to multiplication and division. Writing mathematical expressions and equation that correspond to given situations is a major focus as well as being able to use expressions and formulas to solve problems. Measurement, Geometry and Data and Probability are connected to these major focal points. Problems that involve areas and volumes, calling on students to find areas or volumes are especially appropriate. These focal points will be addressed in contexts that promote problem solving, reasoning, communication, making connections, and designing and analyzing representations.

As students move through their middle school years in our Prep Academy, they are expected to master a variety of mathematical skill and concepts. Learning has proceeded from the known to the unknown; new learning has been connected to and built upon an existing knowledge base. Language, communication, social interaction, tools and manipulatives all play a critical role in our curriculum and instruction. Our program establishes high expectations for all students and teachers have the tools needed to help students meet and often exceed, these expectations. We base our philosophy on how students learn, what they're interested in, and the future for which they must be prepared.

STRAND	STANDARD
Number Sense	NS1: Students understand different representations of numbers, the relationship between/among numbers, and number systems.
	NS2: Students understand operations and learn operation algorithms.
	NS3: Students understand and apply properties of numbers and operations.
	NS4: Students make 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.

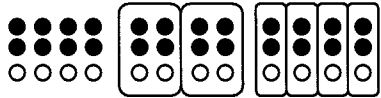
IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM
Sixth Grade: Mathematics
STRAND: NUMBER SENSE (NS)

CONTENT (What students should know)	APPLICATION (What students should be able to do)	EXAMPLES
STANDARD NS1: Students understand different representation of numbers, the relationship between/among numbers and number systems.		
<p>1. Synthesize reasoning about multiplication and division to solve ratio and rate problems.</p> <p>2. Understand the relative size of integers, fractions, and decimals; numbers expressed as percents; numbers with exponents; numbers in scientific notation; radical absolute value; and ratios.</p>	<p>Show ways of ordering and arranging fractions. (use charts tables or number lines) the relative size of integers, fractions, and decimals; numbers expressed as percents; numbers with exponents; numbers in scientific notation; radicals; absolute value; and ratios.</p> <p>Associate verbal names, written word names and standard numerals with integers, fractions, decimals; numbers expressed as percents; numbers with exponents; numbers in scientific notation; radicals; absolute value; and ratios (make use of the game concentration with index cards).</p> <p>Interpret and compare ratios and rates.</p> <p>Use ratios and unit rates to model, describe and extend problems in context.</p> <p>Demonstrate the relationships between quantities before they are expected to work with rates numerically.</p> <p>Use prime factorization to</p> <ul style="list-style-type: none"> express a whole number as a product of its prime factors and determine the greatest common factor and least common multiple of two whole numbers. 	<p>Draw a picture and describe how an elevator could be used to explain integers to a friend.</p> <p>Give two examples of each of the following:</p> <ul style="list-style-type: none"> Large numbers containing more than 2 non-zero digits correctly represented in scientific notation (such as distance to planets) Very small numbers containing more than 2 non-zero digits correctly represented in scientific notation (such as atomic units). <p>Complete a number line ordering integers using real world situations. Pass out cards to students with a real world situation (increasing examples: deposits, additions, decreasing examples subtractions, withdrawals) <i>Elsa made a deposit of \$2.50 in her checking account. Fred at three mango off his tree.</i></p>  <p>Use exponents where appropriate to summarize the prime factors.</p> <p>Examples:</p> <ul style="list-style-type: none"> What is the prime factorization of 24? (solution: $2^3 \cdot 3$) What is the prime factorization of 36? (solution: $2^2 \cdot 3^2$) What is the greatest common factor

IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM

Sixth Grade: Mathematics

STRAND: NUMBER SENSE (NS)

		<p>(GCF) of 24 and 36? How can you use the prime factorizations to find the GCF? (solution: $2^2 * 3 = 12$)</p> <p>What is the least common multiple (LCM) of 24 and 36? How can you use the prime factorizations to find the LCM? (solution: $2^3 * 3^2 = 72$)</p> <p>Use a pictograph with striped sector that represents the portion of time that an average teenager spends on the phone on the weekends. About what fraction of the weekend do teenagers spend on the phone? About what percent of the weekend do they spend talking on the phone?</p> <p>Describe a ratio as a comparison of two quantities which can be written as a to b, $\frac{a}{b}$, or a:b. A rate is a ratio that compares different types of measures. A unit rate compares a quantity in terms of one unit of another quantity.</p> <p>A comparison of 8 black circles to 4 white circles can be written as the ratio of 8:4 and can be regrouped into 4 black circles to 2 white circles (4:2) and 2 black circles to 1 white circle (2:1).</p>  <p>Examples:</p> <ul style="list-style-type: none"> Using the information in the table, find
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IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM
Sixth Grade: Mathematics
STRAND: NUMBER SENSE (NS)

		the number of yards in 24 feet.												
		<table><tr><td>Feet</td><td>3</td><td>6</td><td>9</td><td>15</td><td>24</td></tr><tr><td>Yards</td><td>1</td><td>2</td><td>3</td><td>5</td><td>?</td></tr></table>	Feet	3	6	9	15	24	Yards	1	2	3	5	?
Feet	3	6	9	15	24									
Yards	1	2	3	5	?									
STANDARD NS2: Students understand operations and learn operation algorithms.														
1. Apply the effects of the four basic operations on whole numbers, fractions, mixed numbers, and decimals.	<p>Use models or pictures to show the effects of addition, subtraction, multiplication, and division, on whole numbers, decimals, fractions, and mixed numbers.</p> <p>Explain and justify procedures for adding, subtracting, multiplying and dividing decimals and fractions and mixed numbers with and without common denominators.</p> <p>Investigate the thermometer and the Boiling, Freezing point of water on both the F and C scale.</p> <p>Practice the 4-step method to Problem Solving: 1. Understand the problem. 2. Devise a "plan" to solve. 3. Solve the problem. 4. Check the answer for correctness.</p>	Work with batting averages for baseball and softball players. These are reported as a three-digit decimal that is found by dividing the number of hits by the number of times at bat. (If Andy has a batting average of .280 and has been at bat 25 times, how many hits does he have? If he gets a hit on his next time at bat what will his average be? What would a batting average of 1.000 mean? How many consecutive hits would he need to have a batting average of .500?)												
STANDARD NS3: Students understand and apply properties of numbers and operations.														
1. Apply understanding to solve one- or two-step real-world problems involving whole numbers and decimals.	Describe proportional relationships in words, tables, or graphs.	Suppose that when a positive number is divided by 7, the result is a , and when the same number is divided by 8, the result is b . How do a and b compare?												
2. Know the appropriate operations to solve real-world problems involving whole numbers, decimals, and fractions.	Use a variety of appropriate methods of computation: mental computation, paper and pencil, and calculator.	A. $a < b$ B. $a = b$ C. $a > b$ D. It depends on the value of n .												
3. Know how to find the greatest common factor and least common multiple of two or more numbers.	Justify, orally and in writing, the choice of method for calculations, such as mental computation, concrete materials, algorithms, or calculators.	Your task is to move 100,000 tons of cement from Davenport, Iowa, to St. Cloud, Minnesota. Davenport is on the Mississippi River. You have a choice of moving this bulk product by barge, truck, rail, or a combination (intermodal) of these.												

IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM
Sixth Grade: Mathematics
STRAND: NUMBER SENSE (NS)

		<p>Information about choices:</p> <p>A. A truck can move 25 tons at a time and the direct cost is \$20 per ton.</p> <p>B. A railroad car can hold 100 tons and a 100-car train can carry 10,000 tons. The direct cost by this mode is \$10 per ton, plus \$1 per ton to unload in St. Cloud.</p> <p>C. A barge can carry 1,500 tons and tow barges (15) can carry 22,500 tons in one trip at a cost of \$5 per ton as far as Minneapolis. This is the end of the commercial navigation on the river. From here, the cement would have to be transferred to truck at a cost of \$1 per ton. The last 70 miles by truck would cost \$3.95 per ton to be delivered in St. Cloud.</p> <p>Assuming that this is not a "just in time" movement and there is adequate storage in St. Cloud, what is the least costly mode or combination of modes to deliver this shipment of cement?</p>
STANDARD NS4: Students make reasonable estimates.		
<p>1. Analyze and choose appropriate estimation strategies for computing with rational numbers.</p>	<p>Estimate results of computations with whole numbers, and with positive fractions, mixed numbers, decimals, and percents. Describe reasonableness of estimates.</p> <p>Use estimation strategies to solve multistep practical problems involving whole numbers, decimals, and fractions (rational numbers).</p>	<p>Sandra had a recipe that required $\frac{1}{3}$ pound of beef.</p> <p>Pound Equivalent: 1 pound = 453.6 grams</p> <p>Using the table above, about how many grams of beef does she need?</p> <p>A. 5 B. 151 C. 454 D. 1361</p> <p>A snack bar sells 5 items with a mean (average) price of %0.60, as shown below. <u>Snack Menu</u></p>

IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM
Sixth Grade: Mathematics
STRAND: NUMBER SENSE (NS)

		<p>Chips \$0.50 Juice \$0.80 Apple \$0.60 Candy \$0.70 Gum \$0.40</p> <p>Which pair of items could be added to the menu without changing the average price?</p> <p>A. Banana (\$0.60) and Soda (\$0.75) B. Banana (\$0.60) & Cookie (\$0.50) C. Energy Bar (\$0.45) & Cookie (\$0.50) D. Energy Bar (\$0.45) & Soda (\$0.75)</p>
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IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM
Sixth Grade: Mathematics
STRAND: ALGEBRA (AL)

CONTENT (What students should know)	PERFORMANCE APPLICATION (What students should be able to do)	EXAMPLES																		
STANDARD AL1: Students recognize, describe, analyze and extend patterns.																				
1. Analyze a numerical sequence involving fractions and decimals using all four basic operations.	Organize mathematical information taken from symbols, diagrams, and graphs to make inferences, draw conclusions, and justify reasoning. Solve applied problems involving rates, including speed. Determine a general rule describing a sequence using words or mathematical symbols.	Analyze each of the following sequences. What would the next term be? • $\frac{1}{2}, \frac{1}{4}, \frac{1}{8}, \frac{1}{16}, \dots$ • $0, 2\frac{1}{2}, 5, 7\frac{1}{2}, \dots$ • $0.3, 0.5, 0.9, 1.7, \dots$ If a car is going 50 mph, how far will it go in $3\square\square$ hours?																		
STANDARD AL2: Students utilize symbols and mathematical expressions to represent mathematical situations.																				
1. Analyze and use algebraic expressions and equations containing fractions and decimals to represent and solve contextual problems 2. Synthesize simple algebraic expressions, equations or formulas representing real-world relationships into verbal expressions or sentences.	Create and solve two –step equations containing positive rational coefficients using mathematical terminology and symbols. Analyze equations that can be solved using inverse properties with fractions and decimals. Translate verbal expressions into algebraic expressions. Understand that a function is a special kind of relation such as many to one or one to one. Communicate the answer(s) to the question(s) in a problem using appropriate representations, including symbols and informal and formal	What is being done to the numbers in the X column to get the numbers in the Y column? Describe the pattern you would use to find the numbers for “a” and “b”. Use the pattern “c,” “d,” and “e.” Describe how you found X when using a pattern. <table><tr><td>X</td><td>1</td><td>3</td><td>7</td><td>8</td><td>16</td><td>c</td><td>d</td><td>e</td></tr><tr><td>Y</td><td>5</td><td>9</td><td>17</td><td>a</td><td>b</td><td>63</td><td>23</td><td>35</td></tr></table> Replace <u>variables</u> with given values and evaluate/simplify, e.g., $2(\odot) + 3$ when $\odot = 4$. or $5(n + 3) - 7n$, when $n = \frac{1}{2}$	X	1	3	7	8	16	c	d	e	Y	5	9	17	a	b	63	23	35
X	1	3	7	8	16	c	d	e												
Y	5	9	17	a	b	63	23	35												

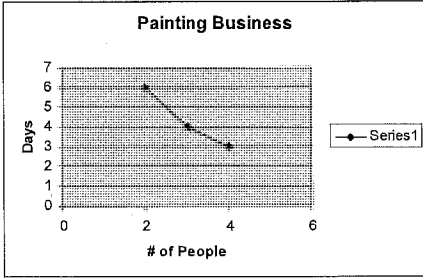
IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM

Sixth Grade: Mathematics

STRAND: ALGEBRA (AL)

CONTENT (What students should know)	PERFORMANCE APPLICATION (What students should be able to do)	EXAMPLES																		
	<p>mathematical language.</p> <p>Graph (first quadrant) functions from function tables and explain cause-and-effect relationships among these functions.</p> <p>Solve problems given a formula.</p> <p>Write, solve and graph one-and two-step linear equations and inequalities.</p>	<table><tr><th>Words</th><th>Algebraic Equation</th></tr><tr><td>The perimeter of the school property is the sum of the lengths of its 4 sides.</td><td>$P = s + t + u + v$ $P = \text{perimeter}$ The length of the 4 sides are s, t, u, v</td></tr><tr><td>The difference between the price of the bicycle and \$100 is \$27</td><td>$100 - b = 27$</td></tr><tr><td>Albert Einstein discovered that the energy of an object could be determined by multiplying the mass of the object by the square of the speed of light</td><td>$E = mc^2$</td></tr><tr><td>80% of the class of 45 students participated in the school play.</td><td>$0,8 \times 45 = n$</td></tr></table> <p>$\frac{1}{2}n + 7 = 14$</p> <p>You own a painting business. Through experience, you've found the relationship shown by the following table and graph. Is this relation a function?</p> <table><tr><td># of people working</td><td>2</td><td>3</td><td>4</td></tr><tr><td>Days needed</td><td>6</td><td>4</td><td>3</td></tr></table>	Words	Algebraic Equation	The perimeter of the school property is the sum of the lengths of its 4 sides.	$P = s + t + u + v$ $P = \text{perimeter}$ The length of the 4 sides are s, t, u, v	The difference between the price of the bicycle and \$100 is \$27	$100 - b = 27$	Albert Einstein discovered that the energy of an object could be determined by multiplying the mass of the object by the square of the speed of light	$E = mc^2$	80% of the class of 45 students participated in the school play.	$0,8 \times 45 = n$	# of people working	2	3	4	Days needed	6	4	3
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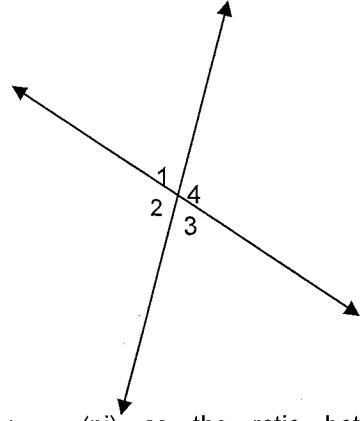
IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM
Sixth Grade: Mathematics
STRAND: ALGEBRA (AL)

CONTENT (What students should know)	PERFORMANCE APPLICATION (What students should be able to do)	EXAMPLES										
		<table><tr><td>for job</td><td></td><td></td><td></td></tr></table> <div><p>Painting Business</p></div>	for job									
for job												
STANDARD AL3: Students use mathematical models to represent math relationships.												
<div>1. Synthesize information using the commutative, associative, and distributive properties to show that two expressions are equivalent.</div> <div>2. Analyze mathematical strategies for efficient problem solving.</div>	<div>Illustrate properties of operations by showing that two expressions are equivalent in a given context. Recognize, describe and compare relationships between two quantities, given by a chart, table, or graph, using words and expressions.</div> <div>Solve linear equations using concrete models, tables, graphs, and paper-pencil methods.</div> <div>Solve problems involving linear functions whose input values are integers. Write the equation and graph the resulting ordered pairs of integers.</div> <div>Understand that multiplying or dividing both sides of an equation by the same non-zero number creates a new equation that has the same solutions.</div> <div>Write and evaluate mathematical expressions that correspond to given situations.</div> <div>Work backward with two-step functions, rules to</div>	<div>Determine the area in two different ways for a rectangle whose dimensions are $x + 3$ by 5</div> <div>Deduce the relationship between the two variables. Write an expression that illustrates the relationship.</div> <table><tr><td>x</td><td>1</td><td>2</td><td>3</td><td>4</td></tr><tr><td>y</td><td>2.5</td><td>5</td><td>7.5</td><td>10</td></tr></table> <div>Given c chairs, the "leg function" is $4c$, if you have 5 chairs, how many legs do you have? If you have 12 legs, how many chairs do you have?</div>	x	1	2	3	4	y	2.5	5	7.5	10
x	1	2	3	4								
y	2.5	5	7.5	10								

IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM
Sixth Grade: Mathematics
STRAND: ALGEBRA (AL)

CONTENT (What students should know)	PERFORMANCE APPLICATION (What students should be able to do)	EXAMPLES								
	undo expressions. Apply the Commutative, Associative, and Distributive Properties to show that two expressions are equivalent.									
STANDARD AL4: Students analyze change.										
1. Analyze how changing the values of one quantity corresponds to change in the values of another quantity.	Organize mathematical information taken from symbols, diagrams, and graphs to make inferences, draw conclusions, and justify reasoning. Identify and describe relationships between two variables with a constant rate of change. Contrast these with relationships where the rate of change is not constant. Construct and describe a graph showing continuous data, such as a graph of a quantity that changes over time.	Use the graph below to determine how much money a person makes after working exactly 9 hours. <div>Earnings and Hours Worked <table border="1"><caption>Data points from the graph</caption><thead><tr><th>Hours Worked</th><th>Earnings (in dollars)</th></tr></thead><tbody><tr><td>2</td><td>6</td></tr><tr><td>4</td><td>12</td></tr><tr><td>6</td><td>16</td></tr></tbody></table></div>	Hours Worked	Earnings (in dollars)	2	6	4	12	6	16
Hours Worked	Earnings (in dollars)									
2	6									
4	12									
6	16									

IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM
Sixth Grade: Mathematics
STRAND: GEOMETRY (GE)

CONTENT (What students should know)	PERFORMANCE APPLICATION (What students should be able to do)	EXAMPLE (How the problem might look on an assessment)
STANDARD GE1: Students describe, draw, identify, and analyze two- and three-dimensional shapes.		
<p>1. Synthesize understanding of properties of two and three-dimensional shapes and figures (emphasizing circles) and apply inductive and deductive reasoning concerning geometric ideas and relationships such as congruence, similarity, and the Pythagorean relationship to solve problems.</p> <p>2. Evaluate relationships among the angels, side lengths, perimeters, areas, and volumes of similar objects.</p>	<p>Create precise descriptions and classifications to demonstrate understanding of relationships among two and three-dimensional shapes (including rectangular solids and cylinders).</p> <p>Use appropriate measuring devices (including ruler and protractor) to analyze figures.</p> <p>Solve problems using properties of supplementary, complementary, and vertical angles.</p> <p>Investigate the relationship between the radius, diameter, and circumference of a circle to define π.</p> <p>Investigate and solve problems with angle relationships by applying the properties of supplementary, complementary, and vertical angles.</p> <p>Analyze the relationships among two-dimensional geometric figures (for example, the diagonal of a rectangle divides the rectangle into two congruent triangles each having one half the area of the rectangle).</p>	<p>If the measure of $\angle 1 = 35^\circ$, what is the measure of $\angle 2$?</p> <p>If the measure of $\angle 2 = 135^\circ$, what are the measures of all of the other angles? Explain the properties that you used to figure out the measures.</p>  <p>Define π (pi) as the ratio between the circumference and diameter of a circle and explain the relationship among the diameter, radius, and circumference.</p> <p>Measure the diameter and circumference of three circular objects in the classroom. Add your measurements to the class data chart and graph. Describe the pattern that you see in the data. Write the table in terms of the radius versus the circumference. Describe the pattern that you see in the data. Write a paragraph about the relationship between the diameter, radius, and circumference of a circle.</p>

IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM
Sixth Grade: Mathematics
STRAND: GEOMETRY (GE)

STANDARD GE2: Students use coordinate geometry to locate objects in both two- and three-dimensions and to describe objects algebraically.

1. Synthesize mathematical information taken from symbols, diagrams, and graphs to make inferences, draw conclusions, and justify reasoning.

Identify the x and y axes in a coordinate plane and the coordinates of a given point in the first quadrant. Find the distance between two points on horizontal or vertical number lines

Draw a reflection of a polygon in the coordinate plane using a horizontal or vertical line of reflection.

Graph ordered pairs in any quadrant of the coordinate plane.

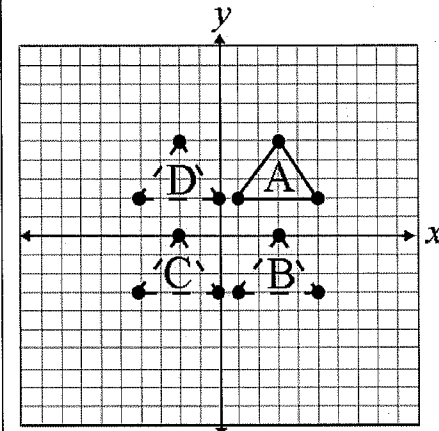
Graph a polygon in the first quadrant using ordered pairs.

State the missing coordinate of a given figure in the first quadrant of a coordinate grid using geometric properties.

Graph and label the points below on a coordinate plane.

- A (0, 0)
- B (2, -4)
- C (5, 5)
- D (-4, 1)
- E (2.5, -6)
- F (-3, -2)

Triangle A is in quadrant I. It is moved five units to the left and five units down. Which triangle below shows this transformation?

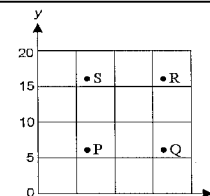


Which point on the graph could have coordinates (7,16)?

IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM

Sixth Grade: Mathematics

STRAND: GEOMETRY (GE)



- A. Point P
- B. Point Q
- C. Point R
- D. Point S

STANDARD GE3: Students visualize and illustrate ways in which shapes can be combined, subdivided, and changed.

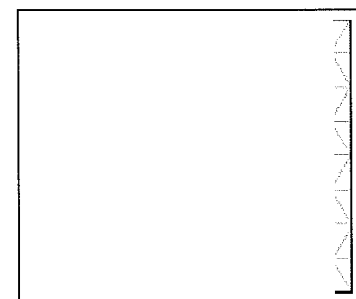
1. Apply concepts of transformations or symmetry.
2. Analyze to determine a missing dimension of a plane figure or prism, given its area or volume and some of the dimensions, or determine the area of volume given the dimensions.

1. Identify reflections and translations using pictures.

Draw a reflection of a polygon in the coordinate plane using a horizontal or vertical line of reflection.

Identify a simple translation or reflection and model its effect on a 2-dimensional figure on a coordinate plane using all four quadrants.

- 2.
3. Determine if two shapes are congruent by measuring sides or a combination of sides and angles, as necessary; or by motions or series of motions, e.g., translations, rotations, and reflections.
4. Perform elementary transformations to create a tessellation.



What symmetry the figure

kind(s) of exist(s) in above?

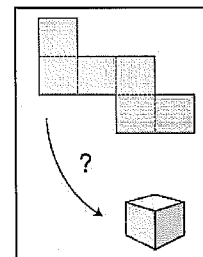
IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM
Sixth Grade: Mathematics
STRAND: GEOMETRY (GE)

STANDARD GE4: Students solve problems utilizing geometric modeling and spatial reasoning.

1. Apply geometric ideas and relationships in areas outside the mathematics classroom, such as art, science, and everyday life.

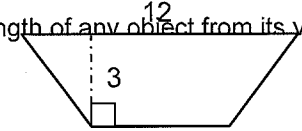
1. Match three-dimensional objects and their two-dimensional representations, e.g., nets, projections,
2. and perspective drawings.
- 3.
4. Find the area and perimeters of composite two-dimensional figures, including non-rectangular figures (such as semicircles) using various strategies.
5. Use manipulatives and technology to model geometric shapes and solve problems.

Is it possible to make the cube by folding the two-dimensional shape illustrated?



Explain how the formula for the area of a circle works by cutting a circle into wedges and rearranging them into a shape that is like a parallelogram.

IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM
Sixth 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.		
1. Solve real world or mathematical problems involving circles, radius, circumference, diameter, perimeter, sum of angles, or area and know how these are affected by changes in the dimensions of the figure i.e. area of a circle is Pi time radius squared.	Describe definitions of the different types of triangles (including acute, right, obtuse, and scalene) and the sum of the interior angles of any triangle. Use concrete and graphic models to discover an approximation for pi and create a formula for finding circumference.	Find the area of a triangle with a base length of three units and a height of five units. Use problems involving radius, circle circumference, area of a trapezoid. See interactive applet, The Area of a Circle, at http://www.wku.edu/~tom.richmond/Pir2.html
2. Apply previously used problem-solving strategies in a new context.	Describe the relationship between the volume of the figure and the area of its base. Find the perimeter and area of plane figures and the volume of rectangular solids. Identify and name angles according to their measure (acute, obtuse, etc.). Classify triangles according to the measurement of their angles and according to the length of their sides. Determine the measure of a missing angle using angle sum relationships. Explain several different problem-solving strategies: work backward, guess and check, draw a diagram, and make a chart or table.	Find the length of any object from its volume.  The area of the school basketball court is 240 units and the length of the court is 20 units. What is the length of the fence needed to enclose the court? A rectangle measures 3 inches by 4 inches. If the lengths of each side double, what is the effect on the area? What is the effect on the perimeter? Measure angles accurately, using a protractor. Use maps to solve real world problems with distance. Use Sir Cumference books by Cindy Neuschwander -- humorous picture books set in medieval times that also explain certain circle concepts --have students use the clues that were given to develop the concept. Use the website: "The Value of Pi" http://mathforum.org/isaac/problems/pi1.html

IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM
Sixth Grade: Mathematics
STRAND: MEASUREMENT (ME)

		Use the website: Sum of Angles http://illuminations.nctm.org/ActivityDetail.aspx?ID=9
STANDARD ME2: Students make comparisons and conversions within measurement systems.		
1. Analyze and compare objects according to their length, weight or mass, and capacity using customary or metric units. 2. Apply methods of changing one customary or metric unit of measurement to another within the same system.	Measure the circumference, diameter, radius and area of various circles and discuss the relationships. Create a new figure by increasing or decreasing the original dimensions of an original figure and explain the relationship of the area and perimeter to the original figure. Explain proportional relationships in scale drawings.	6. Use concrete manipulatives or construct models of square units (such as square inch and square meter) for measuring area and cubic units (such as cubic centimeter or cubic yard) for measuring volume.
STANDARD ME 3: Students estimate measurements in real world contexts.		
1. Know how to estimate the measure (length, weight or mass, and capacity) of an object or figure. 2. Synthesize solutions to real-world problems involving measurement, including estimates of time, temperature and money.	Compare the estimate with the actual measurement of the object or figure. Estimate solutions to real-world problems by estimating the length, volume or capacity, weight or mass perimeter, or area of objects or shapes in either customary or metric units. Estimate a fractional amount (i.e. $\frac{1}{4}$ of an inch). Know whether an exact answer is needed or whether an estimate is sufficient.	Construct a line graph depicting the calories consumed by a typical middle school student over a 24-hour period, which includes a school day and snacks. Label the y-axis estimated calories and the x-axis time in hours.
STANDARD ME4: Students choose appropriate units and tools for measuring.		
1. Apply techniques to measure length, weight or mass, and capacity using appropriate measuring instruments.	Select the appropriate unit of measure for a given real-world situation and select an appropriate measurement tool (scale, ruler, thermometer, measuring cup, protractor, and or gauge). Measure accurately with a variety of measurement tools to a specified degree of accuracy (i.e. sixteenth of an inch, nearest centimeter). Read and determine the interval of scales on a variety of measuring instruments.	Use tape measures to take measurements of various articles of clothing to the nearest $\frac{1}{16}$ th of an inch. Discuss why it is important to measure to the nearest $\frac{1}{16}$ th at times.

IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM
Sixth Grade: Mathematics
STRAND: MEASUREMENT (ME)

CONTENT (What students should know)	PERFORMANCE 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.																																						
<div>1. Analyze data displayed in a variety of forms and apply appropriate formulas for measures of central tendency.</div> <div>2. Know means of generating and collecting data for analysis.</div>	<div>Interpret and create charts, histograms, pictographs, and stem-and-leaf plots from data.</div> <div>Design a survey and collect data for a group project to analyze the data.</div> <div>Construct, interpret, and explain displays of data, such as tables and graphs (single- and multiple-bar graphs and single- and multiple- line graphs).</div> <div>Organize items in a set of data and find the range, mean, median, and mode of a set of data.</div> <div>Choose appropriate titles, scales, labels, keys, and intervals for displaying data in graphs.</div> <div>Use technology, such as graphing calculators and computer spreadsheets, to create graphs.</div>	<div>Fernando surveys the students at his school to find out their favorite type of music. The results are shown in the circle graph below.</div> <div><div>Favorite Music of Students</div><table border="1"><caption>Favorite Music of Students</caption><thead><tr><th>Music Type</th><th>Percentage</th></tr></thead><tbody><tr><td>Rap</td><td>37%</td></tr><tr><td>Rock</td><td>24%</td></tr><tr><td>Country</td><td>18%</td></tr><tr><td>Jazz</td><td>11%</td></tr><tr><td>Other</td><td>10%</td></tr></tbody></table></div> <div>What is the percent of students who chose rap or country as their favorite type of music?</div> <div><div>A. 18%</div><div>B. 19%</div><div>C. 37%</div><div>* D. 55%</div></div> <div>Pascal records the scores from a basketball team's last 24 games, as shown below.</div> <div><table border="1"><tbody><tr><td>74</td><td>69</td><td>69</td><td>68</td><td>83</td><td>68</td><td>74</td><td>69</td></tr><tr><td>81</td><td>78</td><td>64</td><td>62</td><td>68</td><td>61</td><td>77</td><td>71</td></tr><tr><td>78</td><td>68</td><td>77</td><td>69</td><td>62</td><td>61</td><td>76</td><td>69</td></tr></tbody></table></div> <div>He displays the scores in this frequency table. Pascal's frequency table contains an error.</div>	Music Type	Percentage	Rap	37%	Rock	24%	Country	18%	Jazz	11%	Other	10%	74	69	69	68	83	68	74	69	81	78	64	62	68	61	77	71	78	68	77	69	62	61	76	69
Music Type	Percentage																																					
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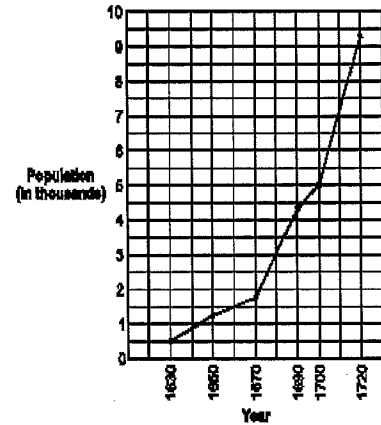
IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM
Sixth Grade: Mathematics
STRAND: MEASUREMENT (ME)

		<p style="text-align: center;">Basketball Scores</p> <table border="1"><thead><tr><th>Range of Scores</th><th>Frequency</th></tr></thead><tbody><tr><td>60 – 64</td><td>4</td></tr><tr><td>65 – 69</td><td>9</td></tr><tr><td>70 – 74</td><td>3</td></tr><tr><td>75 – 79</td><td>5</td></tr><tr><td>80 – 84</td><td>2</td></tr></tbody></table> <p>Which statement best describes the error in Pascal's frequency table?</p> <p>A. The 75-79 range has too few scores. B. The 80-84 range has too many scores. ★ C. The total frequency is too low. D. The total frequency is too high.</p>	Range of Scores	Frequency	60 – 64	4	65 – 69	9	70 – 74	3	75 – 79	5	80 – 84	2
Range of Scores	Frequency													
60 – 64	4													
65 – 69	9													
70 – 74	3													
75 – 79	5													
80 – 84	2													
STANDARD DA2: Students identify patterns and makes predictions from an orderly display of data using concepts of probability and statistics.														
1. Apply knowledge of probable outcomes to given problems.	Calculate the fundamental counting principle of mathematics.	Anita drove 83.4, 98.1, 83.2 and 94 miles on four different days. What is the AVERAGE number of miles Anita drove on the four days? Answer:												

IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM
Sixth Grade: Mathematics
STRAND: MEASUREMENT (ME)

<p>2. Understand mathematical experimental expectations, and discuss the validity of an experiment, compare results.</p> <p>3. Understand the procedures and concepts used in finding the odds for and against a specified outcome.</p>	<p>Determine all possible outcomes of an event using a tree diagram or organized list.</p> <p>Use extreme values, mean, median, mode, and range to analyze and describe the distribution of data.</p> <p>Use manipulatives to obtain experimental results, compare results to mathematical expectations, and discuss the validity of the experiment.</p> <p>Compare two or more sets of data by identifying trends.</p> <p>Examine and describes situations that include finding the odds for and against a specified outcome.</p>	<p>89.675</p>
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STANDARD DA3: Students develop and evaluate predictions based on data.

<p>1. Apply hypotheses based on research and prior data.</p>	<p>Design an appropriate experiment, collect and analyze data using appropriate statistics, and display and interpret results in appropriate tables or graphs.</p> <p>Use the Internet to research different products and the statistical reports on their findings.</p>	<p>Use the graph below to answer the question.</p> <p align="center">Estimated Population of New Hampshire from 1630 through 1720</p>  <p>According to this graph, during which 20-year period did the colonial population of New Hampshire grow fastest?</p>
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IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM
Sixth Grade: Mathematics
STRAND: MEASUREMENT (ME)

- * A. 1700 – 1720
- B. 1670 – 1690
- C. 1650 – 1670
- D. 1630 – 1650

STANDARD DA4: Students identify the common uses and misuses of probability or statistical analysis in the everyday world

<p>1. Know appropriate uses of statistics and probability in real-world situations.</p> <p>2. Know when statistics and probability are used in misleading ways.</p> <p>Analyze the relationship between events.</p>	<p>Investigate written reports based on statistical findings and evaluate the use or misuse of the data.</p> <p>Use tree diagrams, tables, organized lists, and area models to compute probabilities for compound events.</p> <p>Determine whether two events are dependent or independent of each other.</p>	<p>Identify instances in which statistics and probability are used in advertising to mislead the public.</p>
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Imagine Schools Standards-Based Curriculum

Prep Academy 6th-8th grade SCIENCE STANDARDS



The Imagine Schools Standards-Based National Curriculum includes the National Science Education Standards.

Understanding the purposes and methods of science is an essential competency for effective citizenship in the 21st century. Imagine Schools' Prep Academy science curriculum teaches our learners that scientific literacy is an important part of a fulfilling life in an inter-dependant global economy. Making sound decisions as citizens and voters will require recognizing cause and effect relationships between human actions and the realities of the world revealed by quality scientific research.

Imagine Schools students study *Earth and Space Science*, *Life Science*, and *Physical Science*. In the study of *Earth and Space Science* our students examine what we know about our place in the physical universe, the natural forces that influence our planet, and the environmental factors that affect life on Earth. In the *Life Sciences* students learn to understand the systemic nature of living organisms and the relationships between living things and the environment. Students studying the *Physical Sciences* concentrate on the study of physical and chemical properties, natural forces, and forms of energy. Across the grades Imagine Schools students learn about the *societal impact of scientific research and technology*. Our students engage in hands-on, minds-on exploration of science processes and the application of scientific thinking.

A sample Scope and Sequence for middle school:

6th grade – *Earth and Space Science*

7th grade – *Life Science*

8th grade – *Physical Science*

*This sequence allows schools to offer 8th grade students with High School credit in Physical Science without missing content in the Earth and Space Sciences and Life Sciences.

Develop your science scope and sequence to address specific content, implementing an integrated approach or a discrete approach to instruction. Be sure to pace the delivery of content in a timely and effective manner in order to prepare students for all assessments.

TRAND	STANDARD
Earth and Space Science	ES1: Students will develop an understanding of the structure of the earth system.
	ES2: Students will develop an understanding of Earth's history.
	ES3: Students will develop and understanding of earth in the solar system.
Life Science	LS1: Students will develop an understanding of the structure and function of living things.
	LS2: Students will develop an understanding of reproduction and heredity.
	LS3: Students will develop an understanding of regulation and behavior.
	LS4: Students will develop an understanding of populations and ecosystems.
	LS5: Students will develop an understanding of diversity and adaptations of organisms.
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.
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.
	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.
Science and Technology	ST1: Students will develop abilities of technological design.
	ST2: Students will develop an understanding about science and technology.
History and Nature	NS1: Students will develop an understanding that science is an endeavor, which links the generations of humanity.

IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM
Sixth Grade: Science

TRAND	STANDARD
of Science	NS2: Students will develop an understanding of the nature of science.
Science as Universal Inquiry	NS3: Students will develop an understanding of the history of science.
	SI1: Students will develop an understanding about scientific inquiry.
	SI2: Students will develop abilities necessary to do scientific inquiry.

**Standards ST, NS, SI should not be taught and assessed in isolation but integrated throughout the course of study

IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM
Sixth Grade: Science

Big Idea: Earth and Space Science
(Source: National Science Standards - NS.5-8.4)

CONTENT (What students should know)	APPLICATION (What students should be able to do)	EXAMPLES
STANDARD ES1: Students will develop an understanding of the structure of the earth system.		
1. Know that the tectonic plates constantly move resulting in earthquakes, volcanic eruptions, and mountain building.	Explain the biogeochemical cycles which move materials between the lithosphere (land), hydrosphere (water) and atmosphere (air).	Build models of the layers found on Earth.
2. Knows ways conditions that exist in one system influence the conditions in other systems.	Describe the interior structure of Earth and Earth's crust as divided into tectonic plates riding on top of the slow moving currents of magma in the mantle.	Build models of the plate movements and the different landforms they create.
3. Know that landforms are the result of a combination of constructive and destructive forces.	Illustrate how the three primary types of plate boundaries (transform, divergent and convergent) cause different landforms (e.g., mountains, volcanoes and ocean trenches).	Using a aquarium, demonstrate the water cycle and the transfer of energy that takes place to move from one phase to another.
4. Uses observations and test to identify mineral samples.	Relate plate boundary movements to their resulting landforms, including: mountains, faults, volcanoes, rift valleys, trenches.	Construct a model that represents a major geological events. Have students measure the destruction each event creates on a system.
5. Understands how sedimentary, igneous, and categorized.	Describe the interactions between the atmosphere and hydrosphere as they affect weather patterns (water cycle and transfer of energy).	Discuss the recovery in the ecosystem, through its inhabitants.
6. Knows that sedimentary rock may contain fossils of plants, animals, and microbes.	Explain that most major geological events (e.g., earthquakes, volcanic eruptions, hot spots and mountain building) result from plate motion.	Lab: Use rock kits to show the different properties of rocks. Study the phases that create the major types of rocks.
7. Knows the ways in which living things reshape the landscape (for example, bacteria, fungi, worms, rodents, and other organisms ass organic matter to the soil, increasing soil fertility, encouraging plant growth, and strengthening resistance to soil erosion).		Unit on stars, should consist of students: Making their own constellations (with meanings) Observing the sky at night. Visiting an observatory.
8. Know that the universe consists of galaxies	Explain that folding, faulting and uplifting can	Model the differences of asteroids and meteoroids (many great documentaries on discovery channel).

IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM
Sixth Grade: Science

<p>containing billions of stars that may differ in age, size, and temperature.</p> <p>9. Understands that the Sun is one of many stars in our galaxy.</p> <p>10. Knows some of the constellations of stars in the sky,</p> <p>11. Knows why stars appear to move across the sky.</p> <p>12. Knows the size, temperature, age, and brightness of the Sun compared to some other stars in the Milky Way Galaxy (for example, white dwarfs, red giants).</p> <p>13. Knows the life cycle of a star.</p> <p>14. Know s the process used to determine the age of a star.</p> <p>15. Knows that stars appear to be made of similar chemical elements, although they differ in age, size, temperature, and distance.</p> <p>16. Knows that thousands of other galaxies appear to have the same elements , forces, and forms of energy found in our Solar System.</p> <p>17. Know the types of tools used to gather information about space.</p> <p>18. Know the relative size of the planets.</p> <p>19. Understand the distances of the planets and the asteroid belt from the Sun is vast.</p>	<p>rearrange the rock layers so the youngest is not always found on top.</p> <p>Explain that some processes involved in the rock cycle are directly related to thermal energy and forces in the mantle that drive plate motions.</p> <p>Classify rocks and minerals by the following observable properties: grain, color, texture, hardness.</p> <p>Distinguish the components and characteristics of the rock cycle for the following types of rocks: igneous, metamorphic, sedimentary.</p> <p>Describe the effect that asteroids or meteoroids have when moving through space and sometimes entering planetary atmospheres (e.g., meteor-"shooting star" and meteorite).</p> <p>Explain that the universe consists of billions of galaxies that are classified by shape.</p> <p>Explain interstellar distances are measured in light years (e.g., the nearest star beyond the sun is 4.3 light years away).</p> <p>Examine the life cycle of a star and predict the next likely stage of a star.</p> <p>Identify the following major constellations visible (seasonally) from the Northern Hemisphere: Orion, Ursa Major (great Bear), Cygnus, Scorpius, Cassiopeia.</p>	<p>Along with creating a solar system to hang from the ceiling in a classroom. Students should be to create asteroids and meteoroids to orbit, as well as constellations.</p> <p>Students should visit local space center to be introduced to the various tools used to study space.</p>
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20. Knows the basic characteristics of the inner planets and the outer planets.	Compare the orbits and composition of comets and asteroids with that of Earth.	
21. Knows the basic features of the Moon and the moons of other planets.	Explain the relationship among common objects in the solar system, galaxy, and the universe.	
22. Knows the available data from various satellite probes show similarities and differences among planets and their moons in our Solar System.	Name and describe tools used to study the universe (e.g., telescopes, probes, satellites and spacecraft).	

Big Idea: Earth and Space Science
(Source: National Science Standards - NS.5-8.4)

CONTENT (What students should know)	APPLICATION (What students should be able to do)	Examples
STANDARD ES2: Students will develop an understanding of Earth's history.		
1. Uses geologic timeline to illustrate the occurrence of processed on Earth.	Compare and contrast geological time periods and major events that have occurred.	Draw a scale model diagram of the distances from Earth to other planets using astronomical units.
2. Know the origin, general composition, relative size and position, and motion of objects in the solar system.	Discuss theories of solar system formations compare to theories of Earth's formation.	Create models of the solar system in groups and have students present their projects.
3. Knows ways the systems of Earth change over time and predicts the causes of the change.	Distinguish between the fossils and theories of how species were distributed.	Have the class create a model of the solar system to hang from the ceiling, calculate the distances each planet should be from the sun in the middle.
4. Understands that fossils are used to predict and explain the similarities and differences of organisms that lived in the past and compare them with those living today.	Discuss early effects of gravity before Earth and formation of solar system.	
	Understand early Earth records compared to current Earth records.	Have students make clay and create fossils using plants, rocks, etc.
5. Know that objects in the solar system move		

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in regular and predictable paths including rotating on an axis and revolving in an orbit.		
6. Know the effects of gravity on the motions of all objects in the solar system.		
7. Describe how the rock and fossil record show that environmental conditions have changed over geologic and recent time.		

Big Idea: Earth and Space Science
(Source: National Science Standards - NS.5-8.4)

CONTENT (What students should know)	APPLICATION (What students should be able to do)	EXAMPLES
STANDARD ES3: Students will develop an understanding of Earth in the solar system.		
1. Knows the relationships between tides on Earth and the positions of the Moon, the Sun, and Earth.	Explain the phases of the Moon in terms of the relative positions of the Earth, Sun, and Moon.	Investigate and measure different physical properties of water samples such as salinity, pH, and density, as a lab activity.
2. Knows the relative sizes of the planets, Sun, Solar System, galaxy, and universe.	Understand that changes on the surface of the Earth affect living systems.	Design a model seismograph to measure the Earth's movement during an earthquake.
3. Understands the positions of the Earth, Moon, and Sun during a solar eclipse and a lunar eclipse.	Knows that over the whole Earth, organisms are growing, dying, and decaying and new organisms are being formed.	Construct a model to discuss the characteristics and the eruptions of three different types of volcanoes—shield, cinder, and composite.
4. Understand that the tilt of the Earth on its axis as it rotates causes seasonal changes.	Construct a model for the relative positions of the Earth, Sun, and Moon as they relate to corresponding eclipses.	Design and carry out experiments that show the presence of oxygen and carbon dioxide in the air.
5. Know that water is important to processes on Earth because of its abundance and its unique physical properties.	Explain the interrelationship between the Earth's tides and the moon.	Construct a model of the layers of the atmosphere and label their identifying features.
6. Knows the ways in which the Earth's surface is eroded and reshaped (for example,	Explain the seasons in the Northern and Southern Hemispheres in terms of the tilt of the Earth's axis relative to the Earth's revolution around the Sun.	Construct a weather instrument and use it

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<p>weathering, erosion, deposition)</p> <p>7. Know that the different events on the Earth change features on Earth (for example, hurricanes, earthquakes, volcanoes).</p> <p>8. Know that water covers the majority of the planet and circulates through the crust, atmosphere and oceans in the water cycle.</p> <p>9. Knows the relationship between run-off and the development of a river system.</p> <p>10. Know that as part of the water cycle some water collects in rivers, lakes, and underground rocks layers that can be a source of fresh water.</p> <p>11. Know that oceans have a major effect on climate because water in the oceans holds a large amount of heat.</p> <p>12. Understands the concepts of time and size relating to the interaction of Earth's processes (for example, the distance between atoms measured in Angstrom units as opposed to distance between stars measured in light-years).</p> <p>13. Know that the atmosphere is a mixture of nitrogen, oxygen and trace gases that include water vapor.</p>	<p>Understands the action of ground water to form aquifers, caverns, and sinkholes.</p> <p>Describe the properties and the composition of the following major layers of the Earth: crust, mantle, core.</p> <p>Understands that the surface of the Earth is constantly changing due to mechanical and chemical action.</p> <p>Describe how to measure hurricanes, earthquakes, and volcanoes.</p> <p>Explain the following processes involved in the formation of the Earth's structure: erosion, deposition, plate tectonics, volcanism.</p> <p>Describe the relationship between mountain building, island formation, and trench formation.</p> <p>Describe earthquakes and compare the different fault movements that cause them.</p> <p>Describe the role of water in weathering, erosion and deposition.</p> <p>Describe the variables that affect the formation and evolution of local river systems.</p> <p>Describe the range of time over which natural events occur (for example, lightning in seconds, mountains, form over many years)</p>	<p>to measure temperature, barometric pressure, relative humidity, and wind direction to forecast weather.</p> <p>Map the movement of frontal systems and describe the weather conditions associated with fronts.</p> <p>Show students before and after pictures of areas that have experienced natural disasters, or other natural events. Example: pictures of Grand Canyon 100 years to present.</p> <p>Use a water table to show the effects of erosion, weathering, and deposition.</p> <p>Lab: students make a rain gauge, and hydrometer to use during wet season.</p>
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<p>14. Know that the atmosphere has different properties at different elevations.</p> <p>15. Know that the sun is the major source of energy for the water cycle, air currents, and winds.</p> <p>16. Know how local weather and climate is impacted by various atmospheric conditions including global patterns of atmospheric movement.</p> <p>17. Know how organisms and human activities affect the composition of the atmosphere.</p> <p>18. Knows that a change in the environment affects the quality of life in different ways from different organisms.</p> <p>19. Knows ways to conserve and recycle resources.</p> <p>20. Knows roles of various public and private environmental agencies (for example, Florida Water Management Districts, Environmental Protections Agency).</p> <p>21. Knows that legislation can be adopted to protect the Earth from detrimental human activities.</p>	<p>Make simple weather predictions based on the changing cloud types associated with frontal systems.</p> <p>Determine how weather observations and measurements are combined to produce weather maps and that data for a specific location at one point in time can be displayed in a station model.</p> <p>Read a weather map to interpret local, regional and national weather.</p> <p>Describe how temperature and precipitation determine climatic zones (biomes) (e.g., desert, grasslands, forests, tundra and alpine).</p> <p>Describe the connection between the water cycle and weather-related phenomenon (e.g., tornadoes, floods, droughts and hurricanes).</p> <p>Knows the positive and negative consequences of human action on the Earth's systems (for example, farming, transportation, mining, manufacturing).</p> <p>Explain the causes and effects of acid rain, the greenhouse gases, and ozone depletion and propose solutions to these problems.</p> <p>Explain that Earth's capacity to absorb and recycle materials naturally (e.g., smoke, smog and sewage) can change the environmental quality depending on the length of time involved (e.g. global warming).</p>	<p>Students should visit states' biomes to experiences the differences in weather.</p> <p>Have students create a model of the Earth and how it deals with greenhouse gases and ozone depletion. Discuss data about how certain areas on Earth are exposed to an opening in the ozone.</p> <p>Have environmental agencies visit the school to discuss the affects humans have caused to Earth's systems.</p>
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Big Idea: Life Science

(Source: National Science Standards - NS.5-8.3)

CONTENT (What students should know)	APPLICATION (What students should be able to do)	EXAMPLES
STANDARD LS1: Students develop an understanding of structure and function in living systems.		
Cellular Systems	Cellular systems	
1. Know that organisms are composed of cells and that the cell is the basic unit of structure and function in living things.	State differences between cell types and kingdoms that they belong to.	Have students create prokaryote and eukaryote cells to paste in their notebooks.
2. Compare and contrast the differences between plant and animal cells; including functions of structures.	Describe the chemicals that compose life including carbohydrates, proteins, lipids, and nucleic acids.	Have students build clay models of plant and animals cells. Use toothpicks and signs to label parts.
3. Use tools to identify and compare cell structures. (microscope, hand lenses, bioscopes)	Students create models of plant and animal cells to identify the basic structures of each.	Students should do research papers on different cell parts and their functions.
4. Understand that there are structures with particular functions that are unique to certain types of cells (plants cells have cell walls, animal cells do not). That this can occur in unicellular organisms and multicellular organisms.	Relate the characteristic parts of a typical cell with their major function.	As a class come up with a song or rhyme that can link all of the parts and functions together.
5. Know that the cells with the similar functions have similar structures, whereas those with different structures have different functions.	Use a compound microscope to observe and compare plant and animals cells such as onion epidermal and human cheek epithelial cells.	
6. Know the basic processes that occur in cells.	Construct models of plant and animal cell to identify the basic structures of each, demonstrating homologous and analogous structures.	
7. Know processes of division, growth, and maturation that occur during the cell cycle	Construct models demonstrating the difference processes in cells.	
	State the differences between growth and maintenance.	
	Know ways systems in an organism function	

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<p>including that cells reproduce to ensure the growth and repair of tissue.</p> <p>8. Understands that living things are composed of major systems that function in reproduction, growth, maintenance, and regulation.</p> <p>9. Know the levels of organization in multi-cellular organisms.</p> <p>10. Understand that there are many similarities among the great diversity of living things including multicellular and unicellular.</p> <p>Body Systems</p> <p>1. Describe the major structures and function(s) of each human body system.</p> <p>2. Know that human organ systems carry out the life functions and that there is an interdependence of these systems and their functions in the body.</p> <p>3. Know the structure and function of the immune system.</p> <p>4. Know some of the functions of some types of cells, tissues, organs, and systems in advanced organisms.</p> <p>5. Know that the levels of structural organization in living things include cells, tissues, organs, systems, and organisms.</p> <p>6. Understands that the diversity of cell structure permits a diversity of functions for the organism.</p>	<p>and interact.</p> <p>Know the structures of cells, their function, and ways these mirror the structure and function of multicellular organisms.</p> <p>Body Systems</p> <p>Summarize the importance of the differentiation of a multi-cellular organism's cells into tissues, organs, and systems.</p> <p>Investigate the great variety of body plans and internal structures found in multicellular organisms.</p> <p>Analyze the similarities between human body systems and the systems found in plants and other animals that perform similar functions.</p> <p>Relate how environmental factors, either natural or man-made, may affect the health of body systems.</p> <p>Describe how some body structures such as the heart, kidneys, or skeleton may breakdown resulting in the failure of the system and have effects on the whole body.</p> <p>Describe how diseases may result from the infection caused by pathogenic organisms.</p> <p>Report how substance abuse such as tobacco, alcohol, and controlled substances may affect</p>	<p>Have students build and model different parts of the body's internal structure.</p> <p>Students should do research papers on the different environmental and human induced disorders.</p> <p>Students use the food pyramid and the internet to determine the amount of food they consume and make pledges to help change their lifestyles to incorporate healthy foods and fitness.</p>
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<p>7. Understands that the systems within living things respond to changes in the environment.</p> <p>8. Know that disease is a breakdown in the structures or functions of an organism that may be the result of internal or external causes.</p> <p>9. Know the immediate and long-term effects of personal health habits on body systems.</p>	<p>body systems.</p> <p>Develop and implement a personal fitness plan for one year.</p>	
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Big Idea: Life Science

(Source: National Science Standards - NS.5-8.3)

CONTENT (What students should know)	APPLICATION (What students should be able to do)	EXAMPLES
STANDARD LS2: Students will develop an understanding of reproduction and heredity		
<p>1. Know that life comes from preexisting life through cell reproduction that may be either asexual or sexual.</p> <p>2. Know the major differences between and advantages of asexual and sexual reproduction in plants and animals including humans.</p> <p>3. Know the common types of asexual reproduction.</p>	<p>Differentiate between asexual reproduction in unicellular and multicellular organisms.</p> <p>Contrast asexual and sexual reproduction in terms of parents involved, characteristics of sex cells, and resulting genetic makeup of offspring.</p> <p>Describe that asexual reproduction limits the spread of detrimental characteristics through a species and allows for genetic continuity.</p> <p>Compare and contrast common types of asexual reproduction including spores and</p>	<p>Students should be able to make charts of mitosis and meiosis. The best supplies are yarns and construction paper with big circles.</p> <p>One of the best labs for reproduction is to create a mini classroom garden to show the students the different plant parts.</p> <p>To show the difference between chromosomes and chromatin use twizzlers pull and peel. Students get to eat the lab and learn about the different shapes of DNA.</p>

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4. Know the difference between spores and seeds in plant reproduction.	various types of vegetative propagation.	DNA Extraction lab: Use blender, rubbing alcohol, meat tenderizer, soap and green peas to show student DNA.
5. Know that the flower is the reproductive body of a vascular plant and that it is adapted for pollination.	Explain how in most organisms, including flowering plants, animals and humans, that sexual reproduction involves a smaller sperm uniting with a larger egg cell.	Have students create "Alien Babies" to learn about traits, genes, and the Punnett's square.
6. Know that organisms have genetic traits, dominant and recessive, that are determined by one or many genes located in the chromosomes inherited from its parent(s).	Describe the relationship among genes and DNA; genes and chromosomes; and genes and traits. Explain the basic principles of heredity using the human examples of: eye color, widow's peak, blood type.	
7. Use a Punnett square to predict the results of crosses between pure and hybrid organisms.	Describe how some forms of a gene may be dominant, recessive or codominant.	
8. Know that its genes and the interaction of the organism with its environment determine the characteristics of an organism causing variations within a species (blending, crossing-over).	Explain why the characteristics of an organism can be described in terms of a combination of traits. Predict how some traits may be determined by a single pair of genes while other traits may be the result of the expression of several genes. Give examples of how the environment may affect the traits of an organism.	
9. Know the difference between meiosis and mitosis and when each occurs.		
10. Explain how variations in structure, behavior or physiology allow some organisms to enhance their reproductive success and survival in a particular environment.	Recognize that in sexual reproduction new combinations of traits are produced which may increase or decrease an organism's chances for survival.	

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Big Idea: Life Science

(Source: National Science Standards - NS.5-8.3)

CONTENT (What students should know)	APPLICATION (What students should be able to do)	EXAMPLES
STANDARD LS3: Students will develop an understanding of regulation and behavior		
1. Know that all organisms must be able to obtain and use resources, grow, reproduce, and maintain a stable internal environment while living in a constantly changing environment.	Explain the concept of homeostasis. Describe how social behavior can increase the survival of a species.	To show homeostasis, have students grow plants in different environments. Control (normal food and water), in soda, dark, etc.
2. Know that behavior is a response to external environments.	Analyze the following behavioral cycles of organisms: hibernation, migration, dormancy (plants)	Social behavior can be used as a two-fold experiment. This is a great time to complete some exercises in bullying and social acceptance. As well as showing the students videos from planet earth.
3. Determine the behavioral responses of different organisms to common stimuli (temperature, light, pressure, and moisture)	Describe the importance of chloroplasts in autotrophs and the cell mitochondria in all cells.	Have students create an experiment that uses osmosis and diffusion (ie. Sponage)
4. Know that an organism's behavior evolves through adaptation to its environment and determines its survival.	Cite examples of the way plants respond to stimuli such as gravity, light, water, and touch.	
5. Knows ways behaviors that are responses to the environment may alter the normal growth, development, maintenance, and reproduction of an organism.	Compare and contrast instincts and learned behavior in animals. Explain how behaviors are controlled by an animal's genes.	
6. Understand the process of osmosis and diffusion.	Determine the importance of diffusion and osmosis to cells and organisms.	
7. Understand energy moves through systems.	Demonstrate the process of diffusion of molecules	
8. Describe how an organism can maintain a stable internal environment while living in a constantly changing external environment.		

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Big Idea: Life Science

(Source: National Science Standards - NS.5-8.3)

CONTENT (What students should know)	APPLICATION (What students should be able to do)	EXAMPLES
STANDARD LS4: Students will develop an understanding of populations and ecosystems.		
<i>Populations</i> 1. Understand that species have characteristics that enable their populations to cycle within varying periods of time (minutes to hundreds of years). 2. Know that all the populations living together and the physical factors with which they interact compose an ecosystem. 3. Understands that living things are sorted for convenience and identification. 4. Understand that the structural characteristics among animals and plants are more alike as organisms are closer to the same kind or species within a classification level. 5. Understand that food chains show specific trophic relationships and food webs are used to illustrate interrelationships of trophic levels. 6. Know that the fossil record provides evidence that the changes in the kinds of plants and animals in the environment have been occurring over time. 7. Investigate how organisms or populations may interact with one another through symbiotic relationships and how some species have become so adapted to each	<i>Populations</i> Debate how human population growth and pollution caused by human activities have affected the Earth's ecosystems. Understands renewable and nonrenewable energy resources and its importance of informed use of natural resources. Explain that photosynthetic cells convert solar energy into chemical energy that is used to carry on life functions or is transferred to consumers and used to carry on their life functions. Evaluate data related to problems associated with population growth (e.g. overgrazing, forest management, invasion of non-native species) and the possible solutions. Analyze the interactions of living organisms with their ecosystems: limiting factors, energy, and carrying capacity. Know how to design and use a dichotomous guide to identify organisms based on structural characteristics. Categorize an organism as a producer, consumer, or decomposer when given its nutritional methods.	Students should do research papers on the growth of the human population over time. Including: the affect on resources, pollution, land, and species. Have students discuss how to limit population growth, pollution, species and land destruction. Lab: Students can go outside and create a dichotomous key of their environment. Lab: Students can create an animal on paper, then sit in a big circle and pass yarn around starting with the primary producer up to the super consumer. Each student holds on to their piece of string to create a big web of yarn. Students should watch Al Gore's documentary if school allows.

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<p>other that neither could survive without the other (e.g., predator-prey, parasitism, mutualism and commensalism).</p>		
<p>8. Understand that changes in the environment cause changes in populations.</p>	<p>Compare the food chains in a specified ecosystem and their corresponding food web.</p>	<p>School should bring in coast guard to discuss the environmental changes and human induced changes they have experienced.</p>
<p>Ecosystems</p>	<p>Ecosystems</p>	
<p>1. Know that populations of organisms can be classified by the role they play in the ecosystem.</p>	<p>Summarize the ways that natural occurrences and human activity affect the transfer of energy in Earth's ecosystems (e.g., fire, hurricanes, roads and oil spills).</p>	<p>Students should research environmental factors and affects on organisms. Have students create a Public Service Announcement to show to the school to educate others.</p>
<p>2. Know that the major source of energy for ecosystems is the sun and the energy passes from organism to organism in food webs.</p>	<p>Explain that some environmental changes occur slowly while others occur rapidly (e.g., forest and pond succession, fires and decomposition).</p>	
<p>3. Understand that individual food chains occur within a food web and that both show the flow of energy.</p>	<p>Create a model of the interactions of living organisms within an ecosystem.</p>	<p>Have students study the biomes of their areas, visit the different biomes, then return to the classroom and have the students create their own biomes with specific characteristics that would be found in the area.</p>
<p>4. Know that the number of organisms that an ecosystem can support depends on abiotic and biotic resources and other limiting factors.</p>	<p>Explain how organisms obtain and use resources to develop and thrive in: niches, predator/prey relationships.</p>	
<p>5. Understand how the carbon dioxide-oxygen cycles, water cycle, and nitrogen cycle are important for the survival or organisms.</p>	<p>Predict how environmental factors (e.g. floods, droughts, temperature changes) affect survival rates in living organisms.</p>	
<p>6. Know the life cycles of a variety of organisms, including non-flowering and flowering plants, insects, amphibians, reptiles, birds, and mammals.</p>	<p>Explain how the number of organisms an ecosystem can support depends on adequate biotic (living) resources (e.g., plants, animals) and abiotic (non-living) resources (e.g., light, water and soil).</p>	
<p>7. Know the unique characteristics of a virus</p>	<p>Know biotic and abiotic components in a small, local area and ways they interact (field, pond).</p>	
	<p>Contrast ecology, biosphere, biome, and</p>	

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that cause them to be considered living at some times and nonliving at others including interdependence on other living things.	ecosystem.	
8. Understand the changes in one part of the ecosystem will affect other parts of the ecosystem.	Explain ecological succession and how it often leads to a climax community.	
9. Compare the symbiotic and competitive relationships in organisms within an ecosystem (e.g., lichen, mistletoe/tree, clownfish/sea anemone, native/non-native species).	List and describe the characteristics of the major land biomes including tundra, desert, grassland, tropical rain forest, deciduous forest, and coniferous forest.	

Big Idea: Life Science

(Source: National Science Standards - NS.5-8.3)

CONTENT (What students should know)	APPLICATION (What students should be able to do)	EXAMPLES
STANDARD LS5: Students will develop an understanding of diversity and adaptations of organisms.		
Diversity 1. Know that evolution accounts for the diversity of species developed through gradual processes over many generations.	Diversity	Introduce students to a variety of organisms that have gone extinct. Compare and contrast those animals with today's species lists.
2. Explain that diversity of species is developed through gradual processes over many generations (e.g., fossil record).	Show through examples of how extinction is a natural process.	Show students how many species have gone extinct vs. have many are extant.
3. Understand that changes in the environment may influence the size, number or diversity of organisms in an area.	Explain the role man has in the extinction of organisms.	Have students compare and contrast the environments extinct and extant species live.
4. Know possible causes for a species to		Bring in the fish and game department to discuss the characteristics used to determine threatened, endangered, or extinct.

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<p>become threatened, endangered, or extinct.</p> <p>5. Determine characteristics of organisms that could change over several generations.</p> <p>6. Analyze the following behavioral cycles of organisms: hibernation, migration, dormancy (plants)</p> <p>7. Describe the following factors that allow for the survival of living organisms: protective coloration, beak design, seed dispersal, pollination</p> <p>Adaptation</p> <p>1. Know that extinction occurs when the environment changes and the adaptive characteristics of a species are not sufficient to allow its survival.</p> <p>2. Know the adaptations that aid in species survival (protective coloration, hibernation, delayed implantation).</p> <p>3. Know that biological adaptations include changes in structures, behaviors, physiology that enhances reproductive success in a particular environment.</p> <p>4. Investigate how an organism adapted to a particular environment may become extinct if the environment, as shown by the fossil record, changes.</p> <p>5. Know ways organisms are adapted to their environment.</p>	<p>Describe and give examples of how the environment may select in favor of or against a species.</p> <p>Adaptation</p> <p>Support using specific examples that species acquire many of their unique characteristics through biological adaptation that involves the natural selection of variations in populations.</p> <p>Compare and contrast biological and environmental adaptations.</p>	<p>Ask a local environmental group if they have any tasks for students to help save a species (field trip).</p> <p>Have students create two sets of species; one that is bare bones and a super species. After students have created the species, create a game that tests the species ability to survive. After the game, have students discuss what they learned about the survivability of their species.</p> <p>Students can be taken to the computer lab to play animal survival games from the discovery network.</p>
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Big Idea: Physical Science

(Source: National Science Standards - NS.5-8.2)

CONTENT (What students should know)	APPLICATION (What students should be able to do)	EXAMPLES
STANDARD PS1: Students will develop an understanding of properties and changes of properties in matter.		
1. Know that each substance is composed of matter that has unique, observable physical and chemical properties and knows the ways in which substances differ (for example, mass, volume, shape, density, texture, and reaction to light).	Compare and contrast the physical and chemical properties of substances.	Use appropriate lab equipment to perform simple chemical reactions.
2. Uses a variety of measurements to describe the physical properties of matter (for example, volume and mass).	Knows the difference between transparent, translucent, and opaque objects.	Identify or measure physical properties of a substance such as color, hardness, density, melting point, or boiling point during a laboratory activity.
3. Determine the physical properties of matter that can be observed without altering the substance (for example, mass, volume, boiling point, density).	Understands that mass is the amount of material in an object while weight is the result of gravitational pull on an object.	Design and perform a laboratory activity using equipment to separate the components of a mixture.
4. Knows the difference between mass and weight.	Understands that weight will vary with the location of the mass on the universe, but the mass will remain constant.	Design and carry out an experiment that demonstrates that mass is conserved during chemical reactions.
	Distinguish between an atom's charge when comparing protons, electrons, and neutrons with respect to nucleus and electron cloud.	
	Determines the mass number and atomic number of an atom from the number of protons and neutrons.	
5. Know that an element is the simplest type of substance and is composed of only one type of atom.	Understand that the mass of an atom is concentrated in the nucleus where the protons and neutrons are located.	

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<p>6. Know that the Periodic Table of Elements is used by scientists to organize the elements in groups displaying similar physical and chemical properties.</p> <p>7. Know that two or more elements combined chemically form a compound with new physical and chemical properties.</p> <p>8. Understands that increasing the average motion of the particles in a substance increases the temperature of the substance and vice versa.</p> <p>9. Knows the difference between heat and temperature.</p> <p>10. Knows the relative changes of position and motion of atoms in a solid, liquid and gas are the result of an increase or decrease in temperature.</p>	<p>Use the information about an element given on the periodic table to diagram the basic structure of an atom of that element.</p> <p>Use the periodic table to identify the elements in simple inorganic and organic compounds, metals, nonmetals, and noble gases.</p> <p>Explain how groups of elements in the periodic table exhibit similar physical and chemical properties such as melting point, conductivity, and chemical reactivity.</p> <p>Explain the differences between a mixture and a chemical compound.</p> <p>Determines the effect of a change in temperature on common materials (for example, butter, food coloring in water, isopropyl alcohol).</p> <p>Knows that the average kinetic energy of the atoms or molecules of different objects varies with their temperature.</p> <p>Measure and graph the change in temperature of a substance as it changes from one phase to another.</p> <p>Knows the difference between a physical and chemical change.</p>	
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IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM
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<p>11. Understands that matter exists, molecular motion, energy flows as solids, liquids and gases.</p> <p>12. knows the physical and chemical properties of various substances</p> <p>13. Knows characteristics of masses, volumes, densities.</p> <p>14. Understand the endothermic and exothermic reactions.</p> <p>15. Identify different kinds of matter based on the following chemical properties: reactivity, pH, oxidation (corrosion)</p> <p>16. Know that substances can be classified as acid, base, or neutral.</p> <p>17. Know that the functioning of biological systems depends on chemical reactions.</p> <p>18. Identify the following types of evidence that a chemical reaction has occurred: formation of a precipitate, generation of gas, color change, absorption or release of heat.</p>	<p>Uses the water displacement method to find the volume of common items (for example, marbles, rocks, nails,) and volumes of different substances that have equal masses.</p> <p>Determines the relationship between mass and volume of an assortment of common substances.</p> <p>Know that in a chemical reaction the total mass of the atoms stays the same while the atoms or molecules are rearranged.</p>	<p>Ice Cream Lab allows for understanding of exothermic and endothermic reactions.</p> <p>Using ice cream lab: compare the effects of temperature, surface area, and concentration on the rate of chemical reactions.</p> <p>Measure the pH common substances using laboratory equipment.</p> <p>Diagram an atom, illustrating the placement of protons and neutrons and the nucleus of the atom while electrons exist in areas of probability outside of the nucleus.</p> <p>Experiments involving a temperature probe to determine change in temp. over time of solids and liquids.</p> <p>Use of balances and graduated cylinders to measure volume, mass, while determining density.</p> <p>Use pH paper to test differences in solids</p>
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19. Classify matter in terms of elements, compounds, or mixtures.	Classify mixtures as being homogeneous or heterogeneous. Suggest methods that could be used to separate mixtures such as salt and sand, iron and sulfur, soil samples.	and liquids and classify as acid, base, or neutral.
20. Knows relationship between nature and elements, compounds, mixtures.	<p>Explain why carbon's ability to form long-chain molecules makes it so important to organisms.</p> <p>Name the major categories of molecules that compose organisms including carbohydrates, fats, proteins and nucleic acids.</p> <p>Name the most common elements present in the universe, atmosphere, earth's crust, oceans, and living things.</p>	Use real life examples explain how to classify matter (ie. Pizza, soda, bleach)

Big Idea: Physical Science

(Source: National Science Standards - NS.5-8.3)

CONTENT (What students should know)	APPLICATION (What students should be able to do)	EXAMPLES
STANDARD PS2: Students will develop an understanding of motion and forces		
Motion 1. Knows that the motion of an object can be described by its position, direction of motion, and speed. Speed, velocity, and acceleration can be calculated, estimated, and defined.	Motion Able to perform formulas and collect data for objects in motion. Describe Newton's Laws of Motion and give real-world examples for each.	Design experiments to demonstrate the Newton's Law's of Motion. Ex: Balloon powered race cars Conduct an experiment that measures the time it takes for an object to move a specified distance and calculate average speed and acceleration. Experiment with the amount of damage vibrations can cause.

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<p>2. Knows the factors that influence the amount of damage vibrations can cause.</p> <p>3. Knows the parts of a wave.</p> <p>4. Knows the properties of waves (frequency, amplitude, wavelength).</p> <p>5. Knows the relationship between frequency and wavelength (the greater the frequency of the wave, the smaller the wavelength)</p> <p>6. Understands the relationship between the energy of a wave and its frequency (the greater the frequency of the wave, the greater the energy of the wave).</p> <p>7. Knows the intensity of some common waves, causes and effects of waves, and can measure the frequency of waves.</p> <p>Forces</p> <p>1. Knows the properties of forces.</p>	<p>Uses common items to demonstrate that vibrations in materials set up visible disturbances that spread away from the force in all directions.</p> <p>Understands that wavelength determines the color of visible light, determines the pitch and sound, and that waves vary greatly in character (for example, sound, ultraviolet, ocean waves).</p> <p>Knows how to compare and contrast the properties of particles and waves.</p> <p>Knows some technological devices that use wave energy (for example, sonar, ultrasound laser).</p> <p>Forces</p> <p>Identify types of natural forces including gravitational, frictional, magnetic, elastic, and centripetal.</p> <p>Understands that forces act at a distance. Contact forces (for example, friction, buoyancy, tension).</p> <p>Knows that a simple electromagnet uses both electrical force and a magnetic force.</p>	<p>Students use a pebble dropped in water or a marble dropped in sand to demonstrate the disturbance of the force.</p> <p>Forces</p> <p>Investigate simple electromagnet uses both electrical force and a magnetic force and that like poles of a magnet will repel and opposite poles will attract.</p> <p>Conduct a study on parallel and series circuits.</p>
<p>2. Knows that like poles of the magnet (two north poles or two south poles) will repel and opposite poles (north and south) will attract.</p> <p>3. Knows the difference between parallel and series circuit.</p>		

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4. Knows that the net force is dependent on the direction and magnitude of forces acting on a body. Force is dependent on the direction of the forces acting on a body.		
5. Understands that as objects fall to Earth, speed increases until they reach terminal velocity.	Knows that objects in a vacuum accelerate at a constant rate.	Design experiments that demonstrate the mechanical advantage of a simple machine.
6. Recognizes the forces that act on a given object, that the overall effect of a force can be predicted and that forces can be balanced or unbalanced.	Understands that unbalanced forces cause objects to accelerate.	Design a complex machine from the combination of simple machines.
7. Knows about simple machines.	Knows the uses, advantages and disadvantages of simple machines. Understands uses and combinations of simple machines in complicated machines.	Weigh objects and predict their rate of speed when dropped. Measure force acting on the motion of an object through experimentation. Demonstrate velocity as the rate of change of position over time.
8. Knows Newton's three laws of motion.	Identify the conditions under which an object will continue in its state of motion (Newton's 1st Law of Motion). Describe how the acceleration of a body is dependent on its mass and the net applied force (Newton's 2nd Law of Motion). Describe forces as interactions between bodies (Newton's 3rd Law of Motion).	Paper airplane drop lab
9. Knows the characteristics gravity has on an object.	Gravity is a force that causes an object to fall to the ground. Gravity causes an object to have weight.	
10. Knows that gravity is a force that holds the Solar System together.	Knows that gravity is a universal force that every mass exerts on every other mass.	

IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM
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Big Idea: Physical Science

(Source: National Science Standards - NS.5-8.3)

CONTENT (What students should know)	APPLICATION (What students should be able to do)	EXAMPLES
STANDARD PS3: Students will develop an understanding of the transfer of energy		
1. Know that forms of energy including heat, light, sound, electricity, mechanical, chemical, and nuclear can be changed from one form to another.	Uses examples to demonstrated common energy transformations. Identify energy conversion in devices used daily.	Use lab experiences to demonstrate kinetic and potential energy.
2. Knows the difference between potential and kinetic energy.	Knows ways to change energy from potential to kinetic.	
3. Understands how the principle of conservation of energy is applied during an energy transfer.		
4. Knows different types of energy and the units used to quantify the energy (for example, solar, nuclear, electrical, chemical).		Calculate the cost of electricity for the kilowatt-hours used each month.
5. Understands that energy can be converted from one form to another (for example solar energy to heat energy).	Knows examples of natural and man-made systems in which energy is transferred from one form to another. Knows that energy conversions are never 100% efficient and that some energy is transforms to heat and is unavailable for further useful work. (for example, a food pyramid reflects the energy that is used and lost in each part of a food chain).	Use a food pyramid to calculate the energy used and lost in student's diet.
6. Knows examples of uses of energy in the home and ways to measure its use.		Use visuals to explain the methods of heat transfer.

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7. Understands that energy can be transferred by radiation, conduction and convection.	Knows types of radiant energy that come to Earth from the Sun (for example, visible, infrared, ultraviolet).	Have students create a water cycle model and describe the energy exchanges that take place.
8. Knows the characteristics, effects and common uses of ultraviolet, visible, and infrared light.	Compare methods of heat transfer by conduction, convection and radiation.	
9. Knows ways to measure the various forms of energy that come from the Sun.	Describe the energy exchange in the water cycle. Knows that useful energy is lost as heat energy in every energy conversion. Knows the effect of sunlight on photosynthetic pigments.	
10. Knows that a transfer of thermal energy occurs in chemical reactions.	Knows the processes by which thermal energy tends to flow from a system of higher temperature to a system of lower temperature. Knows that the average kinetic energy of the atoms or molecules that make up an object changes when the temperature of the object changes. Understands that energy changes cause the weather to change.	Have students create a model that shows renewable and nonrenewable resources. Use the model above to make students aware of resources and how they may change the use of them.
11. Knows that sound travels in a medium (cannot travel in a vacuum), and travels at different speeds through various media.		
12. Know the methods by which different forms of energy can be transferred from one location to another.		

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<p>13. Know that energy of the sun is transformed in living systems, natural physical systems, and artificial systems constructed by humans.</p>	<p>Know sources of energy, how they are produced, used, distributed, and impact the environment.</p> <p>Name renewable and nonrenewable sources of energy.</p>	<p>To understand reflection and refraction have students make a laser show using a laser pointer, glass pyramids, and mirrors.</p>
<p>14. Knows forms of radiant waves and their application to everyday life (for example, visible, microwave, radio)</p>	<p>Compare the reflection and refraction of light.</p>	
<p>15. Knows uses of radiation, light, and thermal energy to improve the quality of life for human beings (for example, cooking food, treating disease).</p>	<p>Describe the role of heat transfer in the production of air and ocean currents and resulting weather patterns.</p> <p>Describe the steps in the generation of electrical energy and the impact on the environment</p>	
<p>16. Knows that fossil fuels are found in the Earth, they are nonrenewable, and the advantages and the disadvantages of their use.</p>		
<p>17. Knows how fossil fuels are formed in the Earth, why they are renewable, and the advantages and disadvantages of their use.</p>		

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Sixth Grade: Science

Big Idea: Health

(Source: National Science Standards - NS.5-8.6)

CONTENT (What students should know)	APPLICATION (What students should be able to do)	EXAMPLE (How the problem might look on an assessment)
STANDARD HE1: Students will know the availability and effective use of health services, products, and information.		
1. Know the costs and validity of common health products, services, and information.		
2. Know how to locate and use community health information, products, and services that provide valid health information.	Identify the service available in the local area.	Using local information, create a poster that is an information bulletin for a product or service.
3. Know ways to influence the consumer health service system (e.g., assertive consumerism, selecting providers, and communicating complaints).		
4. Know community health consumer organizations and the advocacy services they provide (e.g., American Heart Association, American Lung Association, and Diabetes Association).	Identify organizations within community that provide support to individuals and what role they play in their community	Have speakers from local organizations come to classroom for presentations.
5. Know situations that require professional health services (e.g., management of health conditions such as asthma, diabetes).	Identify the major condition affecting US citizens.	Students research medical conditions common in the US and present to class.
6. Explore a variety of health related careers.		Health Related Speakers are brought into class for presentation and Q7A sessions for students.
STANDARD HE2: Students will know environmental and external factors that affect individual and community health.		
1. Know cultural beliefs, socioeconomic considerations, and other environmental factors within a community that influence the		

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<p>health of its members (e.g., relationship of values, socioeconomic status, and cultural experiences to the selection of health-care services).</p> <p>2. Understand how various messages from the media, technology, and other sources impact health practices (e.g., health fads, advertising, misconceptions about treatment and prevention options).</p> <p>3. Know local, state, federal, and international efforts to contain an environmental crisis and prevent a recurrence (e.g., acid rain, oil spills, solid waste contamination, nuclear leaks, ozone depletion).</p> <p>4. Understand how peer relationships affect health (e.g., name calling, prejudice, exclusiveness, discrimination, risk-taking behaviors).</p> <p>5. Demonstrate proficiency in basic first aid, abdominal thrust maneuver and cardiopulmonary resuscitation.</p>		
STANDARD HE3: Students will understand the relationship of family health to individual health.		
<p>1. Know strategies that improve or maintain family health (e.g., how one's personal behavior can affect the behavior and feelings of other family members).</p> <p>2. Understand the development of adolescent independence.</p> <p>3. Know how communication techniques can improve family life (e.g., talking openly and honestly with parents when problems arise).</p>		

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4. Understand the responsibilities of parenting, including legal, financial, social and moral.		
5. Understand that aspects in ones' own culture and in the culture of others have an impact on health and the use of health services.		
STANDARD HE4: Students will know how to maintain mental and emotional health.		
1. Know strategies to manage stress and feelings caused by disappointment, separation, or loss (e.g., talking over problems with others, understanding that feelings of isolation and depression will pass, examining the situation leading to the feelings).		
2. Know characteristics and conditions associated with positive self-esteem.		
3. Know appropriate ways to build and maintain positive relationships with peers, parents, and other adults (e.g., interpersonal communication).		
4. Know effective verbal and nonverbal communication skills (e.g., body language and eye statements).		
5. Understand the difference between safe and risky or harmful behaviors in relationships.		
6. Know various ways to communicate care, consideration and acceptance of others (e.g., respect, trust, kindness and sexual abstinence as an expression of love).		
7. Know techniques for seeking help and support through appropriate resources.		

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STANDARD HE5: Students will know essential concepts and practices concerning injury prevention and safety.		
1. Know injury prevention strategies for family health (e.g., having a personal and family emergency plan, including maintaining supplies in readiness for emergencies; identifying and removing safety hazards in the home).		
2. Know strategies for managing a range of situations involving injury (e.g., first aid procedures, abdominal thrust maneuver, and cardiopulmonary resuscitation).		
3. Know potential signs of self- and other-directed violence.		
4. Know the various possible causes of conflict among youth in schools and communities, and strategies to manage conflict.		
5. Know how refusal and negotiation skills can be used to enhance health.		
6. Know techniques for avoiding threatening situations.		
STANDARD HE6: Students will understand essential concepts about nutrition and diet.		
1. Understand how eating properly can help to reduce health risks (in terms of anemia, dental health, osteoporosis, heart disease, cancer, malnutrition).		
2. Know appropriate methods to maintain, lose, or gain weight according to individual needs and scientific research.		
3. Know eating disorders that affect health adversely (e.g., anorexia, overeating,		

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<p>bulimia).</p> <p>4. Know the principles of food safety involved with food storage and preparation (e.g., proper refrigeration, hand washing, proper cooking and storage temperatures).</p> <p>5. Identify the consequences of not having a realistic body image.</p> <p>6. Identify a variety of low-cost foods that provide nutritionally adequate diets.</p>		
STANDARD HE7: Students will know how to maintain and promote personal health.		
<p>1. Know personal health strengths and risks (e.g., results of a personal health assessment).</p> <p>2. Know how positive health practices and appropriate health care can help to reduce health risks (e.g., good personal hygiene, self-examinations, health screenings; including scoliosis, vision and hearing).</p> <p>3. Explain the need for using protective equipment in sports and physical activity or practicing behaviors that protect the body.</p> <p>4. Know strategies and skills that are used to attain personal health goals (e.g., maintaining an exercise program, making healthy food choices).</p> <p>5. Understand how changing information, abilities, priorities, and responsibilities influence personal health goal.</p> <p>6. Know how health is influenced by the interaction of body systems.</p>		

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STANDARD HE8: Students will know essential concepts about the prevention and control of disease.		
1. Understand how lifestyle, pathogens, family history, and other risk factors are related to the cause or prevention of disease and other health problems.		
2. Know communicable, chronic, and degenerative disease processes and the differences between them.		
3. Understand personal rights and responsibilities involved in the treatment of disease (e.g., proper use of medication; the influence of family and culture on the treatment of disease).		
STANDARD HE9: Students will understand aspects of substance use and abuse.		
1. Know conditions that may put people at higher risk for substance abuse problems (e.g., genetic inheritability, substance abuse in family, low frustration tolerance).		
2. Know factors involved in the development of a drug dependency and the early, observable signs and symptoms (e.g., tolerance level, drug-seeking behavior, loss of control, denial).		
3. Know the short- and long-term consequences of the use of alcohol, tobacco, and other drugs (e.g., physical consequences such as shortness of breath, cirrhosis, lung cancer, emphysema; psychological consequences such as low self-esteem, paranoia, depression, apathy; social consequences such as crime, domestic violence, and loss of friends).		

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<p>4. Know public policy approaches to substance abuse control and prevention (e.g., pricing and taxation, warning labels, regulation of advertising, restriction of alcohol consumption at sporting events).</p> <p>5. Know community resources that are available to assist people with alcohol, tobacco, and other drug problems.</p>		
STANDARD HE10: Students will understand the fundamental concepts of growth and development.		
<p>1. Understand how the human body changes as people age (e.g., muscles and joints become less flexible, bones and muscles lose mass, energy levels diminish, senses become less acute).</p> <p>2. Know the similarities and differences between male and female sexuality and the function of the male and female reproductive systems.</p> <p>3. Understand the processes of conception, prenatal development, and birth.</p> <p>4. Understand that individuals change at different paces.</p> <p>5. Understand how to be respectful of the sexuality of others, including the personal and social characteristics of sexual harassment.</p> <p>6. Understand personal responsibility and the consequences of sexual activity.</p> <p>7. Know strategies for coping with concerns and stress related to the changes that occur</p>		

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during adolescence.		
8. Understand and describe how choices made during pregnancy directly affect the health of the mother and fetus.		

Big Idea: Science and Technology
(Source: National Science Standards - NS.5-8.5)

CONTENT <i>(What students should know)</i>	APPLICATION <i>(What students should be able to do)</i>	EXAMPLES
STANDARD ST1: Students will develop abilities of technological design.		
1. Knows that science and technology affects and most aspects of society	Explain the role science and technology have in the earth sciences such as the prediction of weather and climate changes, and locating natural resources such as oil an minerals.	
2. Knows that society's problems often inspire questions for scientific research and social priorities often influence research priorities.	Investigate the environmental problems associated with the production and consumption of drinking water.	
3. Knows ways scientific theories may change with new discoveries.		
4. Understands that new technology may lead to new discoveries.		
5. Knows selected scientists and their accomplishments.		
6. Knows that scientists who make contributions to knowledge come from all kinds of backgrounds and posses varied talents, interests, and goals.		

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STANDARD ST2: Students will develop an understanding about science and technology.		
1. Knows methods used to design and implement a solution to a societal problem.	Suggest a solution to an environmental problem such as acid rain, ozone depletion, and soil erosion.	
2. Knows how to design and develop a product that solves a need.	Construction a weather instrument and use it to make observations.	
3. Knows that some technological advances in areas such as transportation, power generation, and agriculture may have negative consequences.	Debate how human population growth and pollution caused by human activities have affected the Earth's ecosystems.	
4. Knows that some technological advances have greatly enhanced the quality of human life.	Research and present a technology that has advanced the earth sciences.	
5. Uses the computer to collect, analyze and report finding.	Describe reliable sources of information available for research such as reference books, scientific journals, and the internet.	

Big Idea: History and Nature of Science
(Source: National Science Standards - NS.5-8.7)

CONTENT (What students should know)	APPLICATION (What students should be able to do)	EXAMPLES
STANDARD NS1: Students will develop an understanding that science is an endeavor, which links the generations of humanity.		
1. Knows that science ethics demands that scientists must not knowingly subject coworkers, students, the neighborhood, or the community to health or property risks.		
STANDARD NS2: Students will develop an understanding of the nature of science.		
1. Student know that most natural events occur in patterns.		

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2. Knows that appropriate care, safe practices, and ethical treatment are necessary when animals are involved in scientific research.		
3. Knows that in research involving human subjects, the ethics of science require that potential subjects be fully informed about the risks and benefits associated with the research and of the right to refuse to participate.		
STANDARD NS3: Students will develop an understanding of the history of science.		
1. Students will know the major scientific discoveries that have led to the advancement of science.		

Big Idea: Science as Universal Inquiry
(Source: National Science Standards - NS.5-8.1)

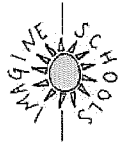
CONTENT <i>(What students should know)</i>	APPLICATION <i>(What students should be able to do)</i>	EXAMPLES
STANDARD SI1: Students will develop an understanding about scientific inquiry.		
1. Know some ways that the scientific discoveries create new technologies that affect society (for example, geographic information systems, gene mapping, and electronic communication).		
2. Knows that the advancement of science, mathematics, and technology is ongoing and influenced by a diverse population of scientists.		

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3. Knows that scientific contributions may result in diverse technological products.		
STANDARD SI2: Students will develop abilities necessary to do scientific inquiry.		
1. Know how to appropriately use scientific tools to carry out an investigation.	Use instruments such as a hygrometer, hydrometer, barometer, and thermometer to make observations.	
2. Knows that accurate record keeping, openness, and replication are essential to maintaining an investigator's credibility with other scientists and society.	Use appropriate measuring devices during laboratory activities.	
3. Uses accurate record, openness, and replication of experiments to ensure credibility.	Conduct research in cooperative groups and compare notes. Decide about the validity and reliability of the results.	
4. Know how to use standards of measurement and mathematics to collect an interpret data during an investigation.		
5. Know how to design and conduct a scientific investigation. That uses systematic, scientific processes to solve problem and reach conclusions.	Design and conduct experiments about the earth science topics such as the motion of falling objects, composition of air, and water as a solvent.	
6. Understands the importance of the control in an experiment.		
7. Knows how to identify the independent and dependent variables in an experiment.	Use data from experimentation to explain relationships between variables.	
8. Uses appropriate experimental design, with consideration for rules, time, and materials required to solve a problem.		
9. Knows that the scientific method is a process that involves a logical and empirical but flexible approach to problem solving.		

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10. Knows that the disciplines of science provide in depth study to and information that becomes available for all to share and use.		
11. Uses criteria necessary to determine the veracity of the data.		
12. Uses a computer to collect, analyze, and report scientific findings.		



Imagine Schools Standards-Based Curriculum

Prep Academy 6th grade WORLD HISTORY AND GEOGRAPHY

Course Number: _____
**Course Title: M/J WORLD HISTORY and
GEOGRAPHY**



Imagine Schools prepares our learners for leadership in an interdependent global economy. The focus is on the processes that influence events and decisions at the local, state, national, and global levels. These include geographic, cultural, governmental, economic, and historical processes.

Sixth graders learn geographic concepts to deepen their grasp of the relationships between geographic conditions and human activities. As they deepen their understanding of the nature of our planet, Imagine Schools students also learn to connect current cultures and significant historical events to geographic locations and influences.

Seventh graders focus on the attributes of the American political and economic system. As they learn the differences between American ideals of citizenship and other models practiced around the globe and throughout history, our students learn to see the significance of the American republic's values of free enterprise, democracy, and constitutional principles.

Eighth grade learners concentrate on the history of the people of the United States. Imagine Schools' students learn not only the traditional names and events of importance in a multi-cultural society, they study the processes and issues that have defined our nation and continue to be a significant part of the evolving American way of life.


IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM
Prep Academy
Social Studies Standards

STRAND	STANDARD
Geography: The World in Spatial Terms	GE1: Students use maps and other geographic representations, tools and technologies to acquire, process, and report information from a spatial perspective.
	GE2: Students use mental maps to organize information about people, places, and environments in a spatial context.
	GE3: Students analyze the spatial organization of people, places, and environments on earth's surface.
Places and Regions	GE4: Students describe the major physical and human characteristics of places.
	GE5: Students use the concept of "region" to interpret the earth's complexity.
	GE6: Students explain how culture and experience influence people's perception of places and regions.
Physical Systems	GE7: Students describe the physical processes that shape the Earth.
	GE8: Students describe the characteristics and spatial distribution of ecosystems on the Earth's surface.
Human Systems	GE9: Students describe the characteristics, distribution, and migration of human populations on the Earth's surface.
	GE10: Students describe the characteristics, distribution, and complexity of the Earth's cultural mosaics.
	GE11: Students describe the patterns and networks of economic interdependence on the Earth's surface.
	GE12: Students identify and describe the processes, patterns, and functions of human settlement.
	GE13: Students describe how the forces of cooperation and conflict among people influence the division and control of the Earth's surface.
Environment and Society	GE14: Students explain how human actions modify the physical environment.
	GE15: Students explain how physical systems affect human systems.
	GE16: Students describe changes that occur in the meaning, use, distribution, and importance of resources.
The Uses of Geography	GE17: Students explain how to apply geography to interpret the past.
	GE18: Students demonstrate how to apply geography to interpret the present and plan for the future.
World History: Historical Thinking	WH1: Students use chronological thinking.
	WH2: Students use historical comprehension.
	WH3: Students use Historical Analysis and Interpretation.
	WH4: Students use historical research capabilities.

IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM
Prep Academy
Social Studies Standards

STRAND	STANDARD
	WH5: Students use historical issues- analysis and decision-making.
	WH6: Students describe the major trends in global history: <ul style="list-style-type: none"> A. Early civilizations and the emergence of pastoral people (4000-1000 B.C.E.) B. Classical traditions, major religions and giant empires (1000 B.C.E-300 C.E.) C. Expanding zones of exchange and encounter, intensified hemispheric interactions (1000-1500) D. Intensified hemispheric interactions (1000-1500) E. The emergence of the first global age (1450-1770) F. An age of revolutions (1750-1914) G. A half-century of crisis and achievement (1900-1945) H. The 20th Century since 1945: Promises and paradoxes

**IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM
SIXTH GRADE: GEOGRAPHY: PLACES AND REGIONS**

CONTENT (What students should know)	APPLICATION (What students should be able to do)	ACTIVITIES/ASSESSMENT
STANDARD GE1: Students use maps and other geographic tools and technologies to acquire, process, and report information from a spatial perspective.		
<ol style="list-style-type: none"> Understand the characteristics, functions, and applications of maps, globes, aerial and other photographs, satellite produced images, and models. Understand how maps, globes, graphs, charts, models, and databases to analyze spatial distributions and patterns are used. Know the relative advantages and disadvantages of using maps and geographic representations, tools, and technologies to solve geographic problems. 	<p>Read and interpret maps using such features as scale, directional indicators, and symbols.</p> <p>Create thematic maps and graphs of various aspects of the student's local community, state, country, and the world (e.g. changes in population, immigration, spread of disease, economic patterns, types of governments, climate)</p> <p>Demonstrate patterns of movement in space and time using maps (e.g., mapping hurricane paths over several seasons; mapping the spread of computer technologies around the world).</p>	<p>Some examples include using map scraps for students to answer questions.</p>  <p>Map: National geographic magazine</p> <ul style="list-style-type: none"> What two countries are shown on this map scrap? What river marks the border between these two countries? What state lies north of the river? What is the highest point and elevation in this state? On which body of water does this state have a coastline? <p>On a map, the smaller the scale of miles the: shorter the distance between two points less detail will be shown on the map more detail will be shown on the map longer the distance between two points</p>
STANDARD GE2: Students use mental maps to organize information about people, places, and environments in a spatial context.		
<ol style="list-style-type: none"> Identify the locations of major physical features and human events on map and globes. Use mental maps to answer geographic 	<p>Sketch physical maps from mental maps of the local community, the state, and nation. Compare the sketches with maps in atlases to evaluate accuracy of the mental map.</p> <p>Use mental maps of the local community, state and</p>	<p>Students work in groups to create a map of the world using only construction paper and glue. Before students begin this activity put away all atlases and make sure no maps are visible in the room. Once</p>

**IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM
SIXTH GRADE: GEOGRAPHY: PLACES AND REGIONS**

CONTENT (What students should know)	APPLICATION (What students should be able to do)	ACTIVITIES/ASSESSMENT
questions.	nation to list and describe the places one would travel through to move from one place to another. Draw sketch maps from memory and analyze them to assess ways in which people's mental maps reflect an individual's attitude toward places.	complete students analyze these maps for accuracy.
STANDARD GE3: Students analyze the spatial organization of people, places, and environments on the Earth's surface.		
1. Analyze and explain distributions of physical and human phenomena with respect to spatial patterns, arrangements, and associations in the local community, state, nation, and world.	List places in the world that Americans depend on for imported resources and manufactured goods.	Assume that it is now 3:00 P.M. in Washington, D.C. (and New York, Miami, Boston, Atlanta, etc.) Name five cities where it is not 3:00 P.M., and give the time in each. Only one of the cities you name may be in the U.S.
2. Analyze and explain patterns of land use in urban, suburban, and rural areas using concepts such as distance, accessibility, and connections.	Identify and compare examples of land uses that are frequently near each other and others that are frequently far apart (e.g., hotels and restaurants near each other and schools seldom near airports); explain the associations. Use telephone books and maps in this exercise.	
3. Explain the different ways in which places are connected and how these connections demonstrate interdependence and accessibility.		
4. Describe patterns and processes of migration and diffusion.	Create maps illustrating patterns of migration or immigration.	Explain how major physical characteristics, natural resources, climate, and location influenced where people settled in different ancient regions of the world.
STANDARD GE4: Students understand the major physical and human characteristics of places.		
1. Use field observations, maps and other tools to recognize major classification elements of physical places (e.g., soils, land forms, vegetation, wildlife, climate, natural hazards).	Create maps identifying major physical features of the local community, state, and nation.	Explain the effects of living near rivers, such as the Tigris and Euphrates (Mesopotamia) or Nile River Valley.
2. Use field observations, maps and other tools to recognize major classification elements of human places (e.g., language, religion, land use, levels of development, politics, levels of		

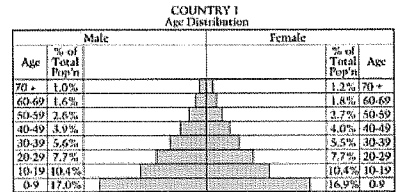
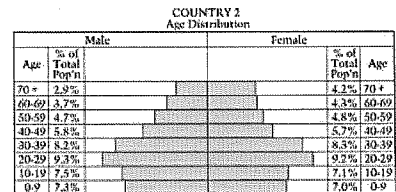
**IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM
SIXTH GRADE: GEOGRAPHY: PLACES AND REGIONS**

CONTENT (What students should know)	APPLICATION (What students should be able to do)	ACTIVITIES/ASSESSMENT
<p>technology, population characteristics)</p> <p>3. Analyze how technology shapes the physical and human characteristics of places (e.g., satellite communications, deforestation, development, beach erosion, draining wetlands.</p>	<p>Create maps identifying major human characteristics (areas of erosion or deforestation, areas of dense development, etc.) of the local community, state, and nation.</p>	
STANDARD GE5: Students use the concept of “region” to interpret the Earth’s complexity.		
<p>1. Identify the criteria used to define a region.</p> <p>2. Identify types of regions.</p> <p>3. Explain how regions change over space and time.</p> <p>4. Describe how regions are connected and interdependent.</p> <p>5. Evaluate the influences and effects of regional labels and images.</p>	<p>List examples of regions at different scales (e.g., hemispheres, regions within continents, countries and cities) and identify where the local community is in each of those regional scales.</p> <p>Cite examples of the connections between regions in the U.S. and World using maps, graphs and tables (e.g., trade, technology, cultural diffusion).</p>	<p>On a map, identify all earth's continents, 5 regions, 5 countries, and 5 cities. Use your answers to explain ways in which these civilizations defined their territory, such as city-states, provinces, kingdoms, and empires.</p>
STANDARD GE6: Students understand how culture and experience influence people’s perception of places and regions.		
<p>1. Know the five elements of culture.</p> <p>2. Evaluate the characteristics of places and regions from various points of view.</p> <p>3. Explain how technology affects the ways in which cultural groups perceive and use places and regions.</p> <p>4. Illustrate and explain how places and regions serve as cultural symbols.</p>	<p>Define culture and list the five common elements of all cultures.</p> <p>Obtain information reflecting different points of view about the proposed use of a plot of land in the student’s local community and analyze those views on the basis of what would be best (the “public good”) for the community.</p> <p>Identify examples of advertising designed to influence cultural attitudes toward regions and places (e.g., use of urban settings in music videos; use of mountain landscapes in automobile commercials).</p>	<p>Compare and Contrast four countries with high birth rates, high death rates, and low life expectancy and four countries with low birth rates, low death rates, and high life expectancy.</p> <p>Work in groups to present on ways the geographical location of ancient civilizations, such as Egypt, Rome, Greece, or China, contributed to the culture and politics.</p>

**IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM
SIXTH GRADE: GEOGRAPHY: PHYSICAL SYSTEMS**

CONTENT (What students should know)	APPLICATION (What students should be able to do)	MATERIALS AND RESOURCES
STANDARD GE7: Students understand the physical processes that shape the Earth’s surface.		
1. Use physical processes to explain patterns in the physical environment (e.g., erosional agents, tectonic plate movement, ocean circulation systems).	Construct and analyze climate graphs for selected places and suggest reasons for similarities and differences in climate. <	

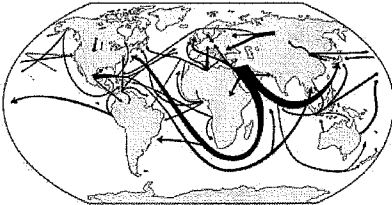
**IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM
SIXTH GRADE: WORLD HISTORY: HISTORICAL THINKING**

CONTENT (What students should know)	APPLICATION (What students should be able to do)	EXAMPLE/ASSESSMENT
STANDARD GE9: Students understand the characteristics, distribution, and migration of human populations on the Earth's surface.		
<ol style="list-style-type: none"> Analyze structures and characteristics of different populations through use of key demographic concepts (e.g. population growth rates, age & gender distributions, birth and death rates, infant mortality, life expectancy, density). Identify the causes and effects of human migration over time. Describe ways in which human migration influences the characteristics of a place. 	<p>Research and present information explaining the impact of migration over long periods of time on the local environment.</p> <p>Prepare a demographic analysis of the local population and compare it to the demographic patterns of the national population.</p> <p>Citing a specific example, explain the influence migration has had on the characteristics of the state or local region (e.g., architecture, development of ethnic neighborhoods).</p>	<p>Compare and Contrast four countries with high birth rates, high death rates, and low life expectancy and four countries with low birth rates, low death rates, and high life expectancy.</p> <p>Country 1 represents the population distribution of</p>   <p>a developed country a country in North America a developing country a country in Europe</p> <p>People in developed countries generally: are traditional farmers have poor medical care have shortages of food are technologically advanced</p>
STANDARD GE10: Students understand the characteristics, distribution, and complexity of the Earth's cultures.		
<ol style="list-style-type: none"> Identify ways in which communities reflect the cultural backgrounds of their inhabitants. 	<p>Describe visible cultural elements in the students local community (e.g., distinctive building styles, billboards in Spanish, foreign</p>	<p>The most important trait of a culture is it's Clothes Housing Food Language</p>

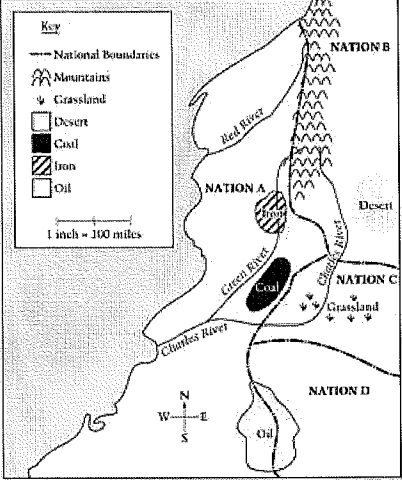
**IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM
SIXTH GRADE: WORLD HISTORY: HISTORICAL THINKING**

CONTENT (What students should know)	APPLICATION (What students should be able to do)	EXAMPLE/ASSESSMENT
<p>2. Identify and describe the distinctive cultural landscapes associated with migrant populations.</p> <p>3. Describe and explain the significance of patterns of cultural diffusion in the creation of Earth's various cultural mosaics.</p>	<p>language ads in newspapers)</p> <p>Create a series of maps of the global use of the English language in the 16th, 18th, and 20th centuries and relate this diffusion to political and economic changes in the same time periods.</p> <p>Cite examples of cultural diffusion in the local community.</p>	<p>Beliefs and actions that define a people's way of life is Culture History Political structure</p> <p>An example of government policy that has effected populations growth is Restrictions on growth and development in rural areas Immigration restrictions China's one child policy</p>
STANDARD GE11: Students understand the patterns and networks of economic interdependence on the Earth's surface.		
<p>1. Provide examples of primary (e.g., mining, agriculture, and fishing), secondary (e.g., manufacturing, distribution of raw materials) and tertiary (e.g., restaurants, hotels, hospitals, drugstores) economic activities.</p> <p>2. Explain the spatial aspects of systems designed to deliver goods and services and analyze issues related to spatial distribution of different types of economic activity.</p> <p>3. Identify the geographic factors that affect world trade.</p> <p>4. Compare the roles of historical and contemporary systems of transportation and communication in the development of economic activities.</p>	<p>Identify the locations of primary, secondary, and tertiary economic activities in the community or local region and evaluate the impact of those activities on the physical and human environment.</p> <p>Using Internet resources and other sources of information list examples to illustrate changes in transportation and communication processes used in the United States over the last 200 years.</p>	<p>THE BLACK SEA and THE MEDITERRANEAN REGION Russia, Ukraine, and other countries have been dependent on straits which provide an outlet from warm water ports on the Black Sea. Use the following steps to illustrate this geographic concept.</p> <ol style="list-style-type: none"> 1. Locate Odessa, Ukraine, on the northwestern shore of the Black Sea. 2. Draw a line from Odessa to Istanbul, Turkey. 3. Continue from Istanbul through two straits and a small sea to the Aegean Sea. As you sail from the Black Sea to the Aegean Sea the first strait you pass through is the Bosphorus, which separates European Turkey from Asian Turkey. You then pass through the Sea of Marmara, then through a second strait called the Dardanelles. 4. Continue from the Aegean Sea between Greece and Crete and westward into the Mediterranean Sea. 5. Continue through the Mediterranean, past

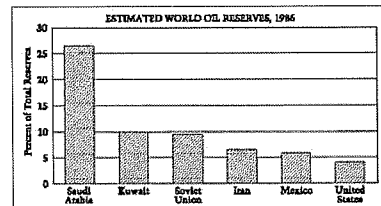
**IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM
SIXTH GRADE: WORLD HISTORY: HISTORICAL THINKING**

CONTENT (What students should know)	APPLICATION (What students should be able to do)	EXAMPLE/ASSESSMENT
		Malta and between Sicily and Tunisia. 6. Finally draw your line through the Strait of Gibraltar.
STANDARD GE12: Students identify and describe the processes, patterns, and functions of human settlement.		
<ol style="list-style-type: none"> Identify and describe the major types of agricultural (e.g. plantation, subsistence farming, truck-farming) and urban (e.g., port city, governmental center, planned city, single-industry city) settlements. Identify the factors involved in development of cities. Describe the causes and consequences of urbanization. Identify and describe the internal spatial structures of cities. 	<p>Present information on the cultural activities that attract people to urban centers (e.g., entertainment, religious facilities, higher education) and the factors make urban centers economically attractive (e.g., jobs, business and entrepreneurial opportunities, access to information and other resources).</p> <p>Survey class members about what they would like to see in an ideal city and design a city that incorporates most of the students preferences.</p>	<p>The varying widths of the lines on the map most probably indicate the</p> <p align="center"><small>MOVEMENT OF AN IMPORTANT INTERNATIONAL PRODUCT</small></p>  <p>type of transportation used type of trade strength of ocean currents volume of trade</p> <p>Which of the following people would probably have the greatest choice of places to live? miner nurse oil refinery technician cattle rancher</p>
STANDARD GE13: Students understand how the forces of cooperation and conflict among people influence the division and control of the Earth's surface.		
<ol style="list-style-type: none"> Identify and explain reasons for the different spatial divisions in which the student lives (e.g., local and state political divisions, school districts, telephone areas codes). Explain why people cooperate but also engage in conflict to control the Earth's surface. 	<p>Identify and describe organizations that transcend national boundaries (e.g., multinational corporations, political alliances, economic groups, world religions) and analyze their social, political, and economic impact.</p> <p>Write journal entries describing how members of the spatial groups cooperate and/or engage in conflict after listening and describing the spatial groupings to which they belong.</p>	<p>Which two nations are most likely to have a conflict over natural resources?</p>

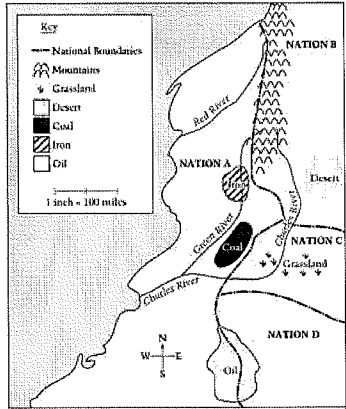
**IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM
SIXTH GRADE: WORLD HISTORY: HISTORICAL THINKING**

CONTENT (What students should know)	APPLICATION (What students should be able to do)	EXAMPLE/ASSESSMENT
<p>3. Describe the factors that affect cohesiveness and integration of countries (e.g. size, physical features, capital cities, world trade centers, diversity within the populations, migration patterns).</p> <p>4. Analyze divisions on Earth's surface at different scales (local to global).</p>		 <p>Nation A and Nation D Nation C and Nation D Nation A and Nation B Nation B and Nation C</p>
STANDARD GE14: Students understand how human actions modify the physical environment.		
<p>1. Analyze the environmental consequences of humans changing the physical environment.</p> <p>2. Identify and explain ways in which human-induced changes in the physical environment in one place can cause changes in other places.</p> <p>3. Evaluate the ways in which technology influences human capacity to modify physical environments.</p>	<p>Create maps, tables, or graphs to illustrate how environmental changes in one part of the world affect places in other parts of the world (e.g., industrial activity and acid rain, the Chernobyl nuclear power plant and radioactive fallout in Europe).</p> <p>Analyze the environment impact of major technological changes in human history (e.g., the development of farming technology on land use, the impact of automobiles on fossil fuel usage, nuclear power plants and waste and</p>	<p>What contributes to the greenhouse effect? Soil erosion Water erosion Burning fuels such as oil, coal, and gas Destroying the forest by the slash and burn technique</p> <p>Building a Dam to assist with irrigation is an example of: Place Human-environment interaction movement</p>

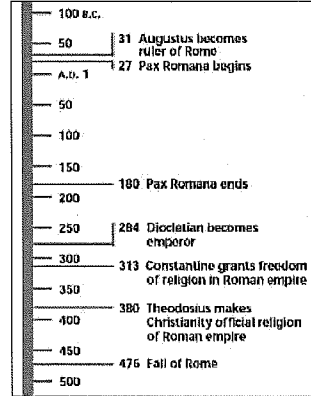
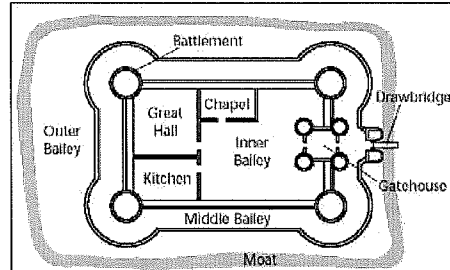
**IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM
SIXTH GRADE: WORLD HISTORY: HISTORICAL THINKING**

CONTENT (What students should know)	APPLICATION (What students should be able to do)	EXAMPLE/ASSESSMENT
	safety issues, impact of chemical fertilizers and pesticides, hybridization of crops) while working in study teams.	
STANDARD GE15: Students understand how physical systems affect human systems.		
<ol style="list-style-type: none"> Analyze ways in which human systems develop in response to conditions in the physical environment. Explain how the characteristics of different physical environments affect human activities. Describe the effects of natural hazards on human systems. 	<p>Collect information on ways in which people adapt to living in different physical environments and then write vignettes summarizing how the physical environment affects life in each region.</p> <p>Develop criteria to rank natural hazards based on the severity of impact on humans (e.g. by length of event, total loss of life, total economic impact, social effects, long term impact, incidence of associated hazards) and make presentations explaining the rationale for their ranking.</p>	<p>Which is the main reason that many early peoples settled in river valleys? River valleys were easier to defend from attack than were highland regions. River valleys tended to be cooler than highland regions. River valleys were fertile because floodwaters left rich soil on the banks. River valleys were virtually free of danger from wild animals</p>
GE16: Students understand changes that occur in the meaning, use, distribution, and importance of resources.		
<ol style="list-style-type: none"> Describe world patterns of natural resource distribution and utilization. Differentiate between reusable and non-reusable resources. Describe the consequences of the use and misuse of resources in the contemporary world. Evaluate different viewpoints regarding the resource use. Identify the role of technology in resource acquisition and use. Explain the critical importance of energy 	<p>Discuss the relationship between a country's standard of living and its accessibility to resources</p> <p>Compare the rates of energy resource consumption with levels of technological development in selected nations.</p> <p>Create a chart listing examples of resources that are scarce in one region and abundant in another. Explain how these differences affect the value of the resources.</p>	<p>According to the graph, the largest oil reserves in 1986 were in the</p>  <p>Caribbean region Persian Gulf region Northern Siberia Gulf of Guinea</p>

**IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM
SIXTH GRADE: WORLD HISTORY: HISTORICAL THINKING**

CONTENT (What students should know)	APPLICATION (What students should be able to do)	EXAMPLE/ASSESSMENT
resources to the development of human societies.		
GE17: Students understand how to apply geography to interpret the past.		
<ol style="list-style-type: none"> Describe the ways in which spatial organization of society changes over time. Assess the roles that spatial and environmental perceptions played in past events. Analyze the effects of physical and human geographic factors on major historic events. List and describe significant physical features that have influenced historical events (e.g. mountain passes, water sources and crossing). 	<p>Describe and compare population settlements patterns during different periods and in different regions (e.g., medieval Europe v. modern Europe, the United States in the early 1800's v. the early 1900's v. now)</p> <p>Provide examples of the importance of energy sources such as wood, charcoal, wind, and water to people settling new lands at various points in world history.</p> <p>Prepare a report on one event in history that was directly impacted by physical geography. Draw a map to illustrate the report.</p>	<p>Which nation is most likely to herd animals?</p>  <p>Nation B Nation C Nation A Nation D</p>
GE18: Students understand how to apply geography to interpret the present and plan for the future.		
<ol style="list-style-type: none"> Analyze the interactions between physical and human systems to explain current conditions on Earth and to speculate on future conditions. Evaluate contemporary geographic issues from multiple points of view. Demonstrate an understanding of the spatial organization of human activities and physical systems and be able to make informed decisions. 	<p>Present research from multiple points of view on a controversial social, political, economical, or environmental issue that has a geographic dimension (e.g., pollution, land use/development, location of prisons, airports, power plants, political re-districting).</p> <p>Develop a plan that includes specific recommendations to improve the quality of environments in large cities (e.g., greenways, transportation corridors, pedestrian walkways, bicycle lanes). Illustrate the plan with maps.</p>	

**IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM
SIXTH GRADE: WORLD HISTORY: HISTORICAL THINKING**

CONTENT (What students should know)	APPLICATION (What students should be able to do)	EXAMPLE/ASSESSMENT
WH1: Students use chronological thinking.		
<ol style="list-style-type: none"> Interpret data presented in time lines. Explain the meaning of B.C.E. (Before Common Era) and CE (Common Era), BC and AD in dating time periods and recognize that B.C.E.=BC and CE=AD, both systems being based on the conventional Gregorian calendar. Reconstruct patterns of historical succession and duration. Using a time line students can identify significant events preceding and following a specific event, and describe the approximate duration of the specific event. 	<p>Develop a time line of events for a given period in history.</p> <p>Graph major changes in world population from Paleolithic times to the present and explain why these changes occurred (e.g., agricultural development, development of cities, effects of disease pandemics, industrialization and technological developments).</p>	 <p>Timeline of Roman Empire events:</p> <ul style="list-style-type: none"> 100 B.C. 50 31 Augustus becomes ruler of Rome A.D. 1 27 Pax Romana begins 50 100 150 180 Pax Romana ends 200 250 284 Diocletian becomes emperor 300 313 Constantine grants freedom of religion in Roman empire 350 380 Theodosius makes Christianity official religion of Roman empire 400 450 476 Fall of Rome 500 <p>According to the timeline when did Rome fall?</p> <p>180 AD 380 AD 476 AD 476 BC</p>
WH2: Students use historical comprehension.		
<ol style="list-style-type: none"> Draw upon data in historical maps. Utilize visual and mathematical data presented in charts, tables, pie and bar graphs, flow charts, Venn diagrams, and other graphic organizers. Draw upon visual, literary, and musical sources. 	<p>Demonstrate historical information by construction of a variety of visual tools (e.g., charts, tables, pie and bar graphs, flow charts, Venn diagrams, and other graphic organizers).</p> <p>Using visual, literary, and musical sources, create a multimedia presentation about a historical period, event or personality.</p>	 <p>Diagram of a castle layout:</p> <ul style="list-style-type: none"> Battlement Outer Bailey Great Hall Chapel Inner Bailey Kitchen Middle Bailey Moat Drawbridge Gatehouse <p>In this diagram, which structure shows the castle was built for defense?</p> <p>The kitchen The chapel The battlement The Great Hall</p>

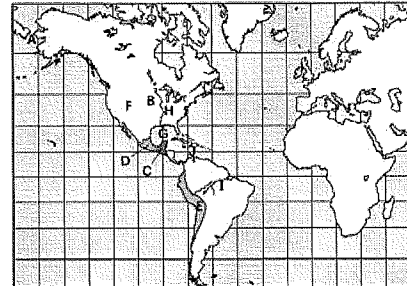
**IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM
SIXTH GRADE: WORLD HISTORY: HISTORICAL THINKING**

CONTENT (What students should know)	APPLICATION (What students should be able to do)	EXAMPLE/ASSESSMENT
WH3: Students use Historical Analysis and Interpretation.		
1. Compare differing historical narratives.	After gathering and reading a variety of passages from books, primary sources, etc. from various periods in world history, the student will make a list of the facts and historical interpretations found in each passage (to distinguish fact from interpretation).	
2. Define historical interpretation and cite examples of how historical interpretation affects the study of history.		
3. Evaluate major debates among historians.		
4. Analyze the influence of the past on current thought and opinion.		
5. Compare/contrast the ways history is taught (chronological vs. comparative studies, thematic studies, regional studies).		
WH4: Students use Historical Research Capabilities.		
1. Identify the gaps in the available records, organize contextual knowledge and perspectives of the time and place, and construct a sound historical interpretation.	Using the Internet, textbooks, or reference documents, the student will locate an historical document relevant to the study of world history and cultures (e.g., excerpt from a diary, copy of a letter or newspaper article) and create a list of "interrogation" questions that would help uncover the political, social, and economic context in which it was written. From the same document, identify data sources that would help test the documents credibility, authority, authenticity, internal consistency, completeness and detect and evaluate any evidence of bias, distortion, or propaganda by omission, suppression, invention of facts.	
WH5: Students use Historical Issues- Analysis and Decision-making.		
1. Evaluate alternative courses of action.	Select an event in world history and speculate on what alternative actions were possible given the time, place and circumstances surrounding the event (e.g., the decision to drop the atomic	

**IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM
SIXTH GRADE: WORLD HISTORY: HISTORICAL THINKING**

CONTENT (What students should know)	APPLICATION (What students should be able to do)	EXAMPLE/ASSESSMENT
<p>2. Formulate a position or course of action on an issue.</p> <p>3. Evaluate the implementation of a decision.</p>	<p>bomb on Japan; the use of slavery for economic purposes).</p> <p>Identify a current issue, propose a course of action to resolve it, and cite historical evidence that the proposed solution is appropriate and viable.</p>	

IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM
SIXTH GRADE: WORLD HISTORY: Early Civilizations and the Emergence of Pastoral People (4000-1000 B.C.E.)


CONTENT KNOWLEDGE (What students should know)	PERFORMANCE APPLICATION (What students should be able to do)	ACTIVITIES/ASSESSMENT
WH6.A: Early civilizations and emergence of pastoral people (4000-1000 B.C.E.)		
<ol style="list-style-type: none"> 1. Explain the various criteria that have been used to define "civilization" and the fundamental differences between civilization and other forms of social organization (e.g., hunter-gatherer bands, Neolithic agricultural societies, and pastoral-nomadic societies). 2. Analyze ways in which the emergence of civilizations represented a decisive transformation in human history. 3. Define "pastoralism" as the practice of herding animals as a society's primary source of food. 4. Analyze connections between the spread of agriculture and the acceleration of world population growth. 5. Explain why geographic, environmental and economic conditions favored hunter-gather, pastoral, and small-scale agricultural ways of life rather than urban civilization in many parts of the world. 6. Analyze connections (cause and effect relationships) between the cultural achievements of early civilizations and the development of the civilizations that followed (e.g., state authority, aristocratic power, tax systems, and institutions of forced labor). 7. Describe the fundamental inventions, discoveries, techniques, and institutions that appeared during this period (e.g., impact of Bronze technology). 8. Describe how new ideas, products, techniques, and institutions, spread from one region to another. 	<p>Create an annotated historical time line for Eurasia and Africa from 4000-1000 B.C.E. Include examples of significant historical events, discoveries, achievements, and personalities on the time line. Cite specific examples from each of the following early civilizations: Mesopotamia, Egypt, Indus Valley, China.</p> <p>Conduct research on how this era contributed to the world's most fundamental inventions, discoveries, institutions, and techniques (e.g. agriculture, urbanization, trade with distant groups, development of writing, development of major religions).</p>	<p>What type of language was developed by Paleolithic man?</p> <p>Written Grunting Oral None of the above</p> <p>What new skill allowed Neolithic people to have better clothing?</p> <p>Leather Weaving Rayon Nylon</p>  <p>Letter C shows the area of what Mesoamerican civilization?</p> <p>Maya Aztec Inca Olmec</p>

IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM
SIXTH GRADE: WORLD HISTORY: Early Civilizations and the Emergence of Pastoral People (4000-1000 B.C.E.)

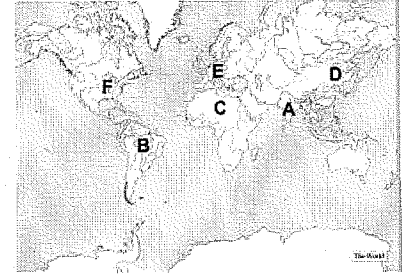
WH6.B: Classical traditions, major religions and giant empires 1000 B.C.E. - 300 CE.		
1. Recognize that the classical civilizations of this age established institutions and defined values and styles that endured throughout history.	Define the concept of "classical civilizations", identify the major "classical civilizations", and identify the enduring importance of ideas, institutions, and art forms that emerged from the classical civilizations.	
2. Identify the world's major religions and ethical systems that emerged in this period and list their fundamental teachings.		
3. Recognize that Christianity and other large-scale religions arose in the Mediterranean basin, China, and India during this period in history.		
4. Recognize that this was a formative era for many fundamental institutions and ideas in world history (e.g. monotheism, the bureaucratic empire, the city-state).	Cite examples of modern ideas and practices whose roots can be traced to classical civilizations.	

IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM

SIXTH GRADE: WORLD HISTORY: Expanding Zones of Exchange and Encounter, Intensified Hemispheric Interactions 300-1000 CE)

CONTENT KNOWLEDGE (What students should know)	PERFORMANCE APPLICATION (What students should be able to do)	ACTIVITIES/ASSESSMENT
WH6.C: Expanding zones of exchange and encounter, intensified hemispheric interactions (300-1000 C.E.)		
1. Recognize that Buddhism, Christianity, Hinduism, and Islam spread far and wide beyond their lands of origin and became major established religions during this period in history.	Map the spread of major world religions in Eurasia and Africa during this period in world history.	
2. Recognize that the process of population growth, urbanization and the development of cultures continued throughout this period in world history and that Europe's civilization had only marginal impact on the dense centers of Eurasian and North African civilization.	Make a PowerPoint or other multimedia presentation on a global trend of this era.	
3. Recognize that no sustained contact existed between the Americas and the Eastern Hemisphere, so that the peoples of the Americas did not share in the idea exchanges and innovations occurring in Eurasia and Africa.		
WH6.D: Intensified hemispheric interactions (1000-1500 CE).		
1. Recognize that the civilizations that flourished in this era – Chinese, Japanese, Indian, Islamic, European, West African and Mesoamerican – created a legacy of cultural and social achievements on which modern cultures built (e.g., long distance trade, economic and social institutions).	<p>Conduct research on one civilization that flourished during this period in history and develop an oral presentation its culture, i.e. brief history, location, social, political, and economic life, major contributions/achievements, lasting influences.</p> <p>Conduct research on the pandemic plague of the 14th century and speculate on the potential impact of a modern day pandemic that caused major population loss.</p>	 <p>What can you determine about pyramids in Mesoamerican civilizations from this map. They didn't exist They were important They were not important They were used for tombs</p>

IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM
SIXTH GRADE: WORLD HISTORY: The Emergence of the First Global Age, 1450-1770

CONTENT KNOWLEDGE (What students should know)	PERFORMANCE APPLICATION (What students should be able to do)	ACTIVITIES/ASSESSMENT
WH6.E: The emergence of the first global age (1450-1770)		
<ol style="list-style-type: none"> 1. Recognize that this era in world history was a time of many significant and lasting changes (e.g., beginning of significant population growth; globalization of communication; increased economic interdependence; innovation in science and technology). 2. Understand that the founding of the British colonies in North America in the 17th century took place within a much wider context of events: the catastrophic decline of American Indian populations, the rise of the Spanish empire, the African slave trade, and the trans-Atlantic trade and migration of Europeans. 3. Compare major individuals, events, and characteristics of historical period sin the era; (e.g. Renaissance, Reformation, Enlightenment). 4. Understand that the great empires of Eurasia - Ottoman, Persian, Mughal and Ming/Qing - all experiences cultural growth that paralleled the Renaissance in Europe. 5. Assess how the acceleration of scientific and technological innovations in this era affected social, economic, and cultural life in various parts of the world. 	<p>Identify examples of cultural innovations in Ottoman, Persian, Mughal and Ming/Qing Empires that parallel the events of the Renaissance in Europe.</p> <p>Identify scientific and technical innovations that emerged in this era that impact life in modern times (e.g., printing press).</p> <p>Develop an oral and visual presentation on one of the major changes or periods of history that occurred during this era.</p>	 <p>Which letter shows the location of the Mughal Empire around 1500 CE?</p> <p>All of which were influenced by the Enlightenment EXCEPT: Political philosophies of the Enlightenment fueled revolution in the Americas and France Thomas Jefferson's Declaration of Independence incorporated Enlightenment ideas The English bill of Rights was written by Enlightenment thinkers The Constitution of the United States of America and the Bill of Rights incorporated the Enlightenment Ideas</p>

IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM
SIXTH GRADE: WORLD HISTORY: An Age of Revolutions, 1750-1914

CONTENT KNOWLEDGE (What students should know)	PERFORMANCE APPLICATION (What students should be able to do)	ACTIVITIES/ASSESSMENT
WH6.F: An age of revolutions (1750-1914).		
1. Distinguish between the major "isms" (e.g., industrialism, capitalism, nationalism, liberalism, socialism, communism, imperialism, colonialism) and recognize how they continue to play a role in world events.	Identify current events where the "isms" of this time period continue to play a significant role.	Which of the following is NOT a cause of World War I? Nationalistic feelings Militarism Imperialism Diplomacy
2. Recognize that while European and world domination was historically short lived its consequences were profound and of continuing influence.	Make comparative maps depicting the changes in European domination of the world during the 19 th century.	Which of the following was a major reason for imperialism? An overabundance of natural resources in the mother nation The need for new markets for products Large trade deficits of western European lands The need to restrict European economics
3. Describe the causes and events of the major revolutions of the period including the American and French Revolution.	Write an essay from the point of view of an American colonist either advocating or opposing independence.	
WH6.G: A half-century of crisis and achievement (1900-1945).		
1. Describe the rise of the United States as a world power.	Develop an annotated timeline of major world events from 1900-1945.	Which event was an immediate cause of World War I? Germany's invasion of Poland The assassination of Kaiser William I The assassination of Archduke Franz Ferdinand The sinking of the Lusitania
2. Describe the ongoing conflict between totalitarian form of government and democratic forms of government.	Include examples of historical events, achievements, discoveries, and personalities on the timeline.	
3. Describe the positive and negative impact of new technologies and scientific breakthroughs.	Make a presentation on a variety of scientific and technological breakthroughs in this period and assess how each benefited and/or imperiled humankind.	

IMAGINE SCHOOLS STANDARDS-BASED CURRICULUM

Unit: 4

SIXTH GRADE: WORLD HISTORY: A Half-Century of Crisis and Achievement, 1900-1945

[illegible]

**IMAGINE CHARTER
SCHOOL AT NORTH
LAUDERDALE
MIDDLE
(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**

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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 Middle (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*.

In accordance with *Government Auditing Standards*, we have also issued our report dated September 23, 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 pages 3 through 7 and 27 through 29 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.

September 23, 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 Middle (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 assets of the School exceeded its liabilities at the close of the most recent fiscal year by \$90,981 (net assets).
- The School's total net assets increased by \$176,477 over the prior year net deficit.
- At the end of the current fiscal year, the School's governmental funds reported combined ending fund balances of \$167,874, an increase of \$167,874 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 comprise 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 presents information on all of the School's assets and liabilities, with the difference between the two reported as *net assets*. 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 assets changed during the most recent fiscal year. All changes in net assets 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). 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 School's near-term financing decisions. Both the governmental fund balance sheet and the 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, capital outlay fund and federal title 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 27 through 29 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 previously noted, net assets may serve over time as a useful indicator of a School's financial position. In the case of the School, assets exceeded liabilities by \$90,981 and the liabilities exceeded assets \$85,496, for the year ended June 30, 2011 and 2010, respectively.

The largest portion of the net assets is the unrestricted portion. 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 Middle
Statement of Net Assets (Deficit)**

	Governmental Activities		
	2011	2010	Variance
ASSETS			
Current and other assets	\$ 302,834	\$ 301,878	\$ 956
Capital assets, net of accumulated depreciation	7,484	4,431	3,053
Total assets	310,318	306,309	4,009
LIABILITIES			
Current and other liabilities	134,960	301,878	(166,918)
Noncurrent assets	84,377	89,926	(5,549)
Total liabilities	219,337	391,804	(172,467)
NET ASSETS (DEFICIT)			
Invested in capital assets	7,484	4,431	3,053
Unrestricted net assets (deficit)	83,497	(89,927)	173,424
Total net assets (deficit)	\$ 90,981	\$ (85,496)	\$ 176,477

Current liabilities also decreased as a result of decreases in the amounts due to North Lauderdale Elementary.

Imagine Charter School at North Lauderdale Middle
Statement of Activities

	Governmental Activities		
	2011	2010	Variance
Revenues:			
Program revenues:			
Charges for services	\$ 2,254	\$ 6,846	\$ (4,592)
Operating grants and contributions	364,585	273,225	91,360
General revenues:			
State passed through local school district	1,026,682	1,093,982	(67,300)
Other revenues	-	2,541	(2,541)
Contribution	-	93,030	(93,030)
Total revenues	<u>1,393,521</u>	<u>1,469,624</u>	<u>(76,103)</u>
Expenses:			
Instruction	563,010	662,652	(99,642)
Guidance services	-	18,456	(18,456)
Media services	-	70	(70)
Curriculum development	934	1,862	(928)
Board of directors	10,000	12,250	(2,250)
School administration	232,980	277,981	(45,001)
Food services	94,915	103,370	(8,455)
Central services	815	-	815
Transportation	24,300	13,122	11,178
Operation of plant	264,431	264,083	348
Maintenance of plant	17,860	13,879	3,981
Community services	1,461	1,726	(265)
Interest on long-term debt	6,338	6,725	(387)
Total expenses	<u>1,217,044</u>	<u>1,376,176</u>	<u>(159,132)</u>
Change in net assets	<u>176,477</u>	<u>93,448</u>	<u>83,029</u>
Net deficit - beginning	<u>(85,496)</u>	<u>(178,944)</u>	<u>93,448</u>
Net assets (deficit) - ending	<u>\$ 90,981</u>	<u>\$ (85,496)</u>	<u>\$ 176,477</u>

The large increase in operating grants and contributions is primarily attributable to new funding the School received with State education jobs funding and also increases in Title I and Title IIA revenues, which were partially offset by decreases in capital outlay funding in the current year. The decrease in state passed through local school district funding of \$67,300 is a result declining enrollment. The large decreases in instruction and guidance services are a result of the declining enrollment and decreased need for related expenditures. The school administration expenditures allocated were also decreased based on the reduction of students.

Governmental activities. Governmental activities increased the School's net assets by \$176,477 for the year ended June 30, 2011. The increase in net assets is due primarily to decreases in instruction and school administration expenditures in the current year. The decrease in expenditures was due primarily to decrease in enrollment.

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 \$77,150; restricted for debt service was \$84,377 and the nonspendable reserved for prepaid expenses was \$6,347.

General Fund Budgetary Highlights

Actual net operating revenues in the general fund equaled budgeted revenues. Actual total expenditures fell below budgeted expenditures by \$59,887 due to salaries and administrative costs 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 \$7,484. 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 \$84,377 a decrease of \$5,550 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 Middle'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 Middle
(A Division of Learning Excellence Foundation of East Broward County, Inc.)**

STATEMENT OF NET ASSETS

June 30, 2011

	<u>Governmental Activities</u>
ASSETS	
CURRENT ASSETS	
Cash	\$ 156,823
Due from other agencies	46,711
Due from operating company	92,953
Prepaid expenses	6,347
Total current assets	<u>302,834</u>
CAPITAL ASSETS	
Capital assets, net of accumulated depreciation	
Leasehold improvements	1,575
Furniture, fixtures and equipment	1,538
Information technology equipment	4,371
Total capital assets	<u>7,484</u>
Total assets	<u>310,318</u>
LIABILITIES AND NET ASSETS	
LIABILITIES	
Accounts payable	1,373
Accrued payroll and other expenses	91,091
Due to North Lauderdale Elementary	9,494
Due to charterholder	33,002
Noncurrent liabilities	
Due within one year	84,377
Total liabilities	<u>219,337</u>
NET ASSETS	
Investment in capital assets	7,484
Unrestricted net assets	83,497
Total net assets	<u>\$ 90,981</u>

The accompanying notes are an integral part of this financial statement.

Imagine Charter School at North Lauderdale Middle
(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	\$ 563,010	\$ -	\$ 197,929	\$ -	\$ (365,081)
Curriculum development	934	-	-	-	(934)
Board of directors	10,000	-	-	-	(10,000)
School administration	232,980	-	-	-	(232,980)
Food services	94,915	2,254	88,205	-	(4,456)
Central services	815	-	-	-	(815)
Transportation	24,300	-	-	-	(24,300)
Operation of plant	264,431	-	78,451	-	(185,980)
Maintenance of plant	17,860	-	-	-	(17,860)
Community services	1,461	-	-	-	(1,461)
Interest on long-term debt	6,338	-	-	-	(6,338)
Total governmental activities	<u>\$ 1,217,044</u>	<u>\$ 2,254</u>	<u>\$ 364,585</u>	<u>\$ -</u>	<u>(850,205)</u>
General revenues:					
State passed through local school district					<u>1,026,682</u>
Total general revenues					<u>1,026,682</u>
Change in net assets					176,477
Net deficit at July 1, 2010					<u>(85,496)</u>
Net assets at June 30, 2011					<u>\$ 90,981</u>

The accompanying notes are an integral part of this financial statement.

Imagine Charter School at North Lauderdale Middle
(A Division of Learning Excellence Foundation of East Broward County, Inc.)

BALANCE SHEET - GOVERNMENTAL FUNDS

June 30, 2011

	General Fund	Capital Outlay Fund	Federal Title Fund	Other Governmental Funds	Total Governmental Funds
ASSETS					
Cash	\$ 156,823	\$ -	\$ -	\$ -	\$ 156,823
Due from other agencies	-	-	46,711	-	46,711
Due from operating company	92,953	-	-	-	92,953
Due from other funds	52,338	-	-	-	52,338
Due from North Lauderdale Elementary	-	-	-	5,627	5,627
Prepaid expenses	6,347	-	-	-	6,347
Total assets	<u>\$ 308,461</u>	<u>\$ -</u>	<u>\$ 46,711</u>	<u>\$ 5,627</u>	<u>\$ 360,799</u>
LIABILITIES AND FUND BALANCES					
LIABILITIES					
Accounts payable	\$ 1,373	\$ -	\$ -	\$ -	\$ 1,373
Accrued payroll and other expenses	91,091	-	-	-	91,091
Due to North Lauderdale Elementary	15,121	-	-	-	15,121
Due to charterholder	33,002	-	-	-	33,002
Due to other funds	-	-	46,711	5,627	52,338
Total liabilities	<u>140,587</u>	<u>-</u>	<u>46,711</u>	<u>5,627</u>	<u>192,925</u>
FUND BALANCES					
Nonspendable					
Prepaid expenses	6,347	-	-	-	6,347
Restricted for debt service	84,377	-	-	-	84,377
Unassigned	77,150	-	-	-	77,150
Total fund balances	<u>167,874</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>167,874</u>
Total liabilities and fund balances	<u>\$ 308,461</u>	<u>\$ -</u>	<u>\$ 46,711</u>	<u>\$ 5,627</u>	<u>\$ 360,799</u>

The accompanying notes are an integral part of this financial statement.

**Imagine Charter School at North Lauderdale Middle
(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**

June 30, 2011

Fund balances - total governmental funds	\$ 167,874
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The net assets reported for governmental activities in the statement of net assets 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	\$	1,575	
Furniture, fixtures and equipment, net		1,538	
Information technology equipment, net		<u>4,371</u>	
Total capital assets			7,484

Long-term liabilities are not due and payable in the current period and therefore are not reported in the funds. Those liabilities consist of a note payable.

Total net assets of governmental activities	<u><u>\$ 90,981</u></u>
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The accompanying notes are an integral part of this financial statement.

Imagine Charter School at North Lauderdale Middle
(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	Federal Title Fund	Other Governmental Funds	Total Governmental Funds
Revenues					
Federal passed through state	\$ -	\$ -	\$ -	\$ 88,205	\$ 88,205
Federal passed through local school district	2,069	-	157,973	37,887	197,929
State passed through local school district	1,026,682	78,451	-	-	1,105,133
Other revenues	-	-	-	2,254	2,254
Total revenues	1,028,751	78,451	157,973	128,346	1,393,521
Expenditures					
Current:					
Instruction	367,150	-	157,973	37,887	563,010
Curriculum development	934	-	-	-	934
Board of directors	10,000	-	-	-	10,000
School administration	230,756	-	-	-	230,756
Food services	-	-	-	94,915	94,915
Central services	815	-	-	-	815
Transportation	24,300	-	-	-	24,300
Operation of plant	185,748	78,451	-	-	264,199
Maintenance of plant	17,860	-	-	-	17,860
Community services	1,461	-	-	-	1,461
Fixed capital outlay	5,509	-	-	-	5,509
Debt service:					
Principal	5,550	-	-	-	5,550
Interest	6,338	-	-	-	6,338
Total expenditures	856,421	78,451	157,973	132,802	1,225,647
Excess (deficiency) of revenues over (under) expenditures	172,330	-	-	(4,456)	167,874
Other financing sources (uses):					
Transfers in	-	-	-	4,456	4,456
Transfers out	(4,456)	-	-	-	(4,456)
Total other financing sources (uses)	(4,456)	-	-	4,456	-
Net change in fund balances	167,874	-	-	-	167,874
Fund balances at July 1, 2010	-	-	-	-	-
Fund balances at June 30, 2011	<u>\$ 167,874</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 167,874</u>

The accompanying notes are an integral part of this financial statement.

**Imagine Charter School at North Lauderdale Middle
(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 \$ 167,874

The change in net assets 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	\$ 5,509	
Less: depreciation	<u>(2,456)</u>	
		3,053

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.

Principal on long-term debt		<u>5,550</u>
Change in net assets of governmental activities		<u><u>\$ 176,477</u></u>

The accompanying notes are an integral part of this financial statement.

**Imagine Charter School at North Lauderdale Middle
(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 Middle (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 School only and is not intended to be a complete representation 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 of 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 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. Imagine Charter School at North Lauderdale Middle 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 and a statement of activities. These statements report information on all of the nonfiduciary 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, 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, or 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 assets for the fiscal year. Direct expenses are those that are clearly identifiable to a specific function.

**Imagine Charter School at North Lauderdale Middle
(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)

Indirect expenses are costs the School has allocated to various functions. 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, capital outlay fund and federal title 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.

**Imagine Charter School at North Lauderdale Middle
(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)

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.

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.

Federal Title Fund - this fund accounts for the proceeds of the federal grants received through the District that are legally restricted to expenditures for Title I and Title IIA purposes.

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.

**Imagine Charter School at North Lauderdale Middle
(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)

6. Interfund receivables and payables

Activity between 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 \$46,711 due from the federal title fund for expenditures paid by the general fund on its behalf. In addition, one of the other governmental funds has a payable in the amount of \$5,627 to the general fund.

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 statements. Although a component of net assets, a reserve for prepaid expenses has been established for the fund financial statements as these funds do not constitute "available spendable resources."

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:

Asset Class	Estimated Useful Lives
Leasehold improvements	7 - 15
Furniture, fixtures and equipment	5 - 7
Information technology equipment	7

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 Middle
(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 relates 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 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 Middle
(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.

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 are fully insured.

**Imagine Charter School at North Lauderdale Middle
(A Division of Learning Excellence Foundation of East Broward County, Inc.)**

NOTES TO FINANCIAL STATEMENTS

June 30, 2011

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	\$ 4,140	\$ -	\$ -	\$ 4,140
Furniture, fixtures and equipment	14,697	1,085	-	15,782
Information technology equipment	-	4,424	-	4,424
Total assets depreciated	18,837	\$ 5,509	\$ -	24,346
Less accumulated depreciation:				
Leasehold improvements	2,333	\$ 232	\$ -	2,565
Furniture, fixtures and equipment	12,073	2,171	-	14,244
Information technology equipment	-	53	-	53
Total accumulated depreciation	14,406	\$ 2,456	\$ -	16,862
Total governmental activities capital assets, net	<u>\$ 4,431</u>			<u>\$ 7,484</u>

Depreciation expense for the year ended June 30, 2011 was charged to functions of the School as follows:

School administration	\$ 2,224
Operation of plant	232
	<u>\$ 2,456</u>

Imagine Charter School at North Lauderdale Middle
(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	\$ 89,927	\$ -	\$ 5,550	\$ 84,377	\$ 84,377

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 interest payments on this note totaled \$6,338.

In addition to the promissory note scheduled payments, eighty-seven and one half (87.5%) percent 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 of funds of \$146,890, of which, only \$84,377 was needed to pay off the promissory note payable.

The annual minimum payment requirements to maturity consist of the following for the years ended June 30:

	Principal	Interest	Total
2012	\$ 84,377	\$ 5,922	\$ 90,299

Imagine Charter School at North Lauderdale Middle
(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:

Sources	Amounts
School District of Broward County, Florida:	
Base funding	\$ 646,286
Additional FEFP	54,686
Discretionary local effort	62,750
Critical operating needs	20,972
Mills compression	1,443
Discretionary lottery	675
Supplemental academic instruction	35,631
Reading allocation	6,729
Final change in total CSR allocation	101
ESE guaranteed allocation	53,863
Class size reduction	161,519
Transportation	16,020
Safe schools	4,092
Instructional materials	12,664
Library media	778
Science lab materials and supplies	213
Administrative fee	(53,971)
Subtotal	1,024,451
Florida teacher lead	2,231
Capital outlay	78,451
State education jobs fund	35,156
Title I grant	100,171
Title IIA grant	57,802
IDEA funding	2,731
Race to the top	2,069
Total through School District of Broward County, Florida	1,303,062
Other revenue:	
National school lunch program	88,205
Food service charges	2,254
Total revenues	<u>\$ 1,393,521</u>

**Imagine Charter School at North Lauderdale Middle
(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 FEFP revenue. Current year management fees charged to operations totaled \$132,348.

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

On September 27, 2006, the School entered into an agreement 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 (see Note G-3). 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 \$164,239. A portion of the facility use fee in the amount of \$78,451 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><u>\$ 168,471</u></u>
------	--------------------------

Imagine Charter School at North Lauderdale Middle
(A Division of Learning Excellence Foundation of East Broward County, Inc.)

NOTES TO FINANCIAL STATEMENTS

June 30, 2011

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. The due from / (due to) operating company activity consists of the following:

	Management Fees	Operating Expenses	Advances/ Contributions	Total Due From / (Due To)
Balance at July 1, 2010	\$ -	\$ -	\$ 93,030	\$ 93,030
Invoiced	(132,348)	(192,459)	-	(324,807)
Payments	132,348	192,382	-	324,730
Balance at June 30, 2011	<u>\$ -</u>	<u>\$ (77)</u>	<u>\$ 93,030</u>	<u>\$ 92,953</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.

3. Due to Imagine Charter School at North Lauderdale

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 30 percent of shared expenses, while the elementary school covers the remaining 70 percent and each school separately pays their share of the expenses.

Total amounts paid on behalf of the School by Imagine Charter School at North Lauderdale and later invoiced, for the year ended June 30, 2011 totaled \$294,768. As a result of these shared expenses, there is a payable on the books which is shown as an amount due to North Lauderdale Elementary totaling \$9,494.

**Imagine Charter School at North Lauderdale Middle
(A Division of Learning Excellence Foundation of East Broward County, Inc.)**

NOTES TO FINANCIAL STATEMENTS

June 30, 2011

NOTE G - RELATED PARTIES (continued)

4. Due to charterholder

In accordance with the operating agreement with the operating company, the School is required to pay the expenses incurred by the Board. The School paid \$10,000 to the Board for the year ended June 30, 2011, with \$33,002 included as due to the charterholder.

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 - SUBSEQUENT EVENTS

The School has evaluated subsequent events through September 23, 2011, the date which the financial statements were available for issuance.

REQUIRED SUPPLEMENTAL INFORMATION

Imagine Charter School at North Lauderdale Middle
(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

	Budgeted Amounts			
	Original	Final	Actual	Variance with Final Budget
Revenue				
Base FTE funding	\$ 1,055,433	\$ 1,024,452	\$ 1,024,452	\$ -
Other revenues	-	4,299	4,299	-
Gross school revenue	1,055,433	1,028,751	1,028,751	-
Less: non-profit expense				
Administrative	-	10,000	10,000	-
Interest on note payable	-	6,338	6,338	-
Total non-profit expenses	-	16,338	16,338	-
Net school operating revenue	1,055,433	1,012,413	1,012,413	-
Expenditures				
Salaries and benefits	587,505	452,970	411,337	41,633
School service expense	115,960	69,771	69,771	-
Direct educational expense	37,100	19,470	19,467	3
General and administrative	50,854	53,166	34,915	18,251
Marketing and enrollment	1,000	-	-	-
Facility operating expense	83,820	75,398	75,398	-
School reserve	34,800	-	-	-
School operating expenditures	911,039	670,775	610,888	59,887
Facility use fee	164,239	85,788	85,788	-
Indirect costs	138,987	132,348	132,348	-
Total expenditures	1,214,265	888,911	829,024	59,887
Change in net assets (budgetary basis)	(158,832)	123,502	183,389	59,887
Adjustments to conform with GAAP:				
Capital outlay expenditures	-	-	(5,509)	(5,509)
Transfers out	-	-	(4,456)	(4,456)
Principal payments on note payable	-	-	(5,550)	(5,550)
Net change in fund balance (GAAP basis)	(158,832)	123,502	167,874	44,372
Fund balance at July 1, 2010	-	-	-	-
Fund balance at June 30, 2011	<u>\$ (158,832)</u>	<u>\$ 123,502</u>	<u>\$ 167,874</u>	<u>\$ 44,372</u>

See accompanying note to required supplemental information.

Imagine Charter School at North Lauderdale Middle
(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>		<u>Variance with Final Budget</u>
	<u>Original</u>	<u>Final</u>	
Revenue			
Charter capital funding	<u>\$ -</u>	<u>\$ 78,451</u>	<u>\$ 78,451</u>
Expenditures			
Facility use fee	<u>-</u>	<u>78,451</u>	<u>-</u>
Net change in fund balance	<u>-</u>	<u>-</u>	<u>-</u>
Fund balance at July 1, 2010	<u>-</u>	<u>-</u>	<u>-</u>
Fund balance at June 30, 2011	<u><u>\$ -</u></u>	<u><u>\$ -</u></u>	<u><u>\$ -</u></u>

See accompanying note to required supplemental information.

**Imagine Charter School at North Lauderdale Middle
(A Division of Learning Excellence Foundation of East Broward County, Inc.)**

**SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES
IN FUND BALANCES - BUDGET AND ACTUAL - FEDERAL TITLE FUND**

For the year ended June 30, 2011

	Budgeted Amounts		
	Original and Final	Actual	Variance with Final Budget
Revenue			
Federal passed through school district	\$ 158,512	\$ 157,973	\$ (539)
Expenditures			
Salaries and benefits	151,546	155,786	(4,240)
Direct educational expense	6,966	2,187	4,779
Total expenditures	158,512	157,973	539
Net change in fund balance	-	-	-
Fund balance at July 1, 2010	-	-	-
Fund balance at June 30, 2011	\$ -	\$ -	\$ -

See accompanying note to required supplemental information.

**Imagine Charter School at North Lauderdale Middle
(A Division of Learning Excellence Foundation of East Broward County, Inc)**

NOTE TO REQUIRED SUPPLEMENTAL INFORMATION

June 30, 2011

NOTE A - BUDGETARY INFORMATION

1. 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.



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**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 financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Imagine Charter School at North Lauderdale Middle (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 and have issued our report thereon dated September 23, 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 consider the School's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinions 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.

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.

Our consideration of the internal control over financial reporting 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 financial reporting that might be deficiencies, significant deficiencies, or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above. However, we identified certain deficiencies in internal control over financial reporting, as described in the accompanying schedule of current year findings, recommendations and other matters that were considered to be significant deficiencies in internal control over financial reporting as noted at finding 11-2. 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.

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, in the accompanying management letter dated September 23, 2011.

The School's response to matters identified in our audit is described in the accompanying letter of management response. We did not audit the School's response, 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

September 23, 2011
Melbourne, Florida

Berman Hopkins Wright & LaHam
CPAs and Associates, LLP

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WRIGHT & LAHAM

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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 Middle (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 23, 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. We have issued our Independent Auditors' Report on Internal Control over Financial Reporting and on Compliance and Other Matters. Disclosures in that report, which is dated September 23, 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 the 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.
- 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 are 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 did no have any such findings.

- 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 Middle*, 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 the School'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 23, 2011
Melbourne, Florida

Berman Hopkins Wright & LaHam
CPAs and Associates, LLP

Prior Year Management Recommendations - Corrected

08-7 Allocation of Expenses Between Elementary and Middle School *Material Weakness*

Criteria: Imagine Charter School at North Lauderdale Middle shares a campus with Imagine Charter School at North Lauderdale. 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 30, 2011, the above issue has been resolved.

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.

Prior Year Management Recommendations - Corrected (continued)

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 was not being sent to parents.

Cause: The school did not send a letter to notify parents of teachers teaching out of field.

Effect: Parents are not aware of when a teacher is 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

11-1 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.

Cause: The School is not monitoring their employees fingerprinting expiration dates.

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.

11-2 Food service allocation

Significant Deficiency

Criteria: Imagine Charter School at North Lauderdale Middle shares a campus with Imagine Charter School at North Lauderdale. 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.

Cause: The School is not following the allocation agreement between the two Schools.

Effect: Without an audit adjustment, the School's revenue would have been understated by approximately \$3,000 and the expenses would have been overstated by approximately \$2,500.

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 spilt.



Imagine Charter School at North Lauderdale

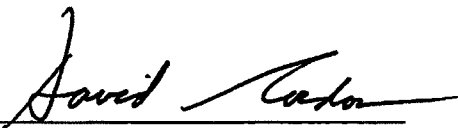
Audit Recommendation Responses

11-1 Employee Fingerprinting Compliance

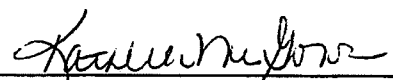
Management Response: The school is in the process of establishing a policy and procedure that will keep track of the expiration dates of the finger prints for all staff including all of the governing board members. This procedure will list all the expiration dates and the business manager will keep track of this. This will keep the school in compliance with the Florida Statute.

11-2 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.



David Gordon, Principal
September 27, 2011



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% Or less (FUTA (6.25 OF 1st 7000)& SUI (2.50% of 1st 7000))
Other Benefits: 401k Match	5.00%
Remainder for Group Ins	16.85% Employer paid Life/disability is between \$35-40/month; employer paid health ranges from \$33-\$861/month

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 \$ 17,303 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 180
 Budgeted Enrollment 180 100% ← change cell C34 to change % of target in budget

Basic K-3
 Basic K-3 with ESE (251)
 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
 Basic 4-8 with ESE (251)
 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
 ESOL 4-8
 Total (checksum)

180	
180	100%
-	-
-	-
-	-
-	-
-	-
-	-
148	148
20	20
-	-
-	-
-	-
-	-
-	-
12	12
180	180

← 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) \$ 360.00 ← 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 change to zero if you do not do VPK
 VPK Reimbursement \$2,524.00 per Fred from 4/21/09 email
 Total VPK State Revenue \$0.00

Transportation FTE

Percentage of Bus Ridership 50.0%
 (Est) # Students Riding Bus During FTE week 53
 Bus Reimbursement Rate \$ 360.00
 Total Transportation FTE \$ 19,080.00

Additional Assumptions (enter text, etc. below or to the right)

Wages for Substitute Teachers \$ -
 # Substitute Days 360
 Daily Rate 80

Title 1 Entitlements 60,210
 # Title 1 Students 180.00 change to zero if you are not a Title I school
 Title 1 Entitlement per child -

Revenue Estimate Worksheet for Imagine @ N Ldale Middle Charter School

School District:

Broward

1. 2010-11 FEFP State and Local Funding

Base Student Allocation

\$3,479.22

District Cost Differential:

1.0245

2. ESE Guaranteed Allocation:		FTE	Grade Level	Matrix Level	Guarantee Per Student	
		0.00	PK-3	251	\$ 1,058	\$ -
		0.00	PK-3	252	\$ 3,418	\$ -
		0.00	PK-3	253	\$ 6,974	\$ -
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.		20.00	4-8	251	\$ 1,187	\$ 23,740
		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	\$ 20,879
Total FTE with ESE Services	20.00			Total from ESE Guarantee	\$ 44,619	

3. Supplemental Academic Instruction:

District SAI Allocation

\$

50,933,746

divided by district FTE

256,031.54

Per Student

\$

199

35,820

(with eligible services)

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 \$ 728,928

5. Class size Reduction Funds:

	Weighted FTE (From Section 1)	X	DCD	X	Allocation factors*		
PK - 3	0.0000		1.0245		1354.65	=	0
4-8	181.9320		1.0245		924.01	=	168,107
9-12	0.0000		1.0245		926.24	=	0
Total *	181.9320						
						Total Class Size Reduction Funds \$	168,107

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

6A. Divide school's Weighted FTE (WFTE) total computed in (d) above:	181.9320	by district's WFTE:	277,651.94	
to obtain school's WFTE share.				0.0655%
6B. Divide school's Unweighted FTE (UFTE) total computed in (b) above:	180.00	by district's UFTE:	256,031.54	
to obtain school's UFTE share.				0.0703%
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	0.0703%	<u>\$ 4,992</u>
Applicable to all Charter Schools:					
Declining Enrollment		0			
Sparsity Supplement		0			
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	0.0655%	<u>\$ 63,951</u>
9. Discretionary Millage Compression Allocation					
.748 mills (UFTE share)	(b)	<u>1,042,048</u>	x	0.0703%	<u>\$ 733</u>
.250 mills (UFTE share)	(b)	<u>0</u>	x	0.0703%	<u>\$ -</u>
10. State Fiscal Stabilization Fund Entitlement (WFTE share)	(a)	<u>0</u>	x	0.0655%	<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	0.0655%	<u>\$ -</u>
12. Discretionary Lottery (WFTE share)	(a)	<u>767,028</u>	x	0.0703%	<u>\$ 539</u>
13. Instructional Materials Allocation (UFTE share)	(b)	<u>18,057,712</u>	x	0.0703%	<u>\$ 12,695</u>
Science Laboratory Materials (high school only)	(c)	<u>303,120</u>	x	0.0703%	<u>\$ 213</u>
Dual Enrollment Instructional Materials Allocation (See footnote i below)					
14. Student Transportation	(e)				
Enter All Riders		<u>53.00</u>	x	360	<u>\$ 19,080</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 \$ 999,238 5551.321207 per student alloc

5551.321207

NEW FTE total	\$ 999,238
Less 5% administration fees under 250	<u>\$ 49,962</u>
Net Amount of Revenue	<u>\$ 949,276</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			
										\$	-		
Instructional - Basic	1	6th		32,000	0.0%	32,000			32,000		1600	960	320
	2	6th		32,000	0.0%	32,000			32,000		1600	960	320
	3	6th		32,000	0.0%	32,000			32,000		1600	960	320
	4	7th		32,000	0.0%	32,000			32,000		1600	960	320
	5	7th		32,000	0.0%	32,000			32,000		1600	960	320
	6	7th		32,000	0.0%	32,000			32,000		1600	960	320
	7	8th		40,000	0.0%	40,000			40,000		2000	1200	400
	8	8th		35,175	0.0%	35,175			35,175		1758.75	1055.25	351.75
	9				0.0%	-			-		0	0	0
	10				0.0%	-			-		0	0	0
	11				0.0%	-			-		0	0	0
	12				0.0%	-			-		0	0	0
	13				0.0%	-			-		0	0	0
	14				0.0%	-			-		0	0	0
	15				0.0%	-			-		0	0	0
	16				0.0%	-			-		0	0	0
	17				0.0%	-			-		0	0	0
	18				0.0%	-			-		0	0	0
	19				0.0%	-			-		0	0	0
	20				0.0%	-			-		0	0	0
	21				0.0%	-			-		0	0	0
	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

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%
	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
	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%	-			-	Instructional - Basic	0	0	0
	49				0.0%	-			-		0	0	0
										\$ 267,175			
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%	-			-	Teachers aides	0	0	0
										\$ -			
Instructional - SPECIALS	1	PE		34,250	0.0%	34,250			34,250		1712.5	1027.5	342.5
	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
										\$ 34,250			
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	30%	10,566	0.0%	10,566			10,566		528.3	316.98	105.66
	2	Teacher Assistant		18,000	0.0%	18,000			18,000		900	540	180
	3				0.0%	-			-		0	0	0
	4				0.0%	-			-		0	0	0
										Instructional - ESE	0	0	0
										\$ 28,566			
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

Imagine Schools
Campus
MASTER PERSONNEL BUDGET

Department	#	Position	Name	Current Base	Percentage Salary Increase	Adjusted Base	Academy Leader	Other Stipends	Annual Budget	Sub-totals Instructional Speech	5%	3%	1%
										\$ -	0	0	0
VPK	1				0.0%	-			-	VPK	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
										\$ -	0	0	0
Guidance Counselor	1				0.0%	-			-	Guidance Counselor	0	0	0
	2				0.0%	-			-		0	0	0
	3				0.0%	-			-		0	0	0
										\$ -	0	0	0
Health	1				0.0%	-			-	Health	0	0	0
	2				0.0%	-			-		0	0	0
	3				0.0%	-			-		0	0	0
										\$ -	0	0	0
Media Svcs/Librarian	1				0.0%	-			-	Media Svcs/Librarian	0	0	0
	2				0.0%	-			-		0	0	0
	3				0.0%	-			-		0	0	0
										\$ -	0	0	0
Inst Spt/ Curricul Dvlpt	1				0.0%	-			-	Inst Spt/ Curricul Dvlpt	0	0	0
	2				0.0%	-			-		0	0	0
	3				0.0%	-			-		0	0	0
	4				0.0%	-			-		0	0	0
										\$ -	0	0	0
Administration - Office of Principal	1	principal		30%	24,225	0.0%	24,225		24,225	Administration - Office of Principal	1211.25	726.75	242.25
	2					0.0%	-		-		0	0	0
	3	receptionist		30%	6,600	0.0%	6,600		6,600		330	198	66
	4					0.0%	-		-		0	0	0
	5	business manager		30%	11,400	0.0%	11,400		11,400		570	342	114
	6					0.0%	-		-		0	0	0
	7	Discipline		30%	9,000	0.0%	9,000		9,000		450	270	90
	8	assistant principal		30%	12,600	0.0%	12,600		12,600		630	378	126
										\$ 63,825	0	0	0
Administration - Fiscal Svc	1				0.0%	-			-	Administration - Fiscal Svc	0	0	0
	2				0.0%	-			-		0	0	0
	3				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%
										Administration - Fiscal Svc	0	0	0
											0	0	0
										\$ -			
Food Services	1	DPC/Cafeteria		30%	8,835	0.0%	8,835		8,835		441.75	265.05	88.35
	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
										\$ 8,835.00			
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
	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			
										\$ -			
TOTALS				402,651	\$ -	\$ 402,651	\$ -	\$ -	402,651		20132.55	12079.53	4026.51

128,848 Benefits Estimate
531,499 Total w/Benefits

[illegible]

[illegible]

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															
112		Health	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	FY 2012
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	-	-	-	-	-	-	-	-	-	-	-	-	-
120	502-620-76-2201	Media Svc/Librarian Social Security	-	-	-	-	-	-	-	-	-	-	-	-	-
121	502-620-76-2211	Media Svc/Librarian Medicare	-	-	-	-	-	-	-	-	-	-	-	-	-
122	502-620-76-2331	Media Svc/Librarian Group Insurance	-	-	-	-	-	-	-	-	-	-	-	-	-
123	502-620-76-2331	Media Svc/Librarian Other Employee Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-
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	7,364	4,910	4,910	4,910	4,910	4,910	7,364	4,910	4,910	4,910	4,910	4,910	63,825
132	502-730-70-2201	Principal Office Social Security	457	304	304	304	304	304	457	304	304	304	304	304	3,957
133	502-730-70-2211	Principal Office Meidcare	107	71	71	71	71	71	107	71	71	71	71	71	925
134	502-730-70-2331	Principal Office Group Insurance	1,241	827	827	827	827	827	1,241	827	827	827	827	827	10,755
135	502-730-70-2331	Principal Office Other Employee Benefits	552	368	368	368	368	368	552	368	368	368	368	368	4,787
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 SvcMedicare	-	-	-	-	-	-	-	-	-	-	-	-	-
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	1,019	680	680	680	680	680	1,019	680	680	680	680	680	8,835
144	502-760-40-2201	Food Svc Social Security	63	42	42	42	42	42	63	42	42	42	42	42	548
145	502-760-40-2211	Food Svc Medicare	15	10	10	10	10	10	15	10	10	10	10	10	128
146	502-760-40-2331	Food Svc Group Insurance	172	115	115	115	115	115	172	115	115	115	115	115	1,489
147	502-760-40-2331	Food Svc Other Employee Benefits	76	51	51	51	51	51	76	51	51	51	51	51	663
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								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
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		Sub-total Salaries & Benefits	11,067	24,131	40,885	40,885	40,885	40,885	61,327	40,885	40,885	40,885	40,885	107,898	531,499

[illegible]

Imagine Schools Campus	FY 2012	% of Rev
Federal, State & Local Revenue		
FEFP	949,276	85.1%
Charter Capital Outlay	64,800	5.8%
Misc State Revenue	-	0.0%
Title Entitlements	100,783	9.0%
Transportation	-	0.0%
<i>Subtotal</i>	<i>1,114,859</i>	<i>100.0%</i>
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>	<i>\$0.00</i>	<i>0.0%</i>
Grants		
Start Up Grants	-	0.0%
Other Grants	-	0.0%
<i>Subtotal</i>	<i>-</i>	<i>0.0%</i>
Total Revenues	1,114,859	100.0%
Salaries & Benefits	531,499	47.7%
Facility Expenses (Rent)	165,000	14.8%
Direct Educational Expenses		
Direct Ed K-12	11,500	1.0%
Pre K	-	0.0%
Before & After Care	-	0.0%
Food Service	-	0.0%
Other Supplies/Expenses	1,960	0.2%
Equipment Use Fee (FF&E)	-	0.0%
Facility Operating Expenses	70,914	6.4%
Faculty Development	-	0.0%
Marketing	500	0.0%
General & Administrative		
Interest Expense	5,922	0.5%
Depreciation Expense	-	0.0%
Insurance	21,290	1.9%
Board Expenses	15,000	1.3%
Other G&A	16,700	1.5%
Other School Services		
Travel	600	0.1%
Field Trips	-	0.0%
Transportation	24,300	2.2%
PT/OT/Speech	11,000	1.0%
Other Contracted Services	35,000	3.1%
Total Direct Costs	911,185	81.7%
Imagine Schools Costs		
Indirect Costs	121,689	10.9%
Loss Mitigation Costs	-	0.0%
Total Indirect Costs	121,689	10.9%
Operating Advance Repayment	-	0.0%
Start Up Fee Repayment	-	0.0%
Contingency	27,871	2.5%
Total Expenses	1,060,746	95.1%
Operating Surplus or (Loss) After Debt Repayment	54,113	4.9%

Name of Charter School Seeking Renewal: Imagine Schools at North Lauderdale Middle Location Number: 5261

Imagine Schools at N Lauderdale Middle (5261) 2011-2012 Board approved Budget

Detail 2010-11 3rd FEPP

11/18/2011 2:13 PM

9	Citrus	0.9525	15,352.46	16,434.06	383,622	902,080	0	0	0	368,710	3,504,516	0	7,037,930
10	Clay	0.9959	35,692.53	38,324.80	197,772	0	0	2,401,393	7,184,906	633,104	9,827,276	0	12,266,121
11	Collier	1.0557	42,510.69	46,068.87	0	0	0	0	0	750,000	8,412,646	0	19,801,839
12	Columbia	0.9507	9,755.61	10,285.82	229,763	1,048,043	0	645,919	1,932,684	273,587	3,872,855	0	3,967,272
13	Miami-Dade	1.0107	344,441.45	371,435.43	0	0	0	0	0	10,004,883	117,656,882	0	132,328,374
14	De Soto	0.9804	4,992.55	5,263.00	43,422	503,149	0	297,856	891,120	178,335	1,641,083	0	2,120,206
15	Dixie	0.9318	2,011.94	2,134.53	47,344	762,237	0	136,188	407,458	115,505	466,866	0	628,897
16	Duval	1.0149	125,033.97	134,686.11	0	0	0	2,425,659	7,256,972	3,702,432	29,179,989	0	45,935,934
17	Escambia	0.9492	39,943.87	42,871.77	223,125	0	0	1,668,855	4,992,984	1,165,032	9,446,381	0	14,333,705
18	Flagler	0.9552	12,272.79	13,007.89	643,734	977,256	0	0	0	292,989	2,696,566	0	4,784,068
19	Franklin	0.9031	1,272.15	1,345.43	0	0	0	0	0	91,794	302,580	0	485,953
20	Gadsden	0.9353	5,818.54	6,164.91	49,235	1,536,142	0	411,022	1,229,807	176,624	1,324,128	0	1,869,063
21	Gilchrist	0.9487	2,507.53	2,754.86	90,642	1,340,133	0	165,096	493,933	99,995	582,781	0	1,028,876
22	Glades	0.9899	1,447.21	1,525.17	6,044	684,854	0	41,347	123,708	89,320	313,152	0	558,037
23	Gulf	0.9193	1,953.10	2,105.72	17,381	726,842	0	0	0	93,250	407,466	0	320,637
24	Hamilton	0.9320	1,717.79	1,881.90	0	756,522	0	51,121	152,935	99,001	394,578	0	629,138
25	Hardee	0.9668	5,109.56	5,377.86	0	480,920	0	293,646	878,589	150,420	1,152,271	0	1,889,159
26	Hendry	1.0038	6,774.88	7,146.70	103,796	1,462,570	0	0	1,335,668	199,758	1,585,125	0	2,454,722
27	Hernando	0.9770	22,610.95	24,043.93	144,065	0	0	0	2,258,834	539,801	5,249,661	0	8,997,020
28	Highlands	0.9602	12,064.71	12,777.25	23,379	1,984,374	0	328,401	982,429	320,947	2,551,943	0	4,213,140
29	Hillsborough	1.0143	192,180.25	207,042.67	0	0	0	0	25,832,869	4,109,905	39,199,729	0	75,833,895
30	Holmes	0.9120	3,304.74	3,456.37	0	1,792,500	0	326,277	976,220	106,875	721,398	0	1,082,013
31	Indian River	0.9948	17,508.63	18,813.69	690	0	0	0	0	430,273	3,572,787	0	5,677,236
32	Jackson	0.9158	6,893.00	7,516.73	138,885	2,393,991	0	533,449	1,595,936	178,136	1,443,394	0	2,443,110
33	Jefferson	0.9304	1,077.42	1,125.28	54,366	589,814	0	183	539	90,060	307,138	0	571,143
34	Lafayette	0.9215	1,010.36	1,054.59	102,276	568,799	0	76,767	229,685	78,281	211,494	0	295,400
35	Lake	0.9809	40,472.55	42,971.09	76,428	0	0	0	2,562,317	846,622	9,468,692	0	12,744,532
36	Lee	1.0178	80,823.56	86,980.53	0	0	0	0	0	1,740,190	17,137,554	0	36,968,732
37	Leon	0.9522	33,252.08	36,132.51	0	0	0	643,095	1,924,298	977,420	9,062,280	0	16,904,704
38	Levy	0.9475	5,617.32	5,985.15	186,364	2,260,947	0	253,060	757,159	186,495	1,314,513	0	2,173,128
39	Liberty	0.9129	1,408.82	1,558.69	34,534	710,971	0	124,469	372,422	76,348	304,952	0	575,194
40	Madison	0.9065	2,702.13	2,805.35	15,638	759,981	0	199,498	596,873	121,189	750,351	0	1,312,228
41	Manatee	1.0023	43,487.79	46,772.22	0	0	0	0	0	1,214,760	8,769,576	0	18,638,153
42	Marion	0.9579	41,260.88	43,827.00	105,703	0	0	0	3,471,690	916,528	13,022,833	0	15,835,844
43	Martin	0.9962	17,705.12	19,582.60	0	0	0	0	0	416,920	3,680,347	0	6,787,141
44	Monroe	1.0115	7,979.25	8,516.72	0	0	0	0	0	353,315	1,749,087	0	3,011,165
45	Nassau	0.9927	11,141.39	11,774.59	3,188	1,440,504	0	0	0	260,672	2,540,441	0	2,942,105
46	Okaloosa	0.9623	28,535.94	30,984.68	156,329	0	0	0	176,637	578,871	8,371,473	0	11,335,065
47	Okeechobee	0.9739	6,761.31	7,125.52	136,065	538,393	0	498,579	1,491,748	200,565	1,703,332	0	2,851,764
48	Orange	1.0089	174,051.79	189,266.74	0	0	0	1,773,588	5,305,099	4,666,628	37,869,178	0	50,403,386
49	Osceola	0.9902	52,839.27	57,075.41	0	0	0	2,406,829	7,200,407	1,073,667	11,409,834	0	14,685,314
50	Palm Beach	1.0406	173,078.71	187,157.14	0	0	0	0	0	4,468,419	33,651,291	0	65,435,583
51	Pasco	0.9926	65,969.91	71,573.90	189,635	0	0	3,258,254	9,748,374	1,474,572	18,194,845	0	28,350,723
52	Pinellas	1.0025	102,973.65	110,832.26	1,303,865	0	0	0	0	3,365,461	21,642,886	0	44,944,195
53	Polk	0.9818	93,664.22	100,041.59	0	0	0	5,627,346	16,837,080	2,034,060	22,697,569	0	35,263,821
54	Putnam	0.9656	10,870.42	11,453.64	165,844	2,120,889	0	485,582	1,452,832	365,523	2,829,271	0	3,490,141
55	St. Johns	0.9875	30,487.73	32,787.30	0	0	0	0	0	594,886	5,984,541	0	9,313,076
56	St. Lucie	0.9920	38,521.24	40,733.06	47,208	0	0	1,109,797	3,320,146	828,024	9,087,592	0	15,755,444
57	Santa Rosa	0.9357	25,046.48	26,516.19	16,081	0	0	0	3,831,110	373,835	7,715,725	0	8,637,157
58	Sarasota	1.0091	40,758.65	44,155.43	410,792	0	0	0	0	1,160,446	8,410,385	0	21,610,947
59	Seminole	0.9995	63,812.54	68,358.79	334,060	0	0	1,763,140	5,274,106	1,231,569	15,793,281	0	19,198,709
60	Sumter	0.9635	7,453.76	7,871.40	0	315,295	0	0	0	191,518	1,525,901	0	2,747,462
61	Suwannee	0.9315	6,077.87	6,382.34	0	1,508,365	0	424,782	1,270,943	165,691	1,263,449	0	515,799
62	Taylor	0.9109	2,850.19	3,013.95	26,702	769,179	0	63,160	188,996	125,699	675,844	0	991,327
63	Union	0.9663	2,186.71	2,292.57	82,121	763,234	0	228,927	684,899	90,527	515,942	0	647,262
64	Volusia	0.9610	61,248.24	66,137.78	761,162	0	0	1,100,018	3,290,255	1,617,531	16,734,376	0	23,941,486
65	Wakulla	0.9328	5,117.62	5,440.10	60,453	484,132	0	356,596	1,066,819	148,101	1,009,525	0	1,647,221
66	Walton	0.9404	7,313.55	7,645.49	0	0	0	0	0	201,717	1,256,868	0	1,979,624
67	Washington	0.9175	3,451.95	3,647.15	9,099	1,461,414	0	213,745	639,508	104,943	881,612	0	800,077
68	Washington Special	0.9175	291.08	298.60	100,251	0	0	0	0	2,290	141,526	0	1,124,501
69	FAMU Lab School	0.9522	516.21	535.31	17,737	289,958	234,070	9,984	29,873	69,325	287,721	0	3,078
70	FAU Lab School	1.0406	679.93	703.52	0	0	506,969	0	0	70,613	205,793	0	84,751
71	FAU St. Lucie	0.9920	1,439.37	1,524.72	18,873	0	598,274	41,468	124,059	76,589	421,801	0	124,128
72	FSU Lab - Broward	1.0264	659.40	701.90	0	0	344,181	1,437	4,293	70,452	143,538	0	162,797
73	FSU Lab - Leon	0.9522	1,706.47	1,777.40	0	718,001	773,782	33,003	98,753	78,690	290,606	0	292,564
74	UF Lab School	0.9743	1,145.73	1,205.62	0	613,693	539,180	17,232	51,569	74,278	301,331	0	171,989
75	Virtual School	1.0000	23,060.45	25,663.36	0	0	12,103,738	33,438	99,852	0	0	1,785,571	0
Total			2,638,795.13	2,843,258.65	7,775,762	35,754,378	15,100,194	33,912,589	140,926,426	67,133,784	639,315,534	1,785,571	980,571,070

Name of Charter School Seeking Renewal: Imagine Schools at North Lauderdale Middle Location Number: 5261

Detail 2010-11 3rd FEFP
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9	Citrus	7,478,246	0	7,478,246	0	4,801,260	0	0	0	40,759	1,258,080	10,889
10	Clay	7,010,854	2,343,200	9,354,054	0	11,706,877	0	0	0	99,382	2,894,609	55,314
11	Collier	45,918,255	0	45,918,255	0	14,917,413	0	0	0	126,637	3,497,105	76,600
12	Columbia	1,947,340	650,849	2,598,189	0	2,999,355	0	0	0	25,462	808,862	17,225
13	Miami-Dade	137,004,972	0	137,004,972	0	115,146,576	0	0	0	977,503	27,561,088	210,862
14	De Soto	1,094,492	365,806	1,460,298	0	1,582,640	0	0	0	13,435	410,177	11,607
15	Dixie	392,722	131,257	523,979	0	610,057	0	0	0	5,179	163,992	754
16	Duval	42,470,930	14,194,829	56,665,759	0	41,926,779	0	0	0	355,925	10,211,235	106,233
17	Escambia	10,893,526	3,640,884	14,534,410	0	12,481,725	0	0	0	105,960	3,228,691	50,119
18	Flagler	6,085,042	2,033,771	8,118,813	0	3,811,067	0	0	0	32,353	1,030,182	3,926
19	Franklin	1,524,597	509,558	2,034,155	0	372,685	0	0	0	3,164	113,781	2,543
20	Gadsden	1,084,348	362,416	1,446,764	0	1,768,573	0	0	0	15,014	467,044	2,489
21	Gilchrist	503,370	168,239	671,609	0	801,630	0	0	0	6,805	217,099	11,145
22	Glades	451,877	151,028	602,905	0	463,079	0	0	0	3,931	115,473	494
23	Gulf	1,166,125	0	1,166,125	0	593,749	0	0	0	5,040	161,817	5,796
24	Hamilton	530,263	177,227	707,490	0	537,970	0	0	0	4,567	141,961	1,739
25	Hardee	1,153,585	385,557	1,539,142	0	1,594,746	0	0	0	13,538	416,946	8,353
26	Hendry	1,358,847	0	1,358,847	0	2,200,382	0	0	0	18,680	547,475	2,994
27	Hernando	6,733,904	0	6,733,904	0	7,205,190	0	0	0	61,166	1,841,390	40,887
28	Highlands	3,815,993	1,275,399	5,091,392	0	3,763,090	0	0	0	31,946	992,573	36,332
29	Hillsborough	50,601,443	0	50,601,443	0	64,412,732	0	0	0	546,813	15,444,619	25,643
30	Holmes	338,131	113,012	451,143	0	966,853	0	0	0	8,208	273,877	8,780
31	Indian River	10,769,782	3,599,526	14,369,308	0	5,740,572	0	0	0	48,733	1,416,667	31,777
32	Jackson	1,145,514	382,859	1,528,373	0	2,111,422	0	0	0	17,924	571,883	14,430
33	Jefferson	427,977	143,041	571,018	0	321,126	0	0	0	2,726	90,084	0
34	Lafayette	172,151	57,537	229,688	0	298,075	0	0	0	2,530	89,144	0
35	Lake	13,534,278	0	13,534,278	0	12,928,452	0	0	0	109,752	3,305,453	97,894
36	Lee	42,352,828	14,155,357	56,508,185	0	27,153,757	0	0	0	230,514	6,752,216	71,803
37	Leon	11,300,774	3,776,997	15,077,771	0	10,552,898	0	0	0	89,586	2,800,129	46,698
38	Levy	1,476,967	493,639	1,970,606	0	1,739,401	0	0	0	14,766	460,365	0
39	Liberty	187,900	62,801	250,701	0	436,444	0	0	0	3,705	116,249	1,753
40	Madison	477,830	159,703	637,533	0	780,010	0	0	0	6,622	221,239	6,067
41	Manatee	19,100,383	6,383,818	25,484,201	0	14,379,081	0	0	0	122,067	3,800,712	111,741
42	Marion	12,938,619	0	12,938,619	0	12,876,783	0	0	0	109,314	3,320,789	48,223
43	Martin	13,292,162	0	13,292,162	0	5,983,597	0	0	0	50,796	1,527,791	106,386
44	Monroe	14,212,173	4,870,518	19,082,691	0	2,642,310	0	0	0	22,431	656,301	6,981
45	Nassau	5,414,195	1,809,557	7,223,752	0	3,585,166	0	0	0	30,435	918,135	36,648
46	Okaloosa	11,172,766	0	11,172,766	0	9,145,405	0	0	0	77,637	2,342,509	72,291
47	Okeechobee	1,197,334	400,178	1,597,512	0	2,128,514	0	0	0	18,069	550,474	4,040
48	Orange	63,918,013	21,362,972	85,280,985	0	58,569,006	0	0	0	497,204	14,352,022	96,923
49	Osceola	13,815,023	4,617,321	18,432,344	0	17,334,743	0	0	0	147,158	4,602,746	121,214
50	Palm Beach	87,672,354	32,327,564	119,999,918	0	59,735,934	0	0	0	507,111	14,120,674	120,283
51	Pasco	16,489,273	5,511,121	22,000,394	0	21,790,861	0	0	0	184,987	5,322,632	89,377
52	Pinellas	45,421,539	15,180,996	60,602,535	0	34,079,719	0	0	0	289,310	8,548,281	298,273
53	Polk	20,414,729	6,823,105	27,237,834	0	30,126,526	0	0	0	255,750	7,634,831	120,468
54	Putnam	2,870,547	959,407	3,829,954	0	3,392,237	0	0	0	28,797	892,519	18,516
55	St. Johns	14,117,361	4,718,369	18,835,730	0	9,930,890	0	0	0	84,305	2,632,355	36,592
56	St. Lucie	12,000,585	4,010,891	16,011,476	0	12,393,790	0	0	0	105,213	3,109,704	58,952
57	Santa Rosa	6,130,387	0	6,130,387	0	7,610,150	0	0	0	64,604	2,111,513	129,055
58	Sarasota	32,098,521	0	32,098,521	0	13,666,703	0	0	0	116,019	3,294,438	37,687
59	Seminole	20,105,443	6,719,734	26,825,177	0	20,956,686	0	0	0	177,906	5,091,529	17,033
60	Sumter	4,922,893	1,645,352	6,568,245	0	2,326,211	0	0	0	19,748	625,526	12,912
61	Suwannee	1,146,350	383,138	1,529,488	0	1,823,510	0	0	0	15,480	507,578	4,388
62	Taylor	944,587	315,704	1,260,291	0	842,077	0	0	0	7,149	238,276	10,416
63	Union	184,788	61,761	246,549	0	679,486	0	0	0	5,768	181,991	1,974
64	Volusia	21,069,296	7,041,877	28,111,173	0	19,494,785	0	0	0	165,495	5,024,467	115,823
65	Wakulla	968,543	323,711	1,292,254	0	1,556,470	0	0	0	13,213	412,751	2,663
66	Walton	8,419,762	0	8,419,762	0	2,205,278	0	0	0	18,721	645,050	17,912
67	Washington	733,410	245,124	978,534	0	1,026,373	0	0	0	8,713	291,063	17,211
68	Washington Special	0	0	-	0	84,031	0	0	0	713	32,300	0
69	FAMU Lab School	0	0	-	0	156,343	0	0	0	1,327	44,603	2,208
70	FAU Lab School	0	0	-	0	224,546	0	0	0	1,906	92,267	29,444
71	FAU St. Lucie	0	0	-	0	463,924	0	0	0	3,938	115,414	0
72	FSU Lab - Broward	0	0	-	0	220,972	0	0	0	1,876	52,680	0
73	FSU Lab - Leon	0	0	-	0	519,109	0	0	0	4,407	140,208	3,787
74	UF Lab School	0	0	-	0	360,288	0	0	0	3,059	99,939	7,475
75	Virtual School	0	0	-	0	7,871,526	0	0	0	66,823	2,811,215	0
Total		1,018,844,954	227,409,361	1,246,254,315	0	872,664,689	0	0	0	7,408,228	216,918,478	3,670,798

Detail 2010-11 3rd FEFP
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9	Citrus	19,205	1,227,986
10	Clay	44,186	2,795,109
11	Collier	53,383	3,367,122
12	Columbia	12,347	779,290
13	Miami-Dade	420,719	26,929,507
14	De Soto	6,261	392,309
15	Dixie	2,503	160,735
16	Duval	155,874	9,949,128
17	Escambia	49,286	3,129,286
18	Flagler	15,726	1,010,530
19	Franklin	1,737	109,501
20	Gadsden	7,129	457,426
21	Gilchrist	3,314	202,640
22	Glades	1,763	113,216
23	Gulf	2,470	163,551
24	Hamilton	2,167	138,055
25	Hardee	6,365	402,228
26	Hendry	8,357	536,124
27	Hernando	28,109	1,772,394
28	Highlands	15,152	941,089
29	Hillsborough	235,761	15,183,215
30	Holmes	4,181	260,916
31	Indian River	21,625	1,363,265
32	Jackson	8,730	548,723
33	Jefferson	1,375	88,709
34	Lafayette	1,361	87,783
35	Lake	50,458	3,157,101
36	Lee	103,072	6,577,341
37	Leon	42,744	2,710,687
38	Levy	7,027	453,338
39	Liberty	1,775	112,721
40	Madison	3,377	211,795
41	Manatee	58,018	3,630,953
42	Marion	50,692	3,221,874
43	Martin	23,322	1,398,083
44	Monroe	10,018	639,302
45	Nassau	14,015	867,472
46	Okaloosa	35,758	2,234,460
47	Okeechobee	8,403	538,031
48	Orange	219,083	14,036,016
49	Osceola	70,261	4,411,271
50	Palm Beach	215,551	13,784,840
51	Pasco	81,250	5,152,005
52	Pinellas	130,489	8,119,519
53	Polk	116,545	7,397,818
54	Putnam	13,624	860,379
55	St. Johns	40,183	2,555,580
56	St. Lucie	47,469	3,003,283
57	Santa Rosa	32,232	1,950,226
58	Sarasota	50,289	3,206,462
59	Seminole	77,722	4,996,774
60	Sumter	9,549	603,065
61	Suwannee	7,748	495,442
62	Taylor	3,637	224,223
63	Union	2,778	177,239
64	Volusia	76,698	4,831,946
65	Wakulla	6,301	403,787
66	Walton	9,847	617,291
67	Washington	4,443	269,409
68	Washington Special	493	31,807
69	FAMU Lab School	681	41,714
70	FAU Lab School	1,408	61,415
71	FAU St. Lucie	1,762	113,652
72	FSU Lab - Broward	804	51,876
73	FSU Lab - Leon	2,140	134,281
74	UF Lab School	1,526	90,938
75	Virtual School	0	2,811,215
Total		3,268,338	209,979,342

Imagine Charter School at N Lauderdale Middle

Five Year Budget

Program	Per Student FTE Assumption					
	5,342	5,342	5,342	5,369	5,395	5,476
	2011-2012 Budget	2012-2013 Budget	2013-2014 Budget	2014-2015 Budget	2015-2016 Budget	2016-2017 Budget
Basic K - 3	-	-	-	-	-	-
Basic K - 3 ESE	-	-	-	-	-	-
Basic 4 - 8	171	172	173	174	175	176
Basic 4 - 8 ESE	30	30	30	30	30	30
Basic 9 - 12	-	-	-	-	-	-
Basic 9 - 12 ESE	-	-	-	-	-	-
ESOL	17	17	17	17	17	17
Exceptional Level IV	-	-	-	-	-	-
Exceptional Level V	-	-	-	-	-	-
Vocational 6-12	-	-	-	-	-	-
Total	218	219	220	221	222	223
State & Local Revenue						
FTE Generated Revenue	1,164,540	1,172,233	1,177,575	1,188,831	1,200,171	1,223,650
Charter Capital Outlay Funding	-	-	-	-	-	-
IDEA Revenue	-	-	-	-	-	-
Florida Teacher Lead Program	2,544	2,544	2,544	2,544	2,544	2,544
A+ Revenue	-	-	-	-	-	-
Misc State Revenue	-	-	-	-	-	-
Title One Revenue	236,008	136,008	136,008	136,008	136,008	136,008
Sub-total State & Local Revenue	1,403,092	1,310,785	1,316,127	1,327,383	1,338,723	1,362,202
Supplemental Fee Revenue						
Pre-School Program Fees	-	-	-	-	-	-
Before/After Care Fees	-	-	-	-	-	-
Summer School Camp	-	-	-	-	-	-
Other School Courses & Class Fees	-	-	-	-	-	-
Other Local Revenue	1,100	1,100	1,100	1,100	1,100	1,100
Facility Rental Income	-	-	-	-	-	-
Sub-total Supplemental Fee Revenue	1,100	1,100	1,100	1,100	1,100	1,100
Grants & Initial Fees Revenue						
Reg/App/Material/Activity Fees	-	-	-	-	-	-
Gross Revenue	1,404,192	1,311,885	1,317,227	1,328,483	1,339,823	1,363,302
Expenses						
Salaries & Benefits						
K-12 Teachers	339,557	344,557	346,280	348,011	348,881	349,753
K-12 Teacher Benefits	95,076	96,476	96,958	97,443	97,687	97,931
K-12 Teachers Aides	-	-	-	-	-	-
K-12 Teachers Aides Benefits	-	-	-	-	-	-
Specialty Teachers	34,450	35,951	36,131	36,311	36,402	36,493
Specialty Teacher Benefits	11,024	11,504	11,562	11,620	11,649	11,678
Guidance Counselor Salary	-	-	-	-	-	-
Guidance Counselor Benefits	-	-	-	-	-	-
Media Specialist/Aide Salary	-	-	-	-	-	-
Media Specialist/Aide Benefits	-	-	-	-	-	-
Other Instructional Support Salaries	-	-	-	-	-	-
Other Instructional Support Benefits	-	-	-	-	-	-

Imagine Charter School at N Lauderdale Middle

Five Year Budget

Program	Per Student FTE Assumption					
	5,342	5,342	5,342	5,369	5,395	5,476
	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	30,000	30,000	30,150	30,301	30,452	30,605
ESE Teacher Benefits	8,400	8,400	8,442	8,484	8,527	8,569
ESOL Teacher	-	-	-	-	-	-
ESOL Teacher Benefits	-	-	-	-	-	-
Administration Salaries	68,000	68,000	68,000	68,000	68,000	68,000
Administration Benefits	21,760	21,760	21,760	21,760	21,760	21,760
Before/After Care Staffing	-	-	-	-	-	-
Before/After Care Benefits	-	-	-	-	-	-
Enrichment Staffing	-	-	-	-	-	-
Enrichment Benefits	-	-	-	-	-	-
Substitutes	5,000	5,000	5,000	5,000	5,000	5,000
Sub-total Salaries & Benefits	613,267	621,648	624,283	626,930	628,358	629,789
Other School Services						
Transportation	37,110	37,524	37,695	37,866	38,037	38,208
Sub-total Other School Services	37,110	37,524	37,695	37,866	38,037	38,208
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	25,000	25,000	25,000	25,000	25,000	25,000
ESE Operating Expenses	15,000	15,000	15,000	15,000	15,000	15,000
Software	2,500	2,500	2,500	2,500	2,500	2,500
Textbooks K-12	25,000	25,000	25,000	25,000	25,000	25,000
Classroom Supplies K-12	15,000	15,000	15,000	15,000	15,000	15,000
Instructional Support/Material	2,000	2,000	2,000	2,000	2,000	2,000
Media/Library Materials	-	-	-	-	-	-
Other Direct Education Exp K-12	5,000	5,000	5,000	5,000	5,000	5,000
Before/After Care Expenses	-	-	-	-	-	-
Enrichment expenses	1,250	1,250	1,250	1,250	1,250	1,250
Sub-total Direct Educational Expenses	95,750	95,750	95,750	95,750	95,750	95,750
General & Administrative						
Telecommunications	2,000	2,020	2,040	2,061	2,081	2,102
Copier Maintenance & Supplies	11,404	11,404	11,404	11,404	11,404	11,404
Comprehensive Insurance Premium	21,000	21,210	21,422	21,636	21,853	22,071
Outside Accounting Services	14,500	14,500	14,500	14,500	14,500	14,500
Office Supplies	2,000	2,000	2,000	2,000	2,000	2,000
Dues and Fees	3,000	3,100	3,100	3,100	3,100	3,100
Printing and Duplication	250	250	250	250	250	250
Postage	500	500	500	500	500	500
Principal Travel	1,800	1,800	1,800	1,800	1,800	1,800
Faculty Travel	1,500	1,500	1,500	1,500	1,500	1,500
Depreciation	4,200	4,200	4,200	4,200	4,200	4,200
Other G&A Expenses	10,000	10,000	10,000	10,000	10,000	10,000

Imagine Charter School at N Lauderdale Middle

Five Year Budget

Program	Per Student FTE Assumption					
	5,342	5,342	5,342	5,369	5,395	5,476
	2011-2012 Budget	2012-2013 Budget	2013-2014 Budget	2014-2015 Budget	2015-2016 Budget	2016-2017 Budget
Sub-total General & Administrative	72,154	72,484	72,716	72,951	73,188	73,427
Facility Operating Expenses						
Landscape Maintenance	-					
Janitorial Services & Supplies	32,500	32,500	32,500	32,500	32,500	32,500
Repairs and Maintenance	20,000	20,000	20,000	20,000	20,000	20,000
Electric Utilities	32,000	32,320	32,643	32,970	33,299	33,632
Water and Sewer	4,000	4,040	4,080	4,121	4,162	4,204
Exterminating (Pest Control)	2,580	2,580	2,580	2,580	2,580	2,580
Waste (Trash Removal)	10,000	10,100	10,201	10,303	10,406	10,510
Guard/Security Service	6,300	6,363	6,427	6,491	6,556	6,621
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	122,380	122,903	123,431	123,965	124,504	125,048
Facility 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	29,114	29,306	29,439	29,721	30,004	30,591
Facility Expenses						
Facility Use Fee/Lease Payment	171,000	177,840	184,954	192,352	200,046	208,048
Sub-total Facility Expenses	171,000	177,840	184,954	192,352	200,046	208,048
Indirect Costs	139,745	140,668	141,309	142,660	144,021	146,838
Total Expenses	1,282,019	1,299,623	1,311,077	1,323,695	1,335,407	1,349,199
Operating Surplus / (Deficit)	122,173	12,262	6,149	4,789	4,416	14,102
Per operating agreement there will be no new debt						
Imagine School Contribution	-	-	-	-	-	-
Operating Surplus / (Deficit)	122,173	12,262	6,149	4,789	4,416	14,102

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 Middle 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 Funding WFTE (b) x (c) x BSA x DCD (d) (e)	
			(d)	(e)
101 Basic K-3		1.102	0.0000	\$ -
111 Basic K-3 with ESE Services		1.102	0.0000	\$ -
102 Basic 4-8	170.56	1.000	170.5600	\$ 607,954
112 Basic 4-8 with ESE Services	30.00	1.000	30.0000	\$ 106,934
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)	17.44	1.161	20.2500	\$ 72,180
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	218.00		220.8100	\$ 787,068

2. ESE Guaranteed Allocation:	FTE	Grade Level	Matrix Level	Guarantee Per Student	
Additional Funding from the ESE		PK-3	251	\$ 1,058	\$ -
Guaranteed Allocation. Enter the FTE		PK-3	252	\$ 3,418	\$ -
from 111,112, & 113 by grade and		PK-3	253	\$ 6,974	\$ -
matrix level. Students who do not	20.00	4-8	251	\$ 1,187	\$ 23,740
have a matrix level should be	9.00	4-8	252	\$ 3,546	\$ 31,914
considered 251. This total should	1.00	4-8	253	\$ 7,102	\$ 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	30.00			Total from ESE Guarantee	\$ 62,756

3. Supplemental Academic Instruction:

District SAI Allocation

\$ 50,933,746

divided by district FTE

256,031.54

(with eligible services)

Per Student

198.94 \$ 43,369

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 \$ 897,699

5. Class size Reduction Funds:

	Weighted FTE (From Section 1)	X	DCD	X	Allocation factors	
PK - 3	20.2500		1.0245		1322.25	= 27,432
4-8	200.5600		1.0245		901.91	= 185,319
9-12	0.0000		1.0245		904.09	= 0
Total *	220.8100					Total Class Size Reduction Funds \$ 212,751

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

6A. Divide school's Weighted FTE (WFTE) total computed

in (d) above:

220.8100

by district's WFTE:

277,651.64

to obtain school's WFTE share.

0.0795%

6B. Divide school's Unweighted FTE (UFTE) total computed					
in (b) above:	<u>218.00</u>	by district's UFTE:	<u>256,031.54</u>		
to obtain school's UFTE share.				0.0851%	
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	0.0851%	\$ <u>5,099</u>
Applicable to all Charter Schools:					
Declining Enrollment		0			
Sparsity Supplement		0			
Minimum Guarantee		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	0.0795%	\$ <u>77,423</u>
9. Discretionary Millage Compression Allocation					
.748 mills (UFTE share)	(b)	<u>0</u>	x	0.0851%	\$ <u>-</u>
.250 mills (UFTE share)	(b)	<u>0</u>	x	0.0851%	\$ <u>-</u>
10. Proration to Funds Available (WFTE share)	(a)	<u>(155,942)</u>	x	0.0795%	<u>(124)</u>
11. Discretionary Lottery (WFTE share)	(a)	<u>767,028</u>	x	0.0851%	\$ <u>653</u>
12. Instructional Materials Allocation (UFTE share)	(b)	<u>19,166,686</u>	x	0.0851%	\$ <u>16,311</u>
Science Laboratory Materials (high school only)	(c)	<u>303,120</u>	x	0.0000%	\$ <u>-</u>
Dual Enrollment Instructional Materials Allocation (See footnote i below)					
13. Student Transportation	(e)				
Enter All Riders		<u>44.50</u>	x	#####	\$ <u>16,020</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>1,225,832</u>

Less 5% administration fees under 250 \$ 61,292

Total FTE Revenue \$ 1,164,540 5,341.93 per student alloc

JUL 7 2007 2:51PM

CHANCELLOR N. LAUD

NO. 983

P. 1

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.

C. Budget.

1. Projected Budget. IMAGINE shall provide the BOARD with an annual projected Budget (the "Budget") and quarterly updates in accordance with the provisions of Article V, Section M. of this Agreement. The Budget for each Fiscal year shall be submitted to the BOARD prior to April 30th of the immediately preceding Fiscal Year. The Budget shall be consistent with the Charter, including without limitation, the Charter School mission as set forth therein, this Agreement and the reasonable requirements of the BOARD and all federal, state and local regulatory agencies including the Sponsor.
2. Budget Detail. The Budget shall contain reasonable detail as requested by the BOARD. The Budget shall include projected expenses and costs reasonably associated with operating the Charter School and the IMAGINE school design including, but not limited to: BOARD Expenses; the projected cost of services and education programs provided to the Charter School; the Charter School Facility Payment; maintenance and repairs to the Charter School Facility and capital improvements, except as otherwise agreed upon; personnel salaries and benefits expenses; payroll processing expenses; supplies and furnishings necessary to operate the Charter School; all taxes of any kind that are assessed or imposed; insurance premiums and deductible payments; utilities; transportation expenses; food service expenses; professional fees; school development and start up expenses; net reductions in Revenue from under enrollment; general and administrative expenses including costs of audits in connection with this Agreement; financial service supervision; Indirect Cost Allocation; Administrative Allocation; and other costs and expenses connected to operating the Charter School.
3. Approval. The Budget shall be prepared by IMAGINE in accordance with the provisions of Article V, Section M. of this Agreement and submitted to the BOARD for approval, which approval shall not be unreasonably delayed. The Budget shall include all expenditure items identified in this Agreement and such other expenditure items as may hereafter be authorized by the BOARD. The BOARD shall notify IMAGINE in writing that it approves or disapproves the annual Budget within thirty (30) days of submission by IMAGINE. If the BOARD provides written notification to IMAGINE within thirty (30) days that it does not approve the annual Budget as submitted, the BOARD shall identify specific reasons therefore and continue to deposit the Revenues into the Charter School Operating Account pursuant to its obligations under Article V, Section G of this Agreement. In such event, IMAGINE shall work with the BOARD to make revisions to the annual Budget, which revisions shall be subject to BOARD approval pursuant to the procedure set forth in this paragraph. IMAGINE shall continue to operate the Charter School from the Revenues available without an annual Budget and continue to fulfill its obligations under this Agreement, the Charter and applicable law; provided such operation shall not extend more than

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:

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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.

*11TH/44
Elem = 327,582.50 87,298.51
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.

D. Professional Development. IMAGINE shall provide education in its methods, curriculum, program, and technology to all teaching personnel. Non-instructional personnel shall receive such professional development as IMAGINE determines reasonable and necessary under the circumstances.

E. Limitations on Discretion. All decisions made by IMAGINE, and any discretion exercised by IMAGINE, in its decisions regarding staffing levels and its selection, evaluation, assignment, discipline, and transfer of personnel, shall be consistent with state and federal law, and consistent with the parameters adopted and included within the Charter and this Agreement.

ARTICLE VII

TERMINATION OF AGREEMENT

A. Termination.

1. By IMAGINE. IMAGINE may, at its option, terminate this Agreement this Agreement prior to the end of the term specified in Article II in the event the BOARD fails to remedy a Material Event within thirty (30) days after written notice from IMAGINE. As used in this Section, a "Material Event" includes, but is not limited to: (i) IMAGINE's failure to receive for any reason, the contracted for revenues, compensation, or reimbursement as required by the terms of this Agreement; or (ii) the BOARD's failure to adopt IMAGINE's reasonable recommendations with respect to Charter School policies, rules and regulations, which failure has a material adverse effect on IMAGINE's ability to implement the Charter School design as set forth in the Charter or this Agreement; (iii) in the event the BOARD makes decisions regarding the personnel, Educational Program or Charter School Facility substantially inconsistent with the reasonable recommendations of IMAGINE which materially and adversely affects IMAGINE's ability to operate the Charter School; or (iv) 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 or not attributable to the willful or intentional actions of IMAGINE and the number of enrolled students remains below that level for such period which results in the inability of the Charter School to remain open; or (v) 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 (vi) fraudulent misrepresentation or other willful misconduct by the BOARD that has a material adverse effect on the Charter School; or (vii) the insolvency or bankruptcy of the Charter School; (viii) the loss or suspension of the Charter; or (ix) 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 (x) in the event of any material amendment or modification to the Charter which materially and

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

ensure the least disruption of the Charter School operation as a result of the termination; (iii) reasonable assistance for up to ninety (90) days to effectuate the transition at no cost to IMAGINE.

ARTICLE VII

INDEMNIFICATION

Indemnification. Each party hereto shall indemnify and hold harmless the other party, its officers, employees, agents and consultants from and against all actions, claims, suits, liabilities, proceedings, penalties, fines, costs, and expenses (including reasonable attorneys' fees at both the trial and appellate levels, including paralegal expenses) relating directly or indirectly to any breach of this Agreement or of the Charter or any violation of the state Charter law or any other applicable law by such indemnifying party, its officers, employees, agents and consultants, servants or subcontractors, as applicable.

ARTICLE IX

INSURANCE

A. Insurance coverage. IMAGINE shall obtain, and on behalf of the BOARD maintain, such policies of insurance as may be required by the Charter or applicable law. To the extent allowed by law, the costs of such insurance to the BOARD shall be included in the Charter School Budget, to be prepared by IMAGINE and approved by the BOARD. IMAGINE shall provide proof of such insurance to the BOARD at the BOARD's request. The BOARD and IMAGINE shall be listed as named insureds on such policies. To the extent reasonably practicable, the parties shall cooperate with each other in providing such information and complying with such reporting requirements as may be required by any applicable insurer(s).

B. Workers' Compensation Insurance. Each party shall maintain workers' compensation insurance as required by law, covering their respective employees.

ARTICLE X

WARRANTIES AND REPRESENTATIONS

A. BOARD Warranties and Representations. The BOARD represents that it has the authority under law to execute, deliver and perform this Agreement and to incur the obligations provided for under this Agreement. The BOARD warrants that its actions have been duly and validly authorized and that it will adopt any and all resolutions or expenditures approvals required for execution of this Agreement.

B. IMAGINE Warranties and Representations. IMAGINE warrants and represents that it is a corporation in good standing and is authorized to conduct business in the State of Florida.

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. Nothing in this Agreement, whether express or implied, is intended to confer any rights or remedies on any person other than the parties hereto and their respective

legal representatives, successors, and permitted assigns, nor is anything in this Agreement intended to relieve or discharge the obligation or liability of any third person to any party 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.

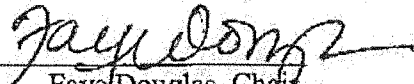
IMAGINE SCHOOLS, INC.

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.

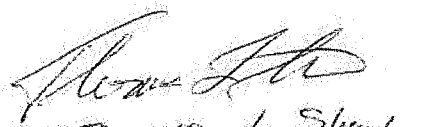
The provisions of this Note may be amended or waived only by instrument in writing signed by the Lender and Borrower and attached to this Note.

The Learning Excellence Foundation of East Broward, Inc.

By: Jaydonz

Print: _____

Date: Nov 17, 2006


Thomas L. Shaw
As 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; (h) 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: Fayulor

Print: _____

Date: Nov 17, 2006

Thomas J. H.
Fla. Reg. Vice President
Imagine Schools
11-17-06

Loan Calculator North Lauderdale Middle NEW CALC 2010-2011

Enter Values	
Loan Amount	\$ 89,926.43
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	\$ 990.59
Scheduled Number of Payments	132
Actual Number of Payments	132
Total Early Payments	\$ -
Total Interest	\$ 40,832.03

Lender Name:

Pmt No.	Payment Date	Beginning Balance	Scheduled Payment	Extra Payment	Total Payment	Principal	Interest	Ending Balance
1	7/30/2010	\$ 89,926.43	\$ 990.59	\$ -	\$ 990.59	\$ 447.29	\$ 543.31	\$ 89,479.14
2	8/30/2010	89,479.14	990.59	-	990.59	449.99	540.60	89,029.15
3	9/30/2010	89,029.15	990.59	-	990.59	452.71	537.88	88,576.44
4	10/30/2010	88,576.44	990.59	-	990.59	455.45	535.15	88,120.99
5	11/30/2010	88,120.99	990.59	-	990.59	458.20	532.40	87,662.80
6	12/30/2010	87,662.80	990.59	-	990.59	460.96	529.63	87,201.83
7	1/30/2011	87,201.83	990.59	-	990.59	463.75	526.84	86,738.08
8	2/28/2010	86,738.08	990.59	-	990.59	466.55	524.04	86,271.53
9	3/30/2011	86,271.53	990.59	-	990.59	469.37	521.22	85,802.16
10	4/30/2011	85,802.16	990.59	-	990.59	472.21	518.39	85,329.95
11	5/30/2011	85,329.95	990.59	-	990.59	475.06	515.54	84,854.89
12	6/30/2011	84,854.89	990.59	-	990.59	477.93	512.66	84,376.96
13	7/30/2011	84,376.96	990.59	-	990.59	480.82	509.78	83,896.15
14	8/30/2011	83,896.15	990.59	-	990.59	483.72	506.87	83,412.43
15	9/30/2011	83,412.43	990.59	-	990.59	486.64	503.95	82,925.78
16	10/30/2011	82,925.78	990.59	-	990.59	489.58	501.01	82,436.20
17	11/30/2011	82,436.20	990.59	-	990.59	492.54	498.05	81,943.65
18	12/30/2011	81,943.65	990.59	-	990.59	495.52	495.08	81,448.14
19	1/30/2012	81,448.14	990.59	-	990.59	498.51	492.08	80,949.62
20	3/1/2012	80,949.62	990.59	-	990.59	501.52	489.07	80,448.10
21	3/30/2012	80,448.10	990.59	-	990.59	504.55	486.04	79,943.55
22	4/30/2012	79,943.55	990.59	-	990.59	507.60	482.99	79,435.95
23	5/30/2012	79,435.95	990.59	-	990.59	510.67	479.93	78,925.28
24	6/30/2012	78,925.28	990.59	-	990.59	513.75	476.84	78,411.52
25	7/30/2012	78,411.52	990.59	-	990.59	516.86	473.74	77,894.66
26	8/30/2012	77,894.66	990.59	-	990.59	519.98	470.61	77,374.68
27	9/30/2012	77,374.68	990.59	-	990.59	523.12	467.47	76,851.56
28	10/30/2012	76,851.56	990.59	-	990.59	526.28	464.31	76,325.28
29	11/30/2012	76,325.28	990.59	-	990.59	529.46	461.13	75,795.82
30	12/30/2012	75,795.82	990.59	-	990.59	532.66	457.93	75,263.15
31	1/30/2013	75,263.15	990.59	-	990.59	535.88	454.71	74,727.27
32	3/2/2013	74,727.27	990.59	-	990.59	539.12	451.48	74,188.16
33	3/30/2013	74,188.16	990.59	-	990.59	542.37	448.22	73,645.78
34	4/30/2013	73,645.78	990.59	-	990.59	545.65	444.94	73,100.13
35	5/30/2013	73,100.13	990.59	-	990.59	548.95	441.65	72,551.18
36	6/30/2013	72,551.18	990.59	-	990.59	552.26	438.33	71,998.92
37	7/30/2013	71,998.92	990.59	-	990.59	555.60	434.99	71,443.32
38	8/30/2013	71,443.32	990.59	-	990.59	558.96	431.64	70,884.36
39	9/30/2013	70,884.36	990.59	-	990.59	562.33	428.26	70,322.03
40	10/30/2013	70,322.03	990.59	-	990.59	565.73	424.86	69,756.30
41	11/30/2013	69,756.30	990.59	-	990.59	569.15	421.44	69,187.15
42	12/30/2013	69,187.15	990.59	-	990.59	572.59	418.01	68,614.56
43	1/30/2014	68,614.56	990.59	-	990.59	576.05	414.55	68,038.51
44	3/2/2014	68,038.51	990.59	-	990.59	579.53	411.07	67,458.98
45	3/30/2014	67,458.98	990.59	-	990.59	583.03	407.56	66,875.95
46	4/30/2014	66,875.95	990.59	-	990.59	586.55	404.04	66,289.40
47	5/30/2014	66,289.40	990.59	-	990.59	590.10	400.50	65,699.30
48	6/30/2014	65,699.30	990.59	-	990.59	593.66	396.93	65,105.64
49	7/30/2014	65,105.64	990.59	-	990.59	597.25	393.35	64,508.39
50	8/30/2014	64,508.39	990.59	-	990.59	600.86	389.74	63,907.54
51	9/30/2014	63,907.54	990.59	-	990.59	604.49	386.11	63,303.05
52	10/30/2014	63,303.05	990.59	-	990.59	608.14	382.46	62,694.91
53	11/30/2014	62,694.91	990.59	-	990.59	611.81	378.78	62,083.10
54	12/30/2014	62,083.10	990.59	-	990.59	615.51	375.09	61,467.59
55	1/30/2015	61,467.59	990.59	-	990.59	619.23	371.37	60,848.36
56	3/2/2015	60,848.36	990.59	-	990.59	622.97	367.63	60,225.39

Pmt No.	Payment Date	Beginning Balance	Scheduled Payment	Extra Payment	Total Payment	Principal	Interest	Ending Balance
57	3/30/2015	60,225.39	990.59	-	990.59	626.73	363.86	59,598.66
58	4/30/2015	59,598.66	990.59	-	990.59	630.52	360.08	58,968.14
59	5/30/2015	58,968.14	990.59	-	990.59	634.33	356.27	58,333.81
60	6/30/2015	58,333.81	990.59	-	990.59	638.16	352.43	57,695.65
61	7/30/2015	57,695.65	990.59	-	990.59	642.02	348.58	57,053.64
62	8/30/2015	57,053.64	990.59	-	990.59	645.90	344.70	56,407.74
63	9/30/2015	56,407.74	990.59	-	990.59	649.80	340.80	55,757.94
64	10/30/2015	55,757.94	990.59	-	990.59	653.72	336.87	55,104.22
65	11/30/2015	55,104.22	990.59	-	990.59	657.67	332.92	54,446.55
66	12/30/2015	54,446.55	990.59	-	990.59	661.65	328.95	53,784.90
67	1/30/2016	53,784.90	990.59	-	990.59	665.64	324.95	53,119.26
68	3/1/2016	53,119.26	990.59	-	990.59	669.67	320.93	52,449.59
69	3/30/2016	52,449.59	990.59	-	990.59	673.71	316.88	51,775.88
70	4/30/2016	51,775.88	990.59	-	990.59	677.78	312.81	51,098.10
71	5/30/2016	51,098.10	990.59	-	990.59	681.88	308.72	50,416.22
72	6/30/2016	50,416.22	990.59	-	990.59	686.00	304.60	49,730.23
73	7/30/2016	49,730.23	990.59	-	990.59	690.14	300.45	49,040.09
74	8/30/2016	49,040.09	990.59	-	990.59	694.31	296.28	48,345.77
75	9/30/2016	48,345.77	990.59	-	990.59	698.51	292.09	47,647.27
76	10/30/2016	47,647.27	990.59	-	990.59	702.73	287.87	46,944.54
77	11/30/2016	46,944.54	990.59	-	990.59	706.97	283.62	46,237.57
78	12/30/2016	46,237.57	990.59	-	990.59	711.24	279.35	45,526.33
79	1/30/2017	45,526.33	990.59	-	990.59	715.54	275.05	44,810.79
80	3/2/2017	44,810.79	990.59	-	990.59	719.86	270.73	44,090.93
81	3/30/2017	44,090.93	990.59	-	990.59	724.21	266.38	43,366.72
82	4/30/2017	43,366.72	990.59	-	990.59	728.59	262.01	42,638.13
83	5/30/2017	42,638.13	990.59	-	990.59	732.99	257.61	41,905.14
84	6/30/2017	41,905.14	990.59	-	990.59	737.42	253.18	41,167.72
85	7/30/2017	41,167.72	990.59	-	990.59	741.87	248.72	40,425.85
86	8/30/2017	40,425.85	990.59	-	990.59	746.35	244.24	39,679.50
87	9/30/2017	39,679.50	990.59	-	990.59	750.86	239.73	38,928.63
88	10/30/2017	38,928.63	990.59	-	990.59	755.40	235.19	38,173.23
89	11/30/2017	38,173.23	990.59	-	990.59	759.96	230.63	37,413.27
90	12/30/2017	37,413.27	990.59	-	990.59	764.56	226.04	36,648.71
91	1/30/2018	36,648.71	990.59	-	990.59	769.18	221.42	35,879.54
92	3/2/2018	35,879.54	990.59	-	990.59	773.82	216.77	35,105.71
93	3/30/2018	35,105.71	990.59	-	990.59	778.50	212.10	34,327.22
94	4/30/2018	34,327.22	990.59	-	990.59	783.20	207.39	33,544.02
95	5/30/2018	33,544.02	990.59	-	990.59	787.93	202.66	32,756.08
96	6/30/2018	32,756.08	990.59	-	990.59	792.69	197.90	31,963.39
97	7/30/2018	31,963.39	990.59	-	990.59	797.48	193.11	31,165.91
98	8/30/2018	31,165.91	990.59	-	990.59	802.30	188.29	30,363.61
99	9/30/2018	30,363.61	990.59	-	990.59	807.15	183.45	29,556.46
100	10/30/2018	29,556.46	990.59	-	990.59	812.02	178.57	28,744.44
101	11/30/2018	28,744.44	990.59	-	990.59	816.93	173.66	27,927.51
102	12/30/2018	27,927.51	990.59	-	990.59	821.87	168.73	27,105.64
103	1/30/2019	27,105.64	990.59	-	990.59	826.83	163.76	26,278.81
104	3/2/2019	26,278.81	990.59	-	990.59	831.83	158.77	25,446.98
105	3/30/2019	25,446.98	990.59	-	990.59	836.85	153.74	24,610.13
106	4/30/2019	24,610.13	990.59	-	990.59	841.91	148.69	23,768.22
107	5/30/2019	23,768.22	990.59	-	990.59	846.99	143.60	22,921.23
108	6/30/2019	22,921.23	990.59	-	990.59	852.11	138.48	22,069.12
109	7/30/2019	22,069.12	990.59	-	990.59	857.26	133.33	21,211.86
110	8/30/2019	21,211.86	990.59	-	990.59	862.44	128.15	20,349.42
111	9/30/2019	20,349.42	990.59	-	990.59	867.65	122.94	19,481.77
112	10/30/2019	19,481.77	990.59	-	990.59	872.89	117.70	18,608.87
113	11/30/2019	18,608.87	990.59	-	990.59	878.17	112.43	17,730.71
114	12/30/2019	17,730.71	990.59	-	990.59	883.47	107.12	16,847.24
115	1/30/2020	16,847.24	990.59	-	990.59	888.81	101.79	15,958.43
116	3/1/2020	15,958.43	990.59	-	990.59	894.18	96.42	15,064.25
117	3/30/2020	15,064.25	990.59	-	990.59	899.58	91.01	14,164.67
118	4/30/2020	14,164.67	990.59	-	990.59	905.02	85.58	13,259.65
119	5/30/2020	13,259.65	990.59	-	990.59	910.48	80.11	12,349.17
120	6/30/2020	12,349.17	990.59	-	990.59	915.98	74.61	11,433.18
121	7/30/2020	11,433.18	990.59	-	990.59	921.52	69.08	10,511.66
122	8/30/2020	10,511.66	990.59	-	990.59	927.09	63.51	9,584.58
123	9/30/2020	9,584.58	990.59	-	990.59	932.69	57.91	8,651.89
124	10/30/2020	8,651.89	990.59	-	990.59	938.32	52.27	7,713.57
125	11/30/2020	7,713.57	990.59	-	990.59	943.99	46.60	6,769.58
126	12/30/2020	6,769.58	990.59	-	990.59	949.69	40.90	5,819.88

Pmt No.	Payment Date	Beginning Balance	Scheduled Payment	Extra Payment	Total Payment	Principal	Interest	Ending Balance
127	1/30/2021	5,819.88	990.59	-	990.59	955.43	35.16	4,864.45
128	3/2/2021	4,864.45	990.59	-	990.59	961.20	29.39	3,903.24
129	3/30/2021	3,903.24	990.59	-	990.59	967.01	23.58	2,936.23
130	4/30/2021	2,936.23	990.59	-	990.59	972.85	17.74	1,963.38
131	5/30/2021	1,963.38	990.59	-	990.59	978.73	11.86	984.65
132	6/30/2021	984.65	990.59	-	984.65	978.70	5.95	0.00

Imagine Charter School at North Lauderdale Middle (5261)
Statement of Revenues, Expenditures, and Changes in Fund Balance as of:
September 30, 2010

	Annual Budget July 2010-June 2011	Month Ended September 30, 2010	September 30, 2010 Total Year to Date
REVENUES			
Florida Educational Finance Program	1,158,228	85,952	268,249
Federal Pass-Through Grants	56,048	10,900	19,601
Other		13,190	13,190
Total Revenues	1,214,276	110,042	301,040
EXPENDITURES			
Instruction 5000	539,495	48,367	49,155
Pupil Personnel Services 6100	-	-	(1,652)
Instructional Media Services 6200	200	-	-
Instruction and Curriculum Development Services 6300	1,000	636	636
Instructional Staff Training Services 6400	-	-	-
Board 7100	19,750	6,125	11,875
General Administration 7200	-	-	-
School Administration 7300	300,458	31,239	57,294
Facilities Acquisition and Construction 7400	-	-	-
Fiscal Services 7500	-	-	-
Food Services 7600	-	12,852	12,852
Central Services 7700	-	-	-
Pupil Transportation Services 7800	30,000	2,430	4,860
Operation of Plant 7900	300,163	23,447	66,032
Maintenance of Plant 8100	15,000	3,071	4,947
Community Services 9100	1,000	364	485
Interest on Long-term Debt 9200	7,200	538	1,622
Total Current Expenditures	1,214,266	129,069	208,106
Excess (Defecit) of Revenues Over Expenditures	10	(19,027)	92,934
Other Financial Sources			
Net Change in Fund Balance	10	(19,027)	92,934
Fund Balance at Beginning of Year	(85,496)	(85,496)	(85,496)
Fund Balance	\$ (85,486)	\$ (104,523)	\$ 7,438

Current Month-September 2010

Projected FTE Revenues	\$ 87,953
Actual FTE Revenues	\$ 85,952

Imagine Charter School at North Lauderdale Middle (5261)**Statement of Net Assets****Accounting Period Ending: 9/30/2010****Assets:****Current Assets:**

Cash	95,260.21
Accts Receivable	(23,637.40)
Due from Other Funds/Schools	110,656.40
Grants Receivab-Due from Funds	.00
Prepaid Expenses	.00
Prepaid Insurance	3,315.04
	<hr/> 185,594.25

Capital Assets, Depreciable	18,836.64
Less: Accumulated Depreciation	(15,133.13)
	<hr/> 3,703.51

Deposits	<hr/> 239.23
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Total Assets	<hr/> 189,536.99 <hr/>
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Liabilities and Net Assets**Current Liabilities:**

Salaries and Wages Payable	16,018.96
Payroll Deductions	7,056.73
Accrued Expenses	.00
Accounts Payable	41,687.11
Due to Other Agencies	28,758.51
Other Current Liabilities	.00
Notes Payable	89,926.64
Loan Payable - Imagine	(1,350.20)
Deferred Revenue	.00
Deposits Payable	.00
Total Liabilities	<hr/> 182,097.75 <hr/>

Net Assets:

Equity	
Retained Earnings Current	(2,916.66)
Investment in general fixed assets	4,431.00
Total Equity	<hr/> 1,514.34

Retained Earnings	<hr/> (87,008.35)
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Retained Earnings - Current year	<hr/> 92,933.25
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Total Equity	7,439.24
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Liabilities and Equity	<hr/> 189,536.99 <hr/>
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Imagine Charter School at North Lauderdale Middle (5261)
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		1,158,228	87,915	531,969
Federal Pass-Through Grants		56,048	21,000	66,611
Other			6,040	37,417
Total Revenues		1,214,276	114,955	635,997
EXPENDITURES				
Instruction	5000	539,495	51,640	195,151
Pupil Personnel Services	6100	-	-	(1,652)
Instructional Media Services	6200	200	-	-
Instruction and Curriculum Development Services	6300	1,000	-	636
Instructional Staff Training Services	6400	-	-	-
Board	7100	19,750	625	13,750
General Administration	7200	-	-	-
School Administration	7300	300,458	18,027	112,215
Facilities Acquisition and Construction	7400	-	-	-
Fiscal Services	7500	-	-	-
Food Services	7600	-	7,085	43,231
Central Services	7700	-	-	-
Pupil Transportation Services	7800	30,000	2,430	12,150
Operation of Plant	7900	300,163	21,737	133,841
Maintenance of Plant	8100	15,000	4,498	12,697
Community Services	9100	1,000	180	1,146
Interest on Long-term Debt	9200	7,200	530	3,219
Total Current Expenditures		1,214,266	106,752	526,384
Excess (Defecit) of Revenues Over Expenditures		10	8,203	109,613
Other Financial Sources				
Net Change in Fund Balance		10	8,203	109,613
Fund Balance at Beginning of Year		(85,496)	(85,496)	(85,496)
Fund Balance		<u>\$ (85,486)</u>	<u>\$ (77,293)</u>	<u>\$ 24,117</u>
Current Month-December 2010				
Projected FTE Revenues	\$	85,696		
Actual FTE Revenues	\$	83,578		

Imagine Charter School at North Lauderdale Middle (5261)**Statement of Net Assets****Accounting Period Ending: 12/31/2010****Assets:****Current Assets:**

Cash	205,341.64
Accts Receivable	(30,786.54)
Due from Other Funds/Schools	108,781.40
Grants Receivab-Due from Funds	.00
Prepaid Expenses	.00
Prepaid Insurance	(1,724.06)
	<hr/> 281,612.44

Capital Assets, Depreciable	18,836.64
Less: Accumulated Depreciation	(15,860.63)
	<hr/> 2,976.01

Deposits	<hr/> 239.23
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Total Assets	<hr/> 284,827.68 <hr/>
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Liabilities and Net Assets**Current Liabilities:**

Salaries and Wages Payable	17,399.55
Payroll Deductions	5,178.21
Accrued Expenses	.00
Accounts Payable	34,255.88
Due to Other Agencies	28,758.51
Other Current Liabilities	.00
Notes Payable	89,926.64
Loan Payable - Imagine	(2,724.81)
Deferred Revenue	87,914.29
Deposits Payable	.00
Total Liabilities	<hr/> 260,708.27 <hr/>

Net Assets:

Equity	
Retained Earnings Current	(2,916.66)
Investment in general fixed assets	4,431.00
Total Equity	<hr/> 1,514.34 <hr/>

Retained Earnings	<hr/> (87,008.35)
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Retained Earnings - Current year	<hr/> 109,613.42
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Total Equity	24,119.41
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Liabilities and Equity	<hr/> 284,827.68 <hr/>
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Imagine Charter School at North Lauderdale Middle (5261)**Statement of Net Assets****Accounting Period Ending: 03/31/2011****Assets:****Current Assets:**

Cash	292,862.09
Accts Receivable	(26,408.74)
Due from Other Funds/Schools	106,906.40
Grants Receivab-Due from Funds	.00
Prepaid Expenses	.00
Prepaid Insurance	(6,732.34)
	<u>366,627.41</u>

Capital Assets, Depreciable	19,921.64
Less: Accumulated Depreciation	<u>(16,588.13)</u>
	3,333.51

Deposits	<u>239.23</u>
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Total Assets	<u><u>370,200.15</u></u>
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Liabilities and Net Assets**Current Liabilities:**

Salaries and Wages Payable	22,855.47
Payroll Deductions	7,174.71
Accrued Expenses	.00
Accounts Payable	44,097.02
Due to Other Agencies	28,758.51
Other Current Liabilities	.00
Notes Payable	89,926.43
Loan Payable - Imagine	(4,124.27)
Deferred Revenue	95,692.29
Deposits Payable	.00
Total Liabilities	<u>284,380.16</u>

Net Assets:

Equity	
Retained Earnings Current	(2,916.66)
Investment in general fixed assets	<u>4,431.00</u>
Total Equity	1,514.34

Retained Earnings	<u>(87,008.35)</u>
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Retained Earnings - Current year	<u>171,314.00</u>
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Total Equity	85,819.99
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Liabilities and Equity	<u><u>370,200.15</u></u>
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Imagine Charter School at North Lauderdale Middle (5261)**Statement of Revenues, Expenditures, and Changes in Fund Balance as of:
March 31, 2011**

		Annual Budget July 2010-June 2011	Month Ended March 31, 2011	March 31, 2011 Total Year to Date
REVENUES				
Florida Educational Finance Program		1,158,228	95,190	869,479
Federal Pass-Through Grants		56,048	-	84,364
Other			8,718	64,307
Total Revenues		1,214,276	103,908	1,018,150
EXPENDITURES				
Instruction	5000	539,495	49,531	347,174
Pupil Personnel Services	6100	-	-	(1,652)
Instructional Media Services	6200	200	-	-
Instruction and Curriculum Development Services	6300	1,000	-	636
Instructional Staff Training Services	6400	-	-	-
Board	7100	19,750	625	15,625
General Administration	7200	-	-	-
School Administration	7300	300,458	16,891	171,391
Facilities Acquisition and Construction	7400	-	-	-
Fiscal Services	7500	-	-	-
Food Services	7600	-	9,412	72,512
Central Services	7700	-	-	-
Pupil Transportation Services	7800	30,000	2,430	19,440
Operation of Plant	7900	300,163	21,917	200,203
Maintenance of Plant	8100	15,000	806	15,250
Community Services	9100	1,000	-	1,466
Interest on Long-term Debt	9200	7,200	521	4,791
Total Current Expenditures		1,214,266	102,133	846,836
Excess (Defecit) of Revenues Over Expenditures		10	1,775	171,314
Other Financial Sources				
Net Change in Fund Balance		10	1,775	171,314
Fund Balance at Beginning of Year		(85,496)	(85,496)	(85,496)
Fund Balance		<u>\$ (85,486)</u>	<u>\$ (83,721)</u>	<u>\$ 85,818</u>
Current Month-March 2011				
Projected FTE Revenues	\$	85,696		
Actual FTE Revenues	\$	83,951		

Imagine Charter School at North Lauderdale Middle (5261) Balance Sheet-Governmental Funds

Accounting Period Ending: 03/31/2011

	Special Revenue Total Government	
	General Fund	Funds Funds
<u>Assets:</u>		
Cash	292,862.09	292,862.09
Accts Receivable	(26,408.74)	(26,408.74)
Due from Other Funds/Schools	106,906.40	106,906.40
Grants Receivab-Due from Funds	.00	.00
Prepaid Expenses	.00	.00
Prepaid Insurance	(6,732.34)	(6,732.34)
Deposits	239.23	239.23
Total Assets	366,866.64	.00 366,866.64
<u>Liabilities</u>		
Salaries and Wages Payable	22,855.47	22,855.47
Payroll Deductions	7,174.71	7,174.71
Accrued Expenses	.00	.00
Accounts Payable	44,097.02	44,097.02
Due to Other Agencies	28,758.51	28,758.51
Deferred Revenue	95,692.29	95,692.29
Deposits Payable	.00	.00
Total Liabilities	198,578.00	.00 198,578.00
<u>Fund Balance</u>		
Reserved	66,362.42	66,362.42
Unreserved	101,926.22	101,926.22
Total Fund Balance	168,288.64	.00 168,288.64
Total Liabilities and Fund Balance	366,866.64	.00 366,866.64

Imagine Charter School at North Lauderdale Middle (5261)
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		1,158,228	86,712	1,140,288
Federal Pass-Through Grants		56,048	18,269	133,874
Other			3,366	87,407
Total Revenues		1,214,276	108,347	1,361,569
EXPENDITURES				
Instruction	5000	539,495	126,759	563,666
Pupil Personnel Services	6100	-	-	(1,652)
Instructional Media Services	6200	200	-	-
Instruction and Curriculum Development Services	6300	1,000	-	934
Instructional Staff Training Services	6400	-	-	-
Board	7100	19,750	625	17,500
General Administration	7200	-	-	-
School Administration	7300	300,458	16,824	223,645
Facilities Acquisition and Construction	7400	-	-	-
Fiscal Services	7500	-	-	-
Food Services	7600	-	4,240	97,490
Central Services	7700	-	815	815
Pupil Transportation Services	7800	30,000	-	24,300
Operation of Plant	7900	300,163	21,797	266,721
Maintenance of Plant	8100	15,000	1,011	17,861
Community Services	9100	1,000	-	1,461
Interest on Long-term Debt	9200	7,200	513	6,338
Total Current Expenditures		1,214,266	172,584	1,219,079
Excess (Defecit) of Revenues Over Expenditures		10	(64,237)	142,490
Other Financial Sources				
Net Change in Fund Balance		10	(64,237)	142,490
Fund Balance at Beginning of Year		(85,496)	(85,496)	(85,496)
Fund Balance		\$ (85,486)	\$ (149,733)	\$ 56,994

Current Month-June 2011

Projected FTE Revenues	\$ 85,696
Actual FTE Revenues	\$ 82,274

Imagine Charter School at North Lauderdale Middle (5261)**Statement of Net Assets****Accounting Period Ending: 06/30/2011****Assets:****Current Assets:**

Cash	156,822.91
Accts Receivable	870.00
Due from Other Funds/Schools	.00
Grants Receivab-Due from Funds	92,472.90
Prepaid Expenses	.00
Prepaid Insurance	6,347.00
	<u>256,512.81</u>

Capital Assets, Depreciable	24,345.89
Less: Accumulated Depreciation	<u>(17,315.63)</u>
	7,030.26

Deposits	<u>.00</u>
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Total Assets	<u><u>263,543.07</u></u>
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Liabilities and Net Assets**Current Liabilities:**

Salaries and Wages Payable	81,727.75
Payroll Deductions	9,363.43
Accrued Expenses	.00
Accounts Payable	17,441.43
Due to Other Agencies	13,637.51
Other Current Liabilities	.00
Notes Payable	89,926.43
Loan Payable - Imagine	(5,549.47)
Deferred Revenue	.00
Deposits Payable	.00
Total Liabilities	<u>206,547.08</u>

Net Assets:

Equity	
Retained Earnings Current	(2,916.66)
Investment in general fixed assets	<u>4,431.00</u>
Total Equity	1,514.34

Retained Earnings	<u>(87,008.35)</u>
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Retained Earnings - Current year	<u>142,490.00</u>
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Total Equity	56,995.99
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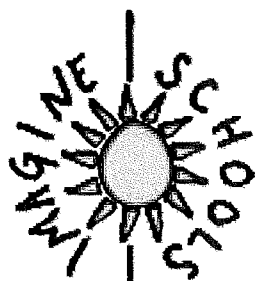
Liabilities and Equity	<u><u>263,543.07</u></u>
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Imagine Charter School at North Lauderdale Middle (5261)

Balance Sheet-Governmental Funds

Accounting Period Ending: 06/30/2011

	Special Revenue Total Government	
	General Fund	Funds Funds
<u>Assets:</u>		
Cash	156,822.91	156,822.91
Accts Receivable	870.00	870.00
Due from Other Funds/Schools	.00	.00
Grants Receivab-Due from Funds	.00	.00
Prepaid Expenses	.00	.00
Prepaid Insurance	6,347.00	6,347.00
Deposits	.00	.00
Total Assets	164,039.91	.00 164,039.91
<u>Liabilities</u>		
Salaries and Wages Payable	81,727.75	81,727.75
Payroll Deductions	9,363.43	9,363.43
Accrued Expenses	.00	.00
Accounts Payable	17,441.43	17,441.43
Due to Other Agencies	13,637.51	13,637.51
Deferred Revenue	.00	.00
Deposits Payable	.00	.00
Total Liabilities	122,170.12	.00 122,170.12
<u>Fund Balance</u>		
Reserved	37,425.94	37,425.94
Unreserved	4,443.85	4,443.85
Total Fund Balance	41,869.79	.00 41,869.79
Total Liabilities and Fund Balance	164,039.91	.00 164,039.91



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*

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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.

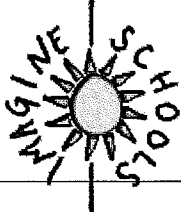
SCHOOL SCHEDULE

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

Lloyd Sigrist, ESE Specialist <ul style="list-style-type: none"> • ESE Concerns • Individual Education Plan (IEP) Meetings • Gifted 	Genevieve Leydig <ul style="list-style-type: none"> • Testing • Collaborative Problem Solving Team (CPST) • Guidance Conerns • Discipline 	Elaine Roberts DPC <ul style="list-style-type: none"> • Immunization Forms • Change of Address and Phone numbers • Registration • Attendance
Sharon Cooper Office Assistant <ul style="list-style-type: none"> • Receptionist • Parent Information • Mass Emails 	Lloyd Sigrist <ul style="list-style-type: none"> • English for Speakers of Other Languages (ESOL) 	Kathleen McGowan Business Manager <ul style="list-style-type: none"> • All Collection of monies • Budget Keeper
Elizabeth Pawlak <ul style="list-style-type: none"> • Volunteer Coordinator 	Louise Burgess Media Coordinator <ul style="list-style-type: none"> • School Wide Reading Initiatives • Technology • Advanced Reading Challenge 	Boca Speech Center 561.391.8444 Speech
Imagine School Aftercare 954-973-8900 <ul style="list-style-type: none"> • Before Care • Aftercare 		Elaine Roberts Cafeteria 954-973-8900 Food Service Questions/concerns

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 an 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 manger 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

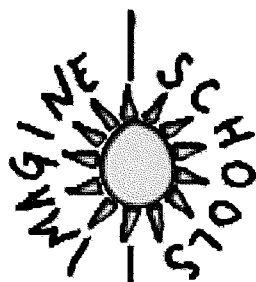
A copy of these state standards is included in Appendix _____. It is each teacher's responsibility to review these standards. In addition, it is the teacher's responsibility to have a valid teaching certificate.

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.

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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

Melvorn 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



Lloyd Sigrist, ESE Specialist <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 Conerns • Discipline 	Elaine Roberts DPC <ul style="list-style-type: none"> • Immunization Forms • Change of Address and Phone numbers • Registration • Attendance
Sharon Cooper Office Assistant <ul style="list-style-type: none"> • Receptionist • Parent Information • Mass Emails 	Lloyd Sigrist <ul style="list-style-type: none"> • English for Speakers of Other Languages (ESOL) 	Kathleen McGowan Business Manager <ul style="list-style-type: none"> • All Collection of monies • Budget Keeper
Elizabeth Pawlak <ul style="list-style-type: none"> • Volunteer Coordinator 	Louise Burgess Media Coordinator <ul style="list-style-type: none"> • School Wide Reading Initiatives • Technology • Advanced Reading Challenge 	Boca Speech Center 561.391.8444 Speech
Imagine School Aftercare 954-973-8900 <ul style="list-style-type: none"> • Before Care • Aftercare 		Elaine Roberts Cafeteria 954-973-8900 Food Service Questions/concerns

Responsible for smooth operation and management of the school

2. School Calendar, Schedule, & Attendance Policies

Hours of Operation

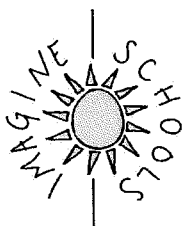
School Hours	8:30 A.M. to 3:30 P.M.
Main Office Hours	8:00 A.M. – 4:00 P.M.
Teacher Hours	8:00 A.M. – 4:00 P.M.
Before Care Hours	7:00 A.M. – 8:00 A.M.
After Care Hours	3:30 P.M. to 6:00 P.M.

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

weeks	October 27	Thursday	Early Release 12:30 p.m. dismissal – End 1st 9
	October 28	Friday	No Classes-Employee Planning
	October 31	Monday	Start 2nd Quarter (44 days)
dismissal	November 11	Friday	School Closed - Holiday
	November 17	Thursday	Issue Report Cards for 1st Quarter
	November 22	Tuesday	Imagine School Early Release- 12:30 p.m.
	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
weeks	January 2	Monday	Classes resume
	January 16	Monday	School Closed
	January 19	Thursday	Early Release 12:30 pm dismissal- End 2nd 9
	January 20	Friday	No Classes-Employee Planning Day

SECOND SEMESTER

	January 23	Monday	Start 3rd Quarter (43 days)
	February 2	Thursday	Early Release- 12:30 pm dismissal
	February 8	Wednesday	Issue Report Cards for 2nd 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 3rd 9
	March 30	Friday	No Classes- Employee Planning
	April 2	Monday	Start 4th Quarter (46 days)
	April 6	Friday	School Closed
	April 19	Thursday	Report Cards Issued for 3rd 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.
	June 8	Friday	Employee Planning Day
	June 27	Wednesday	Issue Report Cards for 4th 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 an 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 your child in regards to promotion/retention. Parent Conferences as well as notices well 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.

<hr/>		
<hr/>		
<hr/>	<hr/>	<hr/>
Parents/Guardians Signatures	Print Name	Date
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
Student(s) Name(s)		

SCHL/TYP 5171 IMAGINE CHART N.LAUD. ELEM AREA: Curr/Next: C 11/18/11

GRADE	WHITE	BLACK	PACIF	INDIAN	ASIAN	MULTI	MALE	FEMALE	TOTAL	HISP
KG	19	58	0	0	3	0	40	40	80	20
01	12	61	0	0	2	1	32	44	76	9
02	12	44	0	0	1	0	29	28	57	13
03	9	53	0	0	1	0	32	31	63	8
04	8	39	0	0	3	1	23	28	51	6
05	7	52	0	0	1	1	27	34	61	8
TOTAL	67	307	0	0	11	3	183	205	388	64

PF1=HELP 3=EXIT 5=REFRESH 6=PREVIOUS PANEL 7=BKWD 8=FWD 9=NEXT PANEL 12=ESCAPE
 No additional pages...Next? TERML: QPADEV

SCHL/TYP 5171 _ IMAGINE CHART N.LAUD. ELEM AREA: Curr/Next: C 11/18/11

ESE	WHITE	BLACK	PACIF	INDIAN	ASIAN	MULTI	MALE	FEMALE	TOTAL	HISP
F	1	9	0	0	0	0	6	4	10	2
G	0	4	0	0	0	0	3	1	4	0
K	1	2	0	0	0	0	1	2	3	1
T	2	1	0	0	0	0	1	2	3	2
V	1	2	0	0	0	0	2	1	3	0
TOTAL	5	18	0	0	0	0	13	10	23	5

PF1=HELP 3=EXIT 5=REFRESH 6=PREVIOUS PANEL 7=BKWD 8=FWD 9=NEXT PANEL 12=ESCAPE
 No additional pages...Next? TERML: QPADEV

SCHL/TYP 5171 IMAGINE CHART N.LAUD. ELEM AREA: Curr/Next: C 11/18/11

ESOL	WHITE	BLACK	PACIF	INDIAN	ASIAN	MULTI	MALE	FEMALE	TOTAL	HISP
LF	3	6	0	0	0	0	5	4	9	3
LY	39	52	0	0	2	0	54	39	93	42
TOTAL	42	58	0	0	2	0	59	43	102	45

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 MIDDLE

Procedures:

1st offense

2nd offense

3rd offense

4th offense

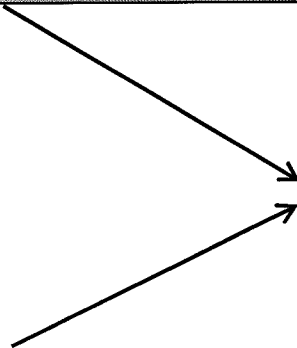
Dress Code *** Student will wear DCV Shirt until Parent brings uniform or rest of day ***	Parent Contact (by teacher) - Parent needs to bring in appropriate uniform for student	Parent Contact (by teacher)- Parent needs to bring in appropriate uniform for student- 1 after school detention	Parent Conference (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
Tardies to Class (Less than 5 min. or morning)	Student will sign tardy clipboard in classroom	Student will sign tardy clipboard in classroom	Student will sign tardy clipboard in classroom and Student will receive teacher detention	each additional tardy to class will result in a teacher detention
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

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
Horseplay		*** After 4th offense- Move to Category B consequence 1;
Inappropriate Language/Gestures		student will stay in Category B consequences until they have gone 1 month without an incident***
Cheating, Forgery, Plagiarism		

*** Once a student has reached the 2nd offense in Category B or C all school privileges will be suspended until student has gone 1 month without an incident

*** On day of incident student will report to ISS for remainder of day- Consequence will start following school day.

In School Suspension

CATEGORY B INCIDENTS

Truancy on Campus (Greater than 5 min)
Leaving Without Permission ***Call to notify office***
Non Physical Conflict/ Bullying
Truancy off Campus ***Call to notify office***
Verbal Harassment (racial, ethnic, disability-including drawings)
Missed Detention
Physical aggression (one- sided)
Trespassing/ unauthorized presence
Extortion less than \$50
Overt Defiance of school staff
Vandalism

CATEGORY B CONSEQUENCES

1st offense- teacher write admin referral- parent contact-1 day ISS

2nd offense- teacher write admin referral- parent contact-3 days ISS

3rd offense- teacher write admin referral- parent contact-5 days ISS

*** After 3rd offense- Move to Category C consequence 1:

student will stay in Category C consequences until they have gone 1 month without an incident***

Suspendable

*** On day of incident student will report to ISS for remainder of day- Consequence will start following school day.

CATEGORY C INCIDENTS

Obscene Materials distribution (including text messages)
Extortion greater than \$50
Theft/ robbery
verbal harassment /profanity towards a staff member
Physical harassment towards staff member
fighting (2 or more)
Sexual harassment (physical or gesture)
tobacco possession or use

CATEGORY C CONSEQUENCES

1st offense- Admin Referral 1 day OSS

2nd offense- Admin Referral 3 days OSS

3rd offense- Admin Referral 5 days OSS

4th offense- Admin Referral 7 days OSS

5th offense- Admin Referral 10 days OSS

**** after 5th offense student is 1 and 10 for every category B or C offense there after

until 1 month without incident***

Gang Related activity	<div> Name of Charter School Seeking Renewal: Imagine Schools at North Lauderdale Middle Locationa Number: 5261 </div> <div> 1st offense- Automatic 10 days **** after 2nd offense student is 1 and 10 for every category B or C offense there after until 1 month without incident **** </div>
Assault towards Staff Member	
Sexual battery or assault	
Weapon possession/ Use	
Drug/ alcohol (use, possession, sale, or under the influence)	
Bomb threat	
Arson	<div> automatic expulsion </div>
Firearms	

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 there 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 at 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.

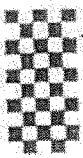
Imagine Schools @ North Lauderdale

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

NO. 250 P. 01

CERTIFICATE OF OCCUPANCY

AUDIT # 2616

CHECK ONE				HOTEL/MOTEL	MOBILE HOME	FOLIO NO.
*FINAL	REPEAT FINAL	PARTIAL	TEMPORARY	<input type="checkbox"/>	<input type="checkbox"/>	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

OWNER NAME Chancellor AcademiesLOT Parcel X & BLOCK SUBDIVISION Parker Ither at Tam O'Shanta*ADDRESS 1395 So State Road 7 APT. N/A CITY North LauderdaleCONTRACTOR CSD Contracting Inc COMP. NO. CBC 015440*PERMIT NO. 010924 *DATE OF C.O. 9/1/2001APPROVED [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
 ELECT. BF
 FIRE [Signature]
 METERS [Signature]
 LANDS. [Signature]
 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)

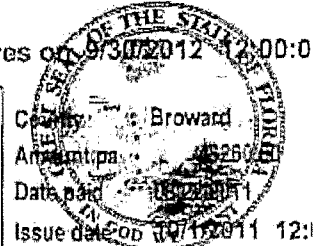
Audit Control #: 06-BID-1727229 Permit Number 06-48-01314

Issued To: Imagine Charter School @ North Lauderdale
1395 State 7 Road
North Lauderdale, FL 33068

Permit Expires on 9/30/2012 12:00:00

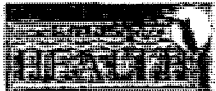
Mailed To: Imagine Schools
9001 Westview Drive
Coral Springs, FL 33067

Not Availalbe



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

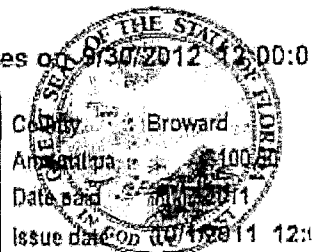
Issued To: Imagine Charter School @ North Lauderdale
1395 S State 7 Road
North Lauderdale, FL 33068

Permit Expires on 9/30/2012 12:00:00

Mailed To: Imagine Charter School at North Lauderdale
1395 S State Road 7
North Lauderdale, FL 33068

Licensed Capacity

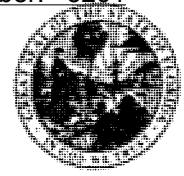
643



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

**PURPOSE:**

- ☒ ROUTINE ☐ REINSPECTION
☐ CONSTRUCT ☐ CHANGE OF OWNER
☐ COMPLAINT ☐ CONSULTATION
☐ QASURVEY ☐ OTHER
☐ OTHER _____

FOOD SERVICE
INSPECTION REPORT

NAME OF ESTABLISHMENT Imagine Charter School
ADDRESS 1345 STATE RD 7 **CITY** N. Lauderdale
OWNER BOSB **ZIP** _____
PERSON IN CHARGE William **PHONE** _____

RESULTS

- ☐ Satisfactory
☐ Incomplete
☐ Unsatisfactory
 Correct Violations by
☐ Next Inspection
☐ 8:00 AM on:

DATE

BEGIN	END
9:00	
<input type="checkbox"/> 00	<input type="checkbox"/> 00
<input type="checkbox"/> 05 AM	<input type="checkbox"/> 05 AM
<input type="checkbox"/> 10 PM	<input type="checkbox"/> 10 PM
<input type="checkbox"/> 15	<input type="checkbox"/> 15
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<input type="checkbox"/> 45	<input type="checkbox"/> 45
<input type="checkbox"/> 50	<input type="checkbox"/> 50
<input type="checkbox"/> 55	<input type="checkbox"/> 55

DATE		
06	08	11
<input checked="" type="checkbox"/> 00	<input checked="" type="checkbox"/> 00	<input checked="" type="checkbox"/> 05
<input checked="" type="checkbox"/> 06	<input checked="" type="checkbox"/> 06	<input checked="" type="checkbox"/> 06
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<input checked="" type="checkbox"/> 12	<input checked="" type="checkbox"/> 12	<input checked="" type="checkbox"/> 12
<input checked="" type="checkbox"/> 13	<input checked="" type="checkbox"/> 13	<input checked="" type="checkbox"/> 13
<input checked="" type="checkbox"/> 14	<input checked="" type="checkbox"/> 14	<input checked="" type="checkbox"/> 14

POSITION #				
2	7	1	4	6
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1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

CERTIFICATE NUMBER									
06		- 48		-		01314			
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9	9	9	9	9	9	9	9	9	9

TYPE
<input type="checkbox"/> Hospital
<input type="checkbox"/> Nursing
<input type="checkbox"/> Detention
<input type="checkbox"/> Lounge
<input type="checkbox"/> Clinic
<input type="checkbox"/> Movie
<input checked="" type="checkbox"/> School
<input type="checkbox"/> Residen
<input type="checkbox"/> Child
<input type="checkbox"/> Limited
<input type="checkbox"/> Other

0	0	0	0	05
1	1	1	1	06
2	2	2	2	07
3	3	3	3	08
4	4	4	4	09
5	5	5	5	10
6	6	6	6	11
7	7	7	7	12
8	8	8	8	13
9	9	9	9	14

OUT OF BUSINESS

OUT OF BUSINESS

Items marked below violate the requirements of Chapter 64E-11 of the Florida Administrative Code and must be corrected. Continued operation of this facility without making these corrections is a violation of Chapter 64E-11, Florida Administrative Code and Chapters 381, and 386, Florida Statutes. Violations must 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 Served temperature <input type="checkbox"/> 3 No further cooking Rapid cooling <input type="checkbox"/> 4 Thawing <input type="checkbox"/> 5 Raw meats <input type="checkbox"/> 6 Pork cooking <input type="checkbox"/> 7 Poultry roasting <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 condiments <input type="checkbox"/> 13 Reserve of food	<input type="checkbox"/> 14 Sneeze guards <input type="checkbox"/> 15 Transportation of food <input type="checkbox"/> 16 Poisonous/Toxic materials PERSONNEL <input type="checkbox"/> 17 Exclusion 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 Stoves <input type="checkbox"/> 24 Ice storage/Counter 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)

Hot water = 120°F
*HOT LUGS = 130°F (at time of inspection. Received from Caterer and returned). Hot DUG Syrup, temperature 165°F.
Room in center with ice machine, (ice) with - 40°F
Room in back with ice machine, (ice) with - 40°F
2000-0000-0000-0000-0000-0000-0000-0000
 HEALTH DEPARTMENT INSPECTOR _____ DATE 6/2/11

COPY OF REPORT RECEIVED BY _____

DATE

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) 527-2600; 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

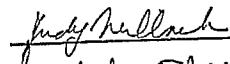
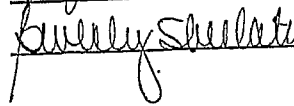
By: 

Name: Scott Gerber

Title: Vice President

Date: 7/1/10

WITNESSES:

TENANT:

CA NORTH LAUDERDALE LLC,

a Delaware limited liability company

By: 

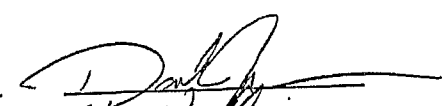
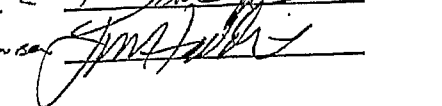
Name: Barry G. Sharp

Title: Sr. Vice President, Sole Member

Federal Tax ID No.: 65-1096861

Date: 7/2/2010

WITNESSES:

Consented and Agreed To:

GUARANTOR:

IMAGINE SCHOOLS, INC., a Delaware corporation,

as successor by merger to

Chancellor Beacon Academies, Inc.

By: 

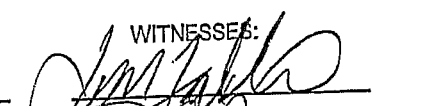
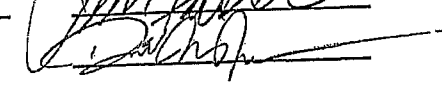
Name: Barry G. Sharp

Title: SVP + CFO

Federal Tax ID No.: 04-246383

Date: 7/2/2010

WITNESSES:

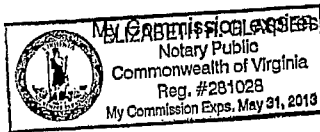



TENANT
ACKNOWLEDGMENT

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.

ERolasser
Notary Public
(Notarial Seal)

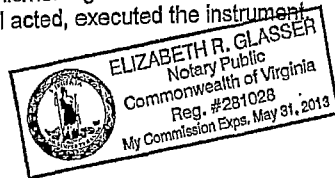


may 31, 2013

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.



ERolasser
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.

TOTAL P.02

- 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 28, 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 appraisal 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 thereof; 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 failing; 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 untenantable 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, and (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) all 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 I, 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 I). 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 I 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-striping, 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 theretofore 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: [Signature]

Name: Brian T. Summers

Title: V.P.

TENANT: CA NORTH LAUDERDALE LLC

By: [Signature]

Name: Charles M. Andolsek

Title: Chief Financial Officer

RIDER ONE

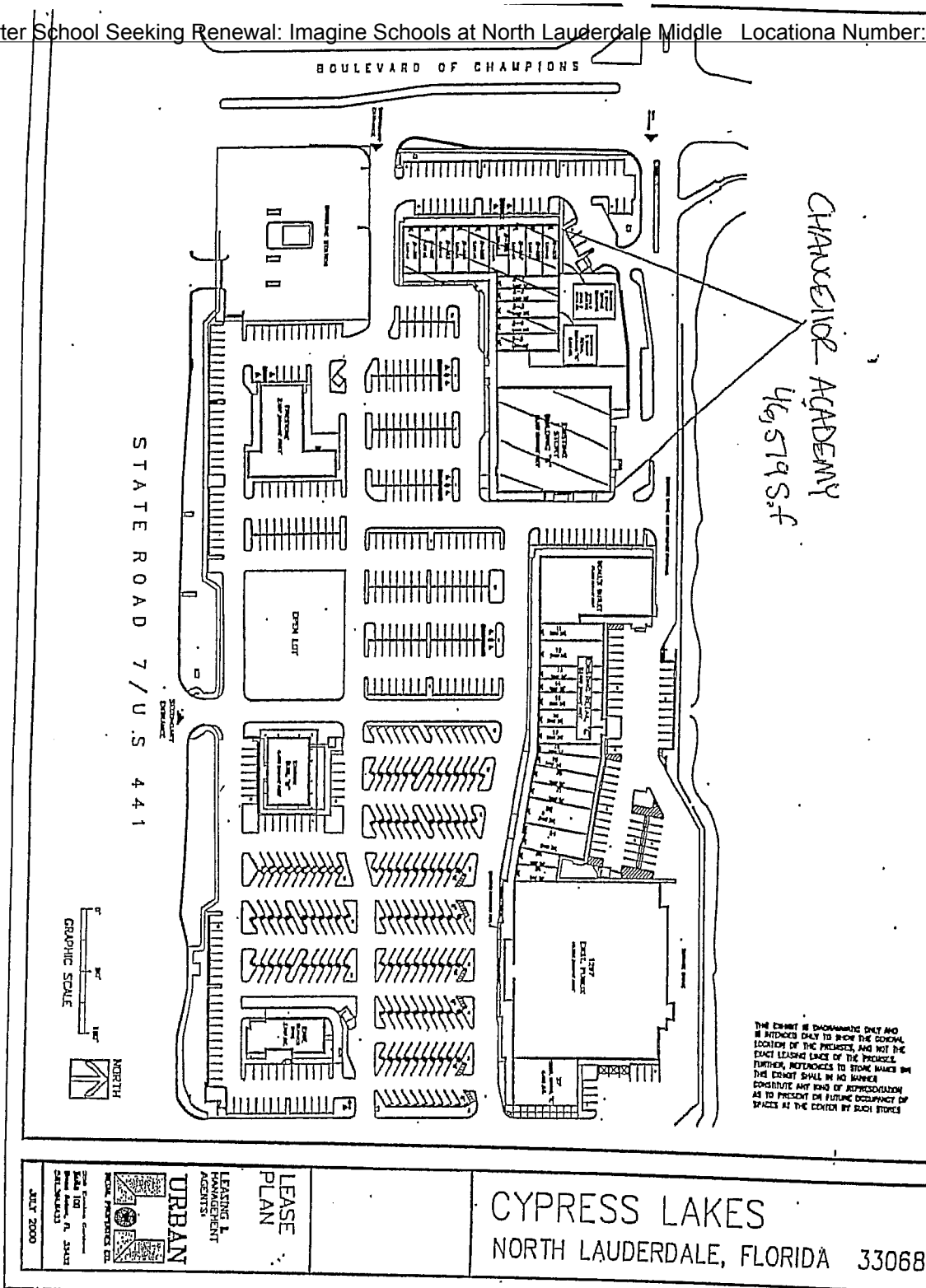
Rules

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 or any equipment serving the same; (vii) do or permit anything in or about 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; (viii) 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.



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:

GENERAL REQUIREMENTS

- a)
 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 iridescent, 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.

CONSTRUCTION REQUIREMENTS

- b)
 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.

DESIGN REQUIREMENTS

- c)
 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 1/4" 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: 5261

School Name: Imagine Charter School @ North Lauderdale Middle

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: 211

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: 5261

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: 215

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: 5261

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: 202

Route Utilized: (Check One)

Primary: X

Secondary:

Supervised by Local Fire Department: Yes: No: X

Comments:

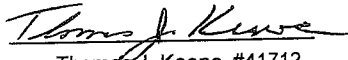

Signature: Elaine Roberts

NOTE: A TORNADO DRILL IS NOT CONSIDERED AS ONE OF THE MANDATORY TEN (10) EVACUATIONS

Page: 1

Comprehensive Safety Inspection Audit
State Requirements for Educational FacilitiesSafety 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 N. Lauderdale Middle Loc. No: 5261
1397S. State Road 7
North Lauderdale, FL 33068
(954) 973-8900N. 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)

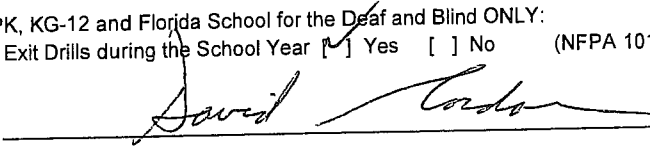
69A-58 No.	Sub Para.	Pri	Location		Type Def. M-O-C	Est. Cost	Deficiency Description and Corrective Action Required	# of Times Cited	Scheduled for Correction Not Later Than	Current Year Status	Work Order #
			Bldg No.	Room No.							
*	16 c 1	C	1	101N			Repair battery lighting				
*	16 c 1	C	1	101S			Repair battery lighting <i>Outside room 101S.</i>				
*	10 a6 1	B	1	107			Install Door Closure				
*	16 c 1	C	1	108			Repair battery lighting				
	01 02 01	B	1	108			Strap TV's to mobile cart				
	15 b6 03	B	1	110			repair water fountain <i>Outside room #110.</i>				
*	11 a8 01	F	1	117			reinspect fire extinguishers <i>Fire exting. in corridor o/s 117.</i>				
*	16 c 1	C	1	704			Repair battery lighting				
*	02 c4 4	F	1	8088			Placard Propane Tanks <i>Provide no smoking sign & haz. placard for cage.</i>	1			
**	2 a 4	F	1	101N&S			LSC: Remove blocked Exit Door or Emrg Exit <i>Install panic hardware multipurp > 100 per.</i>	1			
*	10 a6 1	B	1	TOILET			Install Door Closure <i>Toilet room adj. to room #113.</i>				
*	08 c 2	B	1	TOILET			remove lock/latch from exit door <i>Toilet room adjacent to #113.</i>				
*	T L E	F	1	STORAGE			Install Fish Number <i>M.S. facility storeroom.</i>	1			
	13 p2 9	F	1	STORAGE			clean floor area <i>Remv.trash & debris frm.large M.S. storeroom.</i>				
*	16 f2 c	B	1	STORAGE			remove obsolete storage <i>From Large M.S. Storage Room.</i>				
*	10 g 1	F	1395	8088			inspect fire sprinkler system <i>Sprklr.not tagged w/correct insp.date.</i>			C	

Total Non-Fire Safety Deficiencies 3

Total Fire Safety Deficiencies(*): 12 (Includes 1 Serious Life Safety Deficiencies**)

Total Deficiencies Cited: 15

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 5261

School Name: Imagine Charter @ North Lauderdale Middle

Date of drill 8/25/11

Length of time required 4 minutes, 23 seconds

Number of students taking part 218

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.

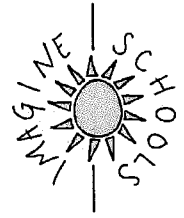
Public input included parents who expressed their support of Mr. Gordon's commitment to implementing SIP goals and objectives. .

The next Board Meeting was set for August 25 at 7:00 pm.

The meeting was adjourned at 8:40 pm.

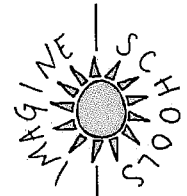
 8/29/11
Board Chair

Imagine Charter School at North Lauderdale
Spring 2010
Family Survey By Grade Level



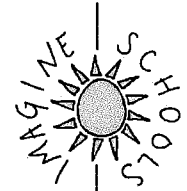
Questions	Data Filter	Count	Mean	1	2	3	4	5	6	7 or more
Number of years my children have attended an Imagine School : (Mark one)	All Data	285	6.24	49.8%	38.2%	5.6%	2.5%	1.4%	0.7%	1.8%
	K	81	6.59	70.4%	23.5%	4.9%	0.0%	0.0%	0.0%	1.2%
	1	36	6.39	41.7%	55.6%	2.8%	0.0%	0.0%	0.0%	0.0%
	2	48	6.19	35.4%	56.3%	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 0 20 40 60 80 100		Always	Often	Sometimes	Rarely	Never
The school building and grounds are well maintained.	All Data	265	4.65	94%		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	88%		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	96%		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	97%		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	80%		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	92%		80.0%	6.7%	13.3%	0.0%	0.0%

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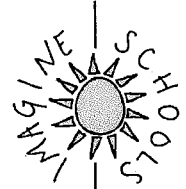
Questions	Data Filter	Count	Mean	Mean as a percent of possible score	Always	Often	Sometimes	Rarely	Never
				0 20 40 60 80 100					
Teachers and staff are caring and supportive of one another.	All Data	275	4.51		65.1%	22.2%	11.6%	0.7%	0.4%
	K	81	4.73		80.2%	13.6%	4.9%	1.2%	0.0%
	1	37	4.32		51.4%	32.4%	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%

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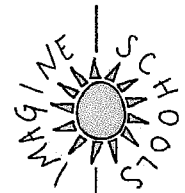
Questions	Data Filter	Count	Mean	Mean as a percent of possible score	Always	Often	Sometimes	Rarely	Never
				0 20 40 60 80 100					
Students are treated with respect and dignity at school.	All Data	280	4.45		60.4%	25.7%	12.5%	1.1%	0.4%
	K	82	4.62		68.3%	25.6%	6.1%	0.0%	0.0%
	1	37	4.24		48.6%	27.0%	24.3%	0.0%	0.0%
	2	46	4.33		52.2%	30.4%	15.2%	2.2%	0.0%
	3	34	4.18		41.2%	35.3%	23.5%	0.0%	0.0%
	4	22	4.41		63.6%	13.6%	22.7%	0.0%	0.0%
	5	44	4.55		61.4%	31.8%	6.8%	0.0%	0.0%
	6	4	4.75		75.0%	25.0%	0.0%	0.0%	0.0%
	7	6	4.50		66.7%	16.7%	16.7%	0.0%	0.0%
	8	12	4.17		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		60.1%	27.2%	10.1%	2.2%	0.4%
	K	81	4.67		76.5%	17.3%	2.5%	3.7%	0.0%
	1	37	4.30		51.4%	29.7%	16.2%	2.7%	0.0%
	2	45	4.31		55.6%	26.7%	13.3%	2.2%	2.2%
	3	35	4.31		62.9%	17.1%	11.4%	5.7%	2.9%
	4	20	4.15		60.0%	15.0%	10.0%	10.0%	5.0%
	5	44	4.27		47.7%	34.1%	15.9%	2.3%	0.0%
	6	5	4.40		40.0%	60.0%	0.0%	0.0%	0.0%
	7	6	4.50		50.0%	50.0%	0.0%	0.0%	0.0%
	8	15	4.33		53.3%	33.3%	6.7%	6.7%	0.0%
My children feel safe in this school.	All Data	292	4.44		64.0%	19.5%	13.4%	2.4%	0.7%
	K	82	4.59		72.0%	14.6%	13.4%	0.0%	0.0%
	1	37	4.43		56.8%	29.7%	13.5%	0.0%	0.0%
	2	49	4.43		61.2%	22.4%	14.3%	2.0%	0.0%
	3	36	4.22		47.2%	27.8%	25.0%	0.0%	0.0%
	4	22	4.41		63.6%	18.2%	13.6%	4.5%	0.0%
	5	46	4.46		60.9%	23.9%	15.2%	0.0%	0.0%
	6	4	4.75		75.0%	25.0%	0.0%	0.0%	0.0%
	7	6	4.67		66.7%	33.3%	0.0%	0.0%	0.0%
	8	15	4.53		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		63.8%	21.0%	10.7%	1.5%	3.0%
	K	82	4.54		68.3%	23.2%	3.7%	3.7%	1.2%
	1	37	4.41		67.6%	16.2%	8.1%	5.4%	2.7%
	2	44	4.48		65.9%	22.7%	6.8%	2.3%	2.3%
	3	32	4.47		59.4%	31.3%	6.3%	3.1%	0.0%
	4	20	4.40		75.0%	5.0%	5.0%	15.0%	0.0%
	5	44	4.45		61.4%	27.3%	9.1%	0.0%	2.3%
	6	4	4.75		75.0%	25.0%	0.0%	0.0%	0.0%
	7	6	4.50		66.7%	16.7%	16.7%	0.0%	0.0%
	8	12	4.33		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		58.6%	27.8%	10.6%	1.8%	1.1%
	K	80	4.59		70.0%	20.0%	8.8%	1.3%	0.0%
	1	37	4.16		45.9%	27.0%	24.3%	2.7%	0.0%
	2	43	4.26		51.2%	30.2%	11.6%	7.0%	0.0%
	3	35	4.17		48.6%	25.7%	20.0%	5.7%	0.0%
	4	19	3.95		42.1%	21.1%	26.3%	10.5%	0.0%
	5	44	4.36		61.4%	18.2%	18.2%	0.0%	2.3%
	6	5	4.40		40.0%	60.0%	0.0%	0.0%	0.0%
	7	6	4.67		66.7%	33.3%	0.0%	0.0%	0.0%
	8	11	4.36		63.6%	18.2%	9.1%	9.1%	0.0%
I am likely to recommend our school to others.	All Data	284	4.38		65.1%	18.7%	9.2%	3.2%	3.9%
	K	78	4.64		75.6%	16.7%	5.1%	1.3%	1.3%
	1	38	3.97		44.7%	26.3%	15.8%	7.9%	5.3%
	2	47	4.19		55.3%	23.4%	10.6%	6.4%	4.3%
	3	35	4.11		51.4%	28.6%	5.7%	8.6%	5.7%
	4	21	3.81		47.6%	19.0%	14.3%	4.8%	14.3%
	5	44	4.34		56.8%	27.3%	11.4%	2.3%	2.3%
	6	4	5.00		100.0%	0.0%	0.0%	0.0%	0.0%
	7	6	4.83		83.3%	16.7%	0.0%	0.0%	0.0%
	8	14	4.14		57.1%	21.4%	0.0%	21.4%	0.0%




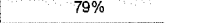



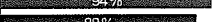








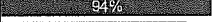














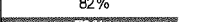


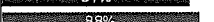
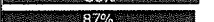

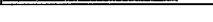


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Questions	Data Filter	Count	Mean	Mean as a percent of possible score	Always	Often	Sometimes	Rarely	Never
				0 20 40 60 80 100					
I am satisfied with the quality of education my children are receiving.	All Data	293	4.38	85%	62.1%	21.5%	10.2%	4.4%	1.7%
	K	82	4.72	92%	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	85%	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	89%	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	Always	Often	Sometimes	Rarely	Never
				score 0 20 40 60 80 100					
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		52.9%	27.8%	11.5%	6.1%	1.7%
	K	84	4.33		56.0%	26.2%	13.1%	4.8%	0.0%
	1	39	4.15		53.8%	20.5%	12.8%	12.8%	0.0%
	2	50	4.16		44.0%	36.0%	12.0%	8.0%	0.0%
	3	37	3.92		35.1%	35.1%	16.2%	13.5%	0.0%
	4	21	4.14		52.4%	19.0%	19.0%	9.5%	0.0%
	5	46	4.20		45.7%	39.1%	6.5%	6.5%	2.2%
	6	4	4.75		75.0%	25.0%	0.0%	0.0%	0.0%
	7	6	4.50		50.0%	50.0%	0.0%	0.0%	0.0%
	8	15	4.27		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		48.6%	24.8%	19.7%	4.8%	2.0%
	K	84	4.27		58.3%	19.0%	16.7%	3.6%	2.4%
	1	39	4.00		41.0%	30.8%	17.9%	7.7%	2.6%
	2	50	3.94		42.0%	26.0%	22.0%	4.0%	6.0%
	3	36	3.69		27.8%	27.8%	33.3%	8.3%	2.8%
	4	22	4.09		59.1%	13.6%	13.6%	4.5%	9.1%
	5	47	3.94		34.0%	31.9%	29.8%	2.1%	2.1%
	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	14	3.71		35.7%	7.1%	50.0%	7.1%	0.0%
I volunteer at our school.	All Data	281	2.70		20.3%	12.5%	16.4%	18.5%	32.4%
	K	81	2.22		11.1%	6.2%	16.0%	27.2%	39.5%
	1	35	2.23		17.1%	2.9%	8.6%	28.6%	42.9%
	2	47	2.17		8.5%	6.4%	21.3%	21.3%	42.6%
	3	35	1.97		8.6%	5.7%	11.4%	22.9%	51.4%
	4	22	1.68		4.5%	0.0%	18.2%	13.6%	63.6%
	5	47	2.49		8.5%	8.5%	31.9%	25.5%	25.5%
	6	4	3.75		50.0%	25.0%	0.0%	0.0%	25.0%
	7	6	3.83		33.3%	50.0%	0.0%	0.0%	16.7%
	8	14	2.50		7.1%	28.6%	14.3%	7.1%	42.9%
Overall Averages (Weighted)	All Data	277.7	4.36		60.3%	23.0%	11.2%	3.1%	2.4%
	K	80.5	4.55		72.2%	16.6%	6.5%	2.8%	1.8%
	1	37.1	4.24		53.7%	25.4%	13.9%	4.7%	2.3%
	2	45.7	4.28		56.8%	24.5%	12.1%	3.3%	3.3%
	3	34.5	4.17		52.8%	24.3%	14.3%	4.8%	3.9%
	4	20.2	4.16		59.3%	15.6%	12.7%	6.3%	6.1%
	5	44.1	4.37		60.6%	22.6%	12.6%	2.1%	2.1%
	6	4.5	4.53		59.3%	35.6%	4.2%	0.0%	0.8%
	7	5.8	4.47		59.6%	29.1%	10.6%	0.0%	0.7%
	8	13.4	4.15		53.4%	22.1%	14.4%	6.3%	3.7%

Charter School Monitoring & Oversight *Data Warehouse: Master Schedule Summary & Staff/Faculty Summary

Location Number: 5261

Location Name: Imagine Charter North Lauderdale Middle

Date: 10/25/2011 reviewed with Dave Gordon on 11/8/2011

Last Name	First Name	DOE#	Cert Beg	Cert End	Subject Area	Duty Assgn	Grade	OOF?	HQ?	Not HQ Reason	Action Taken
Austin*	Chiquita	1035277	7/1/2010	6/30/2013	English 6-12	M/J Lang Arts	8	no	yes		
					Reading End		8	no	yes		
Cadet*	Ashley	1162230	7/1/2010	6/30/2015	Social Science 6-12	Soc Sci	6-7	no	yes		
Dipierro-Peace	Franc	1113060	7/1/2009	6/30/2012	MG English	M/J Lang Arts	5-7				
						M/J Reading	6-7				
Galt	Jamie	1080576	7/1/2011	6/30/2016	Kindergarten-6	M/J Lang Arts	6-8	no	yes		
					English 6-12						
					MG English						
Gordon	Dave	329627	7/1/2007	6/30/2012	School Principal	no courses					
					Social Science 6-12	principal					
Hopwood	Latoya	997535	7/1/2010	6/30/2015	Kindergarten-6	M/J Reading	5-8	no	yes		
					ESOL End	M/J Lang Arts	5-7				
					Reading End						
Ostrowe	Jane		no record	no record		Spch Therapy	6-8				
						Lang Therapy	6-8				
Ruffin	Damon	1116747	7/1/2009	6/30/2012	Social Science 6-12	M/J World Geo	6-8	no	no	no subject area exam	Will be replaced if he did not pass the sae by 12/8/11.
						M/J Civics	7-8	no	no	no subject area exam	
Sigrist	Lloyd	921458	7/1/2008	6/30/2013	Kindergarten-6	ESE Reading	5-8	yes	no	out-of-field	The new administrative team is revamping the Middle School Master Schedule to ensure all classes will be taught by HQ teachers.
					ESE K-12	ESE Lang Arts	5-8	no	yes		
					ESOL End	ESE Math	6-8	no	yes		
Vantrees	Lara	1089202	7/1/2010	6/30/2013	MG Math	M/J Comp Sci	5-7	no	yes		
					MG Science						
Wadsworth	Candida	1065933	7/1/2010	6/30/2015	Kindergarten-6	M/J Reading	6-8	yes	no	out-of-field	The new administrative team is revamping the Middle School Master Schedule to ensure all classes will be taught by HQ teachers.
					MG Math	M/J Comp Sci	6-8	no	yes		
					MG Science						
Weber	Jeremy	1150427	SOE	SOE	Math 6-12	M/J Math	5-8	no	yes		
					MG Math						
Wilkinson	Sharlene	1101983	7/1/2011	6/30/2016	Kindergarten-6	M/J Reading	5-6	yes	no	out-of-field	The new administrative team is revamping the Middle

Charter School Monitoring & Oversight *Data Warehouse: Master Schedule Summary & Staff/Faculty Summary

Location Number: 5261

Location Name: Imagine Charter North Lauderdale Middle

Date: 10/25/2011 reviewed with Dave Gordon on 11/8/2011

Last Name	First Name	DOE#	Cert Beg	Cert End	Subject Area	Duty Assgn	Grade	OOF?	HQ?	Not HQ Reason	Action Taken
						M/J Math	6-8	yes	no	out-of-field	School Master Schedule to ensure all classes will be taught by HQ teachers.
Wilson	Alejandro	1004507	7/1/2009	6/30/2014	Health	M/J Phys Fit	5-8	no	n/a		
					PE K-12						