

Florida Public Charter School Grant Program (2012-2015)

Proposal Checklist/Table of Contents

Broward Math and Science Schools

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Florida Public Charter School Grant Program (2012-2015)

Charter School Overview Form

Full name of charter school: **Broward Math and Science Schools**

Contact name/Title: **Ferhat Erkan / President**

Street address: **1086 South Military Trail #207**

City: **Deerfield Beach** Zip Code: **33442**

Telephone: **(954) 554-4793**

Fax: N/A

Email address: **ferhaterkan@hotmail.com**

Website: N/A

Charter Authorizer: **Broward County School District** Local School District (Name)

 X

University (Name)

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

Yes No X

Grade levels served: **K through 12**

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

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

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

2011-12 Actual	2012-13 Projected	2013-14 Projected	2014-15 Projected
NA	600	750	900

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

Is the school a conversion charter school? Yes No X

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

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

Yes No X

If yes, check which ones apply, and provide the name(s) of the school(s): NA

Date school applied for 501(c)3 status: **5-23-2008** Approved: Yes X No Pending

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

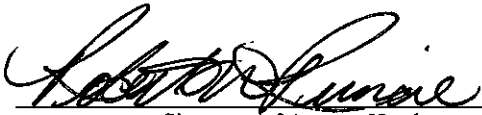
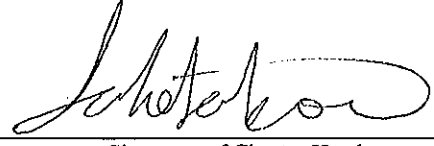
If Yes, what company NA

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

If Yes, what university or community college? NA

FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION

TAPS Number

Please return to: Florida Department of Education Office of Grants Management Room 325, Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	A) Program Name: Public Charter School Grant Program Planning, Design, and Implementation (2012-2015)	DOE USE ONLY Date Received						
B) Name and Address of Eligible Applicant: <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> Riverside Science Inc. d.b.a. Broward Math and Science Schools 1086 South Military Trail #207 Deerfield Beach, Florida 33442 </div> <div style="width: 45%;"> The School Board of Broward County 600 SE Third Avenue Fort Lauderdale, FL 33301 </div> </div>		Project Number (DOE Assigned)						
C) Total Funds Requested: \$ 350,000.00 <hr style="width: 20%; margin: 10px auto;"/> DOE USE ONLY Total Approved Project: \$	D) Applicant Contact Information <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> Contact Name: Ferhat Erkan </td> <td style="width: 50%; vertical-align: top;"> Mailing Address: 1086 South Military Trail #207 Deerfield Beach, Florida 33442 </td> </tr> <tr> <td style="vertical-align: top;"> Telephone Number: (954) 554-4793 </td> <td style="vertical-align: top;"> SunCom Number: </td> </tr> <tr> <td style="vertical-align: top;"> Fax Number: </td> <td style="vertical-align: top;"> E-mail Address: ferhaterkan@hotmail.com </td> </tr> </table>		Contact Name: Ferhat Erkan	Mailing Address: 1086 South Military Trail #207 Deerfield Beach, Florida 33442	Telephone Number: (954) 554-4793	SunCom Number:	Fax Number:	E-mail Address: ferhaterkan@hotmail.com
Contact Name: Ferhat Erkan	Mailing Address: 1086 South Military Trail #207 Deerfield Beach, Florida 33442							
Telephone Number: (954) 554-4793	SunCom Number:							
Fax Number:	E-mail Address: ferhaterkan@hotmail.com							
CERTIFICATION <p>We, Robert W. Runcie and Ferhat Erkan, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this project. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.</p> <p>Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.</p> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;"> E)  Signature of Agency Head (District Superintendent) </div> <div style="text-align: center;">  Signature of Charter Head (Chairperson of Governing Board) </div> </div>								

A) Broward Math and Science Schools
Name of Eligible Recipient/Fiscal Agent

C) TAPS Number

B)

DOE Assigned Project Number

FLORIDA DEPARTMENT OF EDUCATION BUDGET NARRATIVE FORM

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
7100	310	Professional and technical services to train the governing board and school administrators in the areas of founding and governance.	N/A	\$700	2.8%			
7300	310	Professional services, pre-opening staff training for school mission, goals, program and targeted student populations, recruiting and hiring of faculty and staff, overseeing facility development and finance prior to the school's opening.	N/A	\$7,000	28%			
7300	310	Professional services to recruit and enroll students, provide services to prospective students and parents, organize facility tours, and prepare the facility for opening.	N/A	\$7,923	31.7%			
7300	310	Professional technical services to develop a marketing plan, prepare marketing materials and brochures, purchase postage and packaging, create and place advertisements, and to conduct meetings and open houses to reach prospective students.	N/A	\$5,577	22.3%			
6400	310	Professional and technical services for teacher training. Teachers will receive training in their subject areas. 3 days.	N/A	\$2,800	11.2%			
7720	510	Enrollment documents, notebooks, folders, dividers, etc., needed for student enrollment purposes.	N/A	\$1,000	4%			
D) TOTAL				\$25000				

DOE USE ONLY (Program)

I certify that the cost for each line item budget category has been evaluated and determined to be allowable, reasonable and necessary as required by Section 216.3475, Florida Statutes. Documentation is on file evidencing the methodology used and the conclusions reached.

Name	_____
Signature	_____
Title	_____
Date	_____

DOE USE ONLY (Grants Management)

I certify that the cost for each line item budget category has been evaluated and determined to be allowable as required by Section 216.3475, Florida Statutes. Documentation is on file evidencing the methodology used and the conclusions reached.

Name	_____
Signature	_____
Title	_____
Date	_____

1. PROJECT ABSTRACT

The Broward Math and Science Schools (BMSS) will provide educational opportunities focused on math and science for K-12 students in Broward County. BMSS will build a robust partnership between students, teachers and parents to enable our students to achieve their highest intellectual, social, emotional, and physical potential. We will help our students achieve their highest potential with an education that fulfills their individual learning styles, thus fostering within them a life-long love of learning. The school will employ proven math and science curriculums that have been successful in other schools. The mathematics curriculum will be integrated throughout the entire school curriculum. The school will adopt the proven instructional mathematics curricula, Everyday Mathematics, Project M3: Mentoring Mathematical Minds (Gifted Program), the Connected Mathematics Project (CMP) and the College Preparatory Mathematics (CPM). By employing these programs, the school will have the advantage of a complete mathematics curriculum, which is aligned with Next Generation Sunshine State Standards and Common Core State Standards that help students develop understanding of important concepts, skills, procedures, and ways of thinking and reasoning through numbers, geometry, measurement, algebra, probability, and statistics. In addition, manipulatives (hands-on learning) will be integrated into math classes. Using manipulatives can be a very effective tool to help students move from abstract thinking to concrete thinking. Manipulatives, such as pattern blocks, fraction circles, and square tiles, can contribute to the students' understanding of mathematical ideas by giving them concrete ways to compare and operate upon quantities. The school will adopt a proven instructional science curricula, the Science and Technology for Children (STC), the Developmental Approaches in Science, Health & Technology - DASH (Gifted Program), the Foundational Approaches in Science Teaching (FAST). By employing these programs, hands-on science will be offered to the students. Students will be directly involved in forming ideas, asking questions, making observations, and conducting experiments. Students will question the workings of their world and find answers in active reading, listening, discussion, and hands-on learning. The school's reading program will be consistent with the District's Reading Plan. The school will utilize extra elements that will supplement the District's reading program. The school will implement proven reading intervention program(s), Jamestown Reading Navigator, Read XL and/or Academy of Readings interventions, which will be aligned with the District's Reading Plan. The school believes that high-quality instruction, reading text materials, and resources play prominent roles in the development and improvement of the students' reading and comprehension abilities at the middle and high school levels. The effective development and implementation of the school's curriculum, administration, and business plan, will be aided by experienced board members and two successful charter school principals who serve on the school's advisory board. These grant dollars will assist the School in building capacity and making it possible for students to not only enter post-secondary education, but exit as professionals with a lucrative career ahead of them. It is the intention of the School to utilize the dollars provided through this grant to develop a strong foundation to offer an in-depth curriculum where students are motivated to graduate and successfully pursue their post-secondary goals.

2. PROJECT NEED

Mission Statement

The mission of BMSS is to provide its students with a well-rounded elementary, middle and high school education utilizing proven and innovative instructional methods in a stimulating environment. Our vision is to create an inviting and safe environment for students, teachers, and staff; to prepare students to reach their maximum potential in all subjects with special emphasis on mathematics, science, and reading using researched based exemplary curricula; to take ownership of the learning environment while catering to individual student's needs and abilities; to challenge students to perform at or above grade level, and to help students become proficient readers, effective writers, problem solvers, inquisitive researchers, and responsible citizens. Two major issues of concern regarding the educational system of the United States that have been widely acknowledged by parents, educators, mainstream media¹, and academicians² are related to a serious minority achievement gap, and math and science education performance outcomes that lag behind in comparison to other industrialized nations. As Purdue University President Martin Jischke observed, "Our middle school and high school students are unprepared in math and science and correspondingly uninterested in these careers" (Jischke, 2006)³. BMSS addresses the crucial need for concentrated science and math education opportunities in Broward County where we are committed to enhancing student performance in the areas of science, math, and reading.

Performance data for surrounding schools and targeted student population

In 2011 Broward County had a total of 9 low performing schools with a grade of "D"; 6 Elementary schools, 2 middle schools and 1 high school. BCPS low performing Elementary schools are: Broward Estates, Deerfield Park, Lauderdale, Manors, Plantation and Sunland Park. The middle schools are: Arthur R. Ashe and Lauderhill and the low performing high school is Boyd Anderson High School. At this time, the school facility for BMSS is not yet secured. BMSS intends to improve the District's achievement indicators, particularly in math and science, and concentrate its efforts in those geographic areas in highest need of qualified, active, and enthusiastic educators. These areas include math and science education opportunities that are presently not available in all areas of Broward County. BMSS intends to open in an area of Broward County where the need for a charter school that emphasizes science, math and reading is great. BMSS will be a welcome alternative to parents who have children in local schools that have low academic performance, as noted by Florida's Accountability Program.

Targeted Student Population

BMSS will target mainstream students in grades K through 12 in Broward County who are seeking admission to a school that offers a stimulating math, science and reading

¹ E.g. "Probing the Minority Achievement Gap" All Things Considered, May 15, 2004.
<http://www.npr.org/templates/story/story.php?storyId=1898138>

² Roscigno, Vincent J., Maria B. Vélez and James W. Ainsworth-Darnell. 2001. "Language minority achievement, family inequality, and the impact of bilingual education" *Race and Society*. Volume 4, Issue 1, 2001, Pages 69-88.

³ Jischke, Martin C. 2006. "Science education in United States reaches a crossroads"
<http://www.purdue.edu/UNS/html3month/2006/060124.SP-Jischke.rotary.html>

curriculum proven to provide innovative instructional methods. The school will start with up to 600 students in K-8 in year one and will add one grade level each year, culminating with K-12 grades and up to 1200 students in year 5. The school will not discriminate on the basis of race, religion, national or ethnic origin, or academic record in the admission of students. While the school will actively work to ensure that the overall student body demographic profile (racial, ethnic, English Language Learner (ELL) and Exceptional Student Education (ESE) student population is representative of the district overall, we recognize that the school will tend to represent the demographics of surrounding Broward County elementary, middle and high schools, as a large percentage of our student body will likely reside in the area of the County that is geographically closest to the school. The diversity breakdown for the District in 2010-2011 was White 51%; Black 39%; Other 10%; and Ethnically Hispanic 28% (Hispanics may classify themselves as White, Black or Other).

Gaps in educational opportunities that the charter school will address

BMSS is committed to improving graduation rates in the County. According to Florida Department of Education, the graduation rates of BCPS are below the state averages and dropped to 76.9% in most recent year (77.9% for BCPS and 80.7% for the state in 2009-10; 74.2% for BCPS and 78.6% for the state in 2008-09)⁴. BMSS will offer individualized instruction for those students who need special attention during their education through state of the art technology and teaching methods approved by the US Department of Education. BMSS' smaller class sizes and individualized instruction will offer a good choice to those parents who prefer not to send their children to other more crowded schools in the district. BMSS will contribute to the improvement of reading, science and math education outcomes in Broward County with its hands on learning approach; small class size; effective parent, teacher and administrator communication strategies, and other available options designed to support the District's education goals. The school's researched based exemplary curricula will include but not limited to; Everyday Mathematics, Project M3: Mentoring Mathematical Minds (Gifted Program), the Connected Mathematics Project (CMP) and the College Preparatory Mathematics (CPM), the Science and Technology for Children (STC), the Developmental Approaches in Science, Health & Technology -DASH (Gifted Program), the Foundational Approaches in Science Teaching (FAST), Read XL, and Jamestown Reading and/or Accelerated Reader. Research on these programs has shown that these programs are effective and accessible to "all levels of students," not only high performing students.

The charter school is not a replication model.

Other factors that create the need for a high-quality charter school

The growing demand for parental choice in Broward County and innovative program design and delivery models create an increased need for BMSS.

⁴ Florida Public High School Graduation Rates, 2009-10", <http://www.fldoe.org/eias/eiaspubs/word/gradrate0910.doc>

- School leaders develop a robust professional development program, increase teacher support and effectiveness and make informed personnel decisions.
- Budgetary decisions are made at the school level, potentially increasing the amount of dollars reaching the school and classroom, which allows resources to be aligned with programmatic mission, vision and objectives.
- Teachers and staff have the freedom to develop and implement innovative instructional programs tailored to the needs of their students.
- The Board of Directors has the ability to make critical governance decisions at the school site level.
- Parents, students, teachers and other stakeholders have a cohesive and active voice in school governance.

3. PROJECT DESIGN AND IMPLEMENTATION

(1) Founding and Governance

Role of the Governing Board

The founding Board of Directors of Riverside Science Inc., a non-profit Florida corporation, will serve as the governing board for Broward Math and Science Schools (BMSS). The Governing Board of Directors of BMSS is the ultimate policy-making body responsible for the academic, financial affairs and management of the school, as well as the continuous oversight of successful school operations. The board is comprised of professionals who are committed to establishing policies consistent with the school's mission and ensuring that all educational programs and school operations are in compliance with all statutory and regulatory requirements. The Governing Board members will not serve as administrators or employees of the school. The board will take action, as a whole, by a majority vote, and will meet as mentioned in the bylaws. The Board will not be involved in the daily administration of the school.

The governing board of the school will develop policies and procedures that promote effective school operation that include clearly defined lines of authority and accountability to support the school's vision, purpose, and goals. It is the governing board's role to review, amend and establish new policies for the school at each meeting. This allows the governing body to exercise continuing and effective oversight over school operations. The board also establishes the school's hierarchy of authority, hires and evaluates the school principal, defines rules and regulations required of all staff job performance, and provides for evaluation and mentoring of all staff. The school principal reports to the governing board at all public meetings called throughout the year. The board also establishes and monitors strong financial policies and procedures to ensure financial effectiveness. All board meetings will comply with Florida's Government-in-the-Sunshine Law; consequently, all board meetings will be advertised and open to the public. At every board meeting, the budget and other monthly financial documents are reviewed and amended as needed to ensure that a balanced budget with an adequate reserve is achieved at the end of each academic school year. The governing board performs the following duties, as specified in the bylaws, including but not limited to:

- Establish policies for effective school operations in accordance with all statutory and regulatory requirements.
- Oversee operational policies (including academic and financial accountability).

- Hire the school principal and conducts evaluations annually (at a minimum).
- Adopt and amend an operating budget.
- Retain the services of a certified public accountant for the annual financial audit; review and approve the audit report.
- Exercise continuing oversight over the school's operations and finances.
- Report progress monthly and/or annually to the school sponsor (i.e. financial status, student academic performance, annual report).

The Governing Board will establish rules, policies and procedures to govern itself and the school's administration. The policies and procedure will include, but are not limited to, the following:

- Establishing, modifying & implementing the school's mission & purpose
- Principal/administrator selection & role
- Job Descriptions for all staff & board members
- Performance assessments for all classes of employees
- Accountability, Code of Ethics & conflict of interests
- Staff development, Board member development
- Stakeholder engagement & participation
- Budgetary & Financial provisions and Vendor selection
- School climate & student safety

Governing board members will receive appropriate and effective training to operate the school in areas including but not limited to: *Non Profit Board Governance; Florida Sunshine Law; Florida Public Records Law, and Ethics. Financial and Program Cost Accounting and Reporting for Florida Schools (Redbook 2001). Education Department General Administrative Regulations (EDGAR), 34 CFR 75.700 – 75.702.* The governing board, school administrators and staff will continuously engage in professional development as necessary regarding their respective areas of responsibility.

Governing Board Members' Skill and Experience

The Governing Board is comprised of community members who have proven expertise and experience in curriculum; instruction; assessment; finance; facilities; law; management; governance, and administration. Board Members are successful business and educational leaders. Also, the Board possesses a great deal of educational and business experience in Math and Science. The Governing Board members reflect diversity in their personal and career backgrounds. Advisory Board Members are experienced, successful charter school administrators. Their skills will serve to monitor and guide the needs of both the community and the school. Below is a brief description detailing each member's background.

Ferhat Erkan: Mr. Erkan is the founder and President of Riverside Science, Inc. Mr. Erkan oversees public and business relations for the Board. He is a Finance and Marketing Manager and is responsible for managing a marketing team and oversees business operations. He started his career as a finance manager and held several key positions, including Sales Team Leader, Finance Manager, and Project Manager. During his career, he has been with several multinational companies in different parts of the world. He earned a Bachelors of Arts degree in Business and holds of MBA from Palm Beach Atlantic University.

Dr. Renat Shaykhutdinov: Dr. Shaykhutdinov is Vice President. His responsibilities are the establishment and development of school policies, procedures, oversight of professional development of school administrators and teachers and compliance with generally accepted ethical norms and standards, finance, as well as liaison with institutes of higher education, including Florida Atlantic University (FAU) and Nova Southeastern University. Dr. Shaykhutdinov is an Assist. Prof. of Political Science at FAU. He joined the faculty at FAU after receiving his PhD from Texas A&M University. He is currently teaching Comparative Politics and Introduction to World Politics classes at FAU. His research interests include ethnic conflict, comparative and international politics, research methods, power-sharing arrangements, decentralization, and the politics of the former Soviet Union and Central and Eastern Europe.

Mrs. Stacey Erbay: As a parent, Mrs. Erbay will provide a vital link between the Board and the parents of the School. Serving as the Secretary at the Governing Board, Mrs. Erbay keeps the records associated with the Board and its meetings and ensures that the Board and The School are in compliance with the Florida Sunshine Law and Florida Public Records Law. Mrs. Erbay also assists the Board President with respect to media and general public relations. As a responsible and concerned community member and a voice of Broward County's parents, she has volunteered to gather ideas and support for the establishment of the School. Mrs. Erbay has a passion for children. She spent much of her life training and teaching kids. As a child care professional and an active volunteer in the community, she has also worked at Kids in Distress, a child abuse center.

Mr. Hasan Kaya: Mr. Kaya serves as a member of the Board. He ensures financial responsibility of the Board and the School and oversees financial health of the school. Mr. Kaya compiles financial data, prepares and presents reports at the Board meetings along with his recommendations on a monthly basis. Mr. Kaya is the President & CEO of KAYA Import Export International Trade, Inc. located in Miami, Florida. Mr. Kaya is a successful and passionate entrepreneur. He has spent much of his life managing and directing businesses, setting up new operational strategies and marketing plans. As a businessman, he has been developing solutions to business-related obstacles in to ensure sustained and responsible growth. As an investor, he investigates new business opportunities in a globalized world. Mr. Kaya has a degree Business Administration degree from Miami-Dade College.

Dr. Ibrahim Yildiz: As a member of the Board, Dr. Yildiz is responsible for developing and implementing the Science and Math curriculum as well as overseeing the preparation for competitions and Olympiads of the School students. He is overlooking the College preparation program at the School to ensure the admission of our student to the Nation's leading Colleges and Universities. Dr. Yildiz will assist the principal in receiving and maintaining the SACS accreditation for the School. Dr. Yildiz holds a Ph.D. in Chemistry from the University of Miami and is currently working as a Research Associate at UM in the field of Nanotechnology.

Principal Evaluation Process

The board president will lead an evaluation of the principal annually. The board will use a *Comprehensive Assessment Form* in order to validate the principal's competence and effectiveness, in accordance with the *Florida Principal Competencies*. These

principal competencies center around Commitment to Mission and Vision, Proactive Orientation, Managing Interaction, Tactical Adaptability, Concept Formation, Conceptual Flexibility, Organizational Ability and Sensitivity, Delegation, Self Presentation, Written Communication, Achievement and Development Orientation, Management Control and Budget Oversight and Development, Information Search and Analysis, Interpersonal Sensitivity. Administrative performance will be measured in terms of meeting or exceeding said competencies with emphasis in the areas of: improved student achievement; overall school site leadership; information development and analysis; strategic quality planning; process management; human resource and customer focus. Other data included as a part of the school's leadership evaluation will be: results of parental involvement efforts; FCAT 2.0 and AYP reports in terms of continuous improvement efforts; professionalism and attendance statistics, and results of parent and staff climate surveys. The Board may also establish additional evaluative procedures including, but not limited to; interviews, goal review, budget review, and evaluation of climate surveys. Other data included in this evaluation will be parent communication, FCAT and AYP reports, professionalism and attendance statistics, and parent, student, and staff climate surveys. The goal of the tool is to insure that principals are meeting appropriate expectations and setting goals to meet those expectations as they relate to each individual area. The following steps will be followed:

- (1) The Board President will give the Principal a blank evaluation form. The Principal will have at least (15) days to complete the self-evaluation.
- (2) The Board President will independently complete the evaluation form.
- (3) The President will schedule a conference with the Principal to review the evaluation. The Principal will be asked to sign the completed, reviewed and amended (if necessary) evaluation.
- (4) The completed, signed evaluation will be presented to the full Board for discussion.
- (5) The evaluation will be filed by the Board Secretary in the Principal's employment file.

Evaluation of ESP

The Board has not contracted with an ESP. If the Board decides to contract with an ESP, the ESP will be governed by a contractual Services Agreement that sets forth the evaluation performance and cancellation clause for non-performance. The Board will utilize the agreement and performance evaluation criteria recommended by the School District.

Other Charter Schools

The Board does not govern other charter schools.

(2) Curriculum, Instruction, Assessment and Accountability

Targeted student population

BMSS will target mainstream students in grades K through 12th within the BCPS who are seeking admission to a school that offers a stimulating math, science and reading curriculum proven to provide innovative instructional methods. The school will follow state readiness guidelines for age regarding its admission practices. The school will be open to all eligible students residing in Broward County with special recruiting efforts focused on those students in low performing schools. The school will not discriminate

on the basis of race, color, sex, religion, national or ethnic origin, academic record or disability in the admission of students.

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

The school's research based exemplary curriculum is aligned with the mission of the school and focuses on clear and measurable expectations for student learning. The objectives and goals in the BMSS curriculum are built upon the Next Generation Sunshine State Standards (NG-SSS) as adopted. The curriculum will emphasize instruction in reading, language arts, mathematical concepts, social studies, and science, while integrating the arts, music, world languages, and physical and character education. The curriculum will continuously reflect high quality instruction and implement research based strategies, innovations and activities that facilitate achievement for all students. BMSS curricula are designed to fulfill the goal of the No Child Left Behind (NCLB) Act, which demands that all children achieve academically regardless of their socioeconomic background or other obstacles to learning. The mathematics and science curricula used at BMSS have been proven to be effective and accessible to "all levels of students," not only high performing students⁵. BMSS reading curriculum has been evaluated and recommended by the Florida Center for Reading Research⁶. The target population of BMSS students will consist of those students eligible to attend traditional BCPS schools. As the student body is established needed curriculum re-alignments will be made as the needs of emerging student sub-groups are identified. all necessary accommodations to curriculum will be made on an individual basis dependent on the needs of identified sub-groups.

Innovative & Effective Curriculum

Hands-on Math Curriculum, Effective Instruction Tools - In math, the school will provide a problem-centered curriculum, which is organized into units that address ideas through a series of "investigations". Each investigation contains problems for teachers and students to explore. As students examine a series of connected problems, they develop a profound understanding of important mathematical concepts that are embedded within those problems. The math curriculum uses a variety of teaching methodologies, including lecture, class discussions, manipulations, and guided investigations, much like "math labs". In the classroom, students will also be actively working in structured study teams to develop mathematical concepts and problem solving skills. The grasp of mathematical concepts and reasoning will also be solidified through experiments and real-world applications. Individual and team work, tactile and kinesthetic activities, data collection, class work, and homework are all to be designed in ways that encourage the development of a positive attitude toward mathematics among students. These methods allow students to become more aware of their own thinking about problems, and to describe their efforts, both orally and in writing.

⁵ CMP Website: <http://connectedmath.msu.edu/rnd/past.html>, Everyday Math: <https://www.everydaymathonline.com/>
CPM Website: <http://www.cpm.org/parents/statistics.htm>, Project M3: <http://www.gifted.uconn.edu/projectm3/>
FAST Website: <http://www.hawaii.edu/crdg/reports/> STC: http://www.nsrconline.org/curriculum_resources/science_readers.html
Jamestown: <http://www.readingnavigator.com/mkt/home.html> Read XL: <http://teacher.scholastic.com/products/readxl/>

⁶ Florida Center for Reading Research website, www.fcrr.org/FCRRReports/PDF/ReadXL.pdf,
<http://www.fcrr.org/FCRRReports/PDF/AcademyReadingFinal.pdf>

Hands on Science Curriculum-Learning by Doing - In order to implement the school science curriculum, BMSS will adopt the proven instructional science curriculum Foundational Approaches in Science Teaching (FAST) and Science and Technology for Children (STC). STC and FAST offer the students a hands-on approach to learning science. STC and FAST enable the students to be directly involved in forming ideas, asking questions, making observations, and conducting experiments. Students will be actively involved in lab experiments working with other students to discover new ideas and facts. As its guiding premise, STC and FAST assume that all students regardless of age, sex, or ethnicity can achieve success in science. Consequently, STC and FAST are very likely to be a successful Science curriculum in Broward County, as the county is a home to an ethnically diverse student body. In science classes and labs, students will gain basic knowledge about the world around them. Students will grapple with scientific principles as they learn to appreciate a less-than-intuitive universe and come to value things that are taken for granted in their daily lives. In their classes, however, students will not only grasp factual information, but will also develop skills for critical thinking. Questioning and thinking critically will enable them to find original answers through active, as opposed to passive, reading, listening, and discussion, which is the ultimate goal of hands-on learning with STC and FAST.

Reading Curriculum: A Research-Based Approach - At BMSS our reading curriculum will emphasize an individual approach for each student in accordance to his/her needs. The individual approach will be supplemented by the work of small collaborative groups of students that function as research teams. The aim of this instructional method is to ensure that students are active producers, rather than passive receivers, of information. In reading, the measurement tools, such as quizzes, portfolios, formative and summative tests, and practice tests, specifically designed by Read XL and the Academy of Reading, will be used for assessing both student progress and student achievement. In Read XL, each week's lesson plan begins with background building activities called "create interest", "build a mental model", and "unlock text structure." These activities guide students to make predictions about the text, visualize the setting, and understand the organization of the lesson's genre. Frequent teacher-directed questions embedded throughout the text encourage students to monitor understanding. Specific strategies, such as character analysis, sequence, fact/conclusion, main idea, summary, compare/contrast, and story grammar are introduced in a lesson and then applied as appropriate in subsequent lessons. A final wrap up of the reading activity provides literal and inferential questions for class discussion. The instructional routines built into Read XL are consistent and teacher friendly, and include direct instruction, modeling, guided practice, student practice, and application with feedback. The Academy of Reading is a reading intervention software tool designed to complement an existing reading curriculum for students from K-12 to adults. It is an intervention program for those who are behind in their basic reading skills, as well as for learners who need to develop and improve reading acquisition skills. The program focuses on phonemic awareness, phonics, and reading comprehension. The Academy of Reading recommends 20-30 minutes, 3-5 times per week, though younger students or exceptional students may only be able to work for 15 minutes at a time, and high school

students and adults may work as long as 45 minutes. Under the curricular program adopted at BMSS, students showing high performance in the area of reading will be given an opportunity to take advanced classes in English literature.

Evaluating Student Performance & Mastery of Performance Standards

The main goal of BMSS is to prepare students to their maximum potential in all subjects with special emphasis on mathematics, science, and reading using reform based exemplary curricula. BMSS will use proven and research-based approaches and techniques in order to reach the school's educational goals. Measurable results of BMSS educational programs will be achieved using varied writing assignments, portfolios, exhibitions, standardized tests, FCAT 2.0, teacher-made tests, essays, multiple-choice exams, portfolios, projects, online benchmark tests like Acuity, FAIR, Edusoft, Study Island, district benchmark tests and end-of-course exams, and student demonstration of mastery in Next Generation Sunshine State Standards. Specific outcomes the school will produce include:

- Given instruction using Next Generation Sunshine State Standards, the percentage of students in grades 3-10 achieving mastery on the FCAT 2.0 Reading Test will be at a rate of equal or exceeding the school district and state average percentages.
- Given instruction using the Next Generation Sunshine State Standards, the percentage of students in grades 3-10 achieving mastery on the FCAT 2.0 Mathematics Test will be at a rate of equal or exceeding the school district and state average percentages.
- Given instruction using the Next Generation Sunshine State Standards, the percentage of students in grades 4th, 8th, and 10th achieving mastery on the FCAT 2.0 Writing Test will be at a rate of equal or exceeding the school district and state average percentages.
- Given instruction using the Next Generation Sunshine State Standards, the percentage of students in grades 5th and 8th, achieving mastery on the FCAT 2.0 Science Test will be at a rate of equal or exceeding the school district and state average percentages.
- Percentage of lowest 25% students making learning gains in math as measured by FCAT 2.0 Math will be at least 50%.
- Percentage of lowest 25% students making learning gains in math as measured by FCAT 2.0 Reading will be at least 50%.
- Given a school-wide emphasis on instruction for mastery of the Next Generation Sunshine State Standards, at least 50 percent of students in grades 3-10 will make annual learning gains as evidenced by demonstrating improvement in one or more achievement levels on the FCAT 2.0 Reading Test; or by maintaining FCAT 2.0 Reading achievement level 3, 4, or 5; or maintaining an FCAT 2.0 Reading achievement level of 1 or 2 and demonstrating one year's growth to exceed the Developmental Scale Score (cut score) for the respective grade level as evidenced by the FCAT 2.0 Reading Test.
- Given a school-wide emphasis on instruction for mastery of the Next Generation Sunshine State Standards, at least 50 percent of students in grades 3-10 will make annual learning gains as evidenced by demonstrating improvement in one or more achievement levels on the FCAT 2.0 Mathematics Test; or by maintaining FCAT 2.0 Mathematics achievement level 3, 4, or 5; or maintaining an FCAT 2.0 Math achievement level of 1 or 2 and demonstrating one year's growth to exceed the

Developmental Scale Score (cut score) for the respective grade level as evidenced by the FCAT 2.0 Mathematics Test.

- Students in grades K to 2nd will show at least 10% improvement in FAIR test administration from the first administration to the last administration.

- Given a school-wide emphasis on instruction for mastery of the Next Generation Sunshine State Standards, at least 90 percent of students will meet the requirements for graduation, upon completion of grade twelve.

- Given a school-wide emphasis, the percent of students receiving college acceptance upon graduation will be at a rate of equal or exceeding the school district and state average percentages.

- In light of new graduation requirements, percent of students' mastery on the End of Course (EOC) assessments in required courses, such as Biology, Algebra I, Algebra II, Geometry, etc., as they become available, will be at a rate that equals or exceeds the school district and state average percentages.

The innovative curricula and techniques as well as their meticulous implementation will make BMSS a successful school that supports high quality instruction, meets the needs of its target student population, and enables the school to achieve Adequate Yearly Progress (AYP) in accordance with the No Child Left Behind Act.

Effective Individual Student Assessment and Monitoring

BMSS will use effective student assessment tools to monitor student performance and help the school attain the stated goals. Upon the admission into the school, academic grades from the previous year (when available) will be used as an initial indicator of students' base line performance, and help teachers identify students in need of special attention. It will be a mandatory practice for BMSS teachers to fill in student progress cards (once every 9 weeks) and progress reports (once every 4 ½ weeks) to keep parents informed about children's performance at school. The school's online student information system will enable teachers to post assignments, grades, and performance reports for the use of both students and parents. Teachers will continue using in-class tests, projects, questions, portfolios, and other monitoring tools deemed appropriate by the instructor to assess the students' learning. Among standardized tests that may be used for performance evaluation are, FAIR, PSAT, SAT, FCAT 2.0 Writing, FCAT 2.0 Reading and Math, and FCAT 2.0 Science. The use of standardized tests provides a valid and objective measure of students' performance and enables the comparison of BMSS' academic standing vis-à-vis other schools across the State and the Nation.

(3) Business, Finance and Accounting

Fiscally Sound Accounting Practices and Policies

Business, finance and accounting at BMSS will be in conformance with the Generally Accepted Accounting Principles (GAAP) for nonprofit organizations for communicating financial data. Accounting principles are set by the American Institute of Certified Public Accountants (AICPA) utilizing audit guidelines and statements of position (SOP's). SOP 78-10 constitutes a major effort to standardize "*Accounting Principles and Reporting Practices for Certain Nonprofit Organizations*." The school will also conform to the requirements found in the FL DOE publication titled: *Financial and Program Cost*

Accounting and Reporting for Florida Schools (Redbook 2001). The school will use the fiscal controls and fund accounting procedures for grants outlined in the Redbook and in accordance with *Education Department General Administrative Regulations (EDGAR)*, 34 CFR 75.700 – 75.702 to ensure proper disbursement and accounting of Federal funds. All accounts will be systematically grouped and appropriately codified to avoid account duplication. The school will employ an accountant who will maintain BMSS's financial data using QuickBooks accounting software. The school will divide and separate all financial duties amongst multiple staff members in order to ensure that no individual staff member is able to complete any financial transaction (purchases, payments, accounting, inventories, property disposal, etc.) on their own. Moreover, there will be an annual financial audit conducted by independent certified public accountants.

Recording of PCSGP expenditures and expenditure recording

The monthly financial reports will be shared with the school sponsor and analyzed during the school's governing board meetings. Financial activity will be subject to all directives from the State. The purpose for establishing internal control is to provide reasonable assurance that the school will accomplish its objectives of safeguarding assets, providing accurate financial information, promoting operational efficiency and ensuring compliance with laws, regulations and established school policies and procedures. Expenditures will be recorded based by the source of revenue. An inventory list will show the source of revenue for fixed assets.

These policies ensure effective internal controls over revenues, expenses and fixed assets and are evaluated on a regular basis to ensure compliance with all statutory and regulatory authorities. Among other things, these procedures require the school to:

- Utilize the Redbook as a means of codifying all transactions pertaining to its operations for both internal and external reporting
- Open an operating bank account and school fundraising account with an FDIC insured institution
- Record transactions managed by these accounts utilizing a QuickBooks program
- Reconcile monthly reports and bank statements and keep monthly binders at the school
- Record and log all cash and checks received and deposit daily
- Require dual signatures and a third person to approve the transaction for all checks over a pre-arranged threshold established by the board
- Prepare disbursements only to authorized and approved vendors
- Conduct physical property inventories at the beginning and the end of every school year
- Categorize, label, and record all fixed assets in an inventory log, which is updated throughout the school year as items are purchased and disposed of
- Follow the procedures for proper disposal of inventory as established by the board

The proposal provides a detailed description of how PCSGP expenditures will be recorded.

The School will keep a separate financial ledger to track and maintain a clear and explicit record as to expenses that are covered by funds from the PCSGP. The ledger will be in the form of an electronic spreadsheet maintained via Microsoft Excel, and will keep track of the credits to the account by the PCSCP, as well as each line item that is paid for with funds from the PCSGP. To maintain compliant with the terms and formats of this Implementation Grant RFP, the ledger used to keep track of all PCSCP expenditures will contain the following categories, derived from Attachment D of the RFP including Category, Item, Month, Item Description/Justification, Estimated Number of Items, Estimated Cost of Items, and Total Estimated Cost.

(4) School Leadership and Management

Educational Leadership and On-Site Management

The educational leadership and on-site management of the school will be delivered through a hired principal. The Governing board is committed to hiring an experienced administrator to maintain the day-to-day operations of the school and as the instructional leader of the school. The school principal will be responsible for all aspects of school operations within the scope of operating policy and budgetary approval of the governing board. The school's on-site staff will report directly to the principal who then reports to the governing board. The principal, along with school staff, will ensure that the operations of the school are in accordance with the mission and vision of the school. The BMSS governing board shall employ a principal who will be the core of the administration and day-to-day management of the school. The principal shall be an integral member of the learning community comprised of students, staff, and families and shall support the culture of shared decision-making, promote collaborative leadership, and require accountability from all responsible parties. In addition to serving as the educational leader of the school, the principal will be delegated important power, including planning, management of facilities, organizing staff development, as well as supervision and evaluation of teaching instructors and other non-administrative personnel. The principal, therefore, should be flexible, creative, accessible, and well organized. The principal will be required to participate in comprehensive professional development training. The principal will attend numerous training sessions and will participate in the school's approved professional development programs for school leaders.

Principal's Qualifications – The Governing board will recruit a talented individual who has knowledge of and experience with instructional, educational, and school site matters. At a minimum the governing board will seek an individual who has administrative and teaching experience, experience working with school or advisory educational boards; strong managerial capabilities; knowledge of the needs of student population; positive evaluations from previous positions; letters of recommendation; excellent communication skills and the ability to effectively understand and manage the financial aspects of the school.

CMO or EMO

The Board has not contracted with a CMO or EMO. If the Board decides to contract with a management company, it will develop a comprehensive RFP following the District's guidelines. The Board will request data and past academic performance on all other schools managed by the company.

Professional Development Plan

Teacher training and evaluation will be conducted throughout the school year in a variety of forms. Select teachers will attend state and local conferences and serve as trainers to the remainder of the staff at the school. Appropriate and relevant school wide training will occur on teacher planning days as well as on early release days. All staff will participate in school-initiated and other relevant and necessary in-house workshops and meetings for professional development, and a member of the administrative team will coordinate, assist and monitor the staff development process. In-house workshops and meetings will be held monthly by administrators and may occur as often as weekly through team leaders or department heads in order to facilitate support and encourage communication, allow for team planning, and to troubleshoot concerns and needs. The level of effectiveness of teachers is objectively monitored through review of the progress of all assigned students as part of the Response to Intervention (RtI) model. Data will be collected through classroom walkthroughs and analysis of FCAT 2.0 scores, Benchmark Assessment Tests, Florida Assessments for Instruction in Reading data, Progress Monitoring Data, and Ongoing Progress Monitoring data, as applicable. The school will address the professional development needs of all professional staff by offering school site based workshops and through hands-on peer mentoring opportunities. In addition, the faculty will create individual professional development plans (IPDP) in order to document and identify areas for personal targeted professional growth, including the identification of strategies for obtaining specified goals.

Administrative & Operational Capacity

The Governing Board will implement an on-site administration that will consist of a principal and administrative support staff that will be responsible for the day-to-day operation of the school in the areas of: curriculum development, working with the teaching staff, addressing student-related issues, and overseeing the parental involvement agreements. The Principal, along with the leadership team, will be responsible for ensuring the school is operating in accordance with the mission and vision set forth in the charter application and the District. The Principal, along with the leadership team, will serve as Instructional Leaders, demonstrating mastery of the Florida Principal Competencies, to make all school-based decisions relating to the operations of the school. The Governing Board will provide the school with secretarial staff that will be responsible for supporting the principal and leadership team with the daily interactions with stakeholders. The Governing Board has budgeted for and will provide an Assistant Principal who will be responsible for supporting the principal with the daily responsibilities of implementing the educational program. These duties will include recruitment, counseling, monitoring and curriculum alignment.

A key component of the School's strategy for success will include the Governing Board's hire of an academic consulting services company to provide curriculum

development and management, recruit qualified teachers and administrators, and provide professional development and ongoing coaching for staff. The consulting company will be comprised of a multitude of highly experienced, educational practitioners including past teachers, academic coaches, principals, and superintendents. This will ensure that all academic goals set forth by the School are met or exceeded through constant assessment and improvement.

(5) Special Populations

BMSS will provide all required services to exceptional students as governed by Federal, state and local policies and procedures (e.g., the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973) etc., in the least restrictive school environment possible. We will use the procedures, guidelines and resources available through BCPS to meet the needs of our exceptional education students. These items include, a non-discriminatory policies regarding identification, location, and evaluation of ESE's; free appropriate public education (FAPE); Individual Education Plans (IEP); English Language Learner (ELL) accommodation, and the provision of Educational Plans (EP) for gifted students.

Plans for Identifying Exceptional Students

To comply with the requirements of the Federal *Child Find Law* and other federal, state and local regulations governing the referral, evaluation, identification, reevaluation, IEP development, and procedural safeguards for students with disabilities, BMSS will rely on existing norms and procedures. The BCPS has elaborate policies in place for identifying and serving exceptional students. These as well as other State-approved policies, as well as the requirements of the Federal Department of Education, including Section 504 of the Rehabilitation Act, will be followed by BMSS. The US DOE Education Resources Information Center (ERIC) Clearinghouse on Disabilities and Gifted Education provided valuable resources for identifying exceptional students. It suggests that teachers should consider abnormal visible clues as well as less visible subtle indicators for identifying students with disabilities. While doing so, instructors are warned to respect affective considerations ensuring that exceptional students do not think of themselves as 'different' or 'inferior'⁷. In the process of screening exceptional students, collaboration between all concerned parties, including parents, school administrators, ESE teachers, other instructors, and school district officials, is crucial. This is recognized in the district's procedures regarding exceptional students. Specifically, for those students deemed to have a severe disability, the school district employs team-oriented, structured, and data-based procedures. As a separate category of exceptional students, BMSS will identify gifted students. While every student will have an equal opportunity to excel academically, the procedures established by the BCPS will be used to identify those classified as gifted. Specifically, as directed by the District and in accordance with State Board of Education Administrative Rule 6A-6.03019, FAC, to be eligible for gifted student services, a student must have measured intelligence of two or more standard deviations above the mean, have a need for such a program, and have a majority of characteristics of gifted students as evidenced on an approved checklist.

⁷ http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/2e/5c/47.pdf

Identification of Students with Limited English Proficiency - All incoming students will be screened to assess their levels of English proficiency using *Home Language Survey*. Those students who affirmatively respond to the survey will be required to take the *English Language Proficiency Assessment* exam within 20 days. A Comprehensive English Language Learning Assessment (CELLA) will then be administered every year to evaluate students' progress with respect to their English writing, speaking, listening, and reading skills. BMSS will follow the federal and state laws that require all Limited English Proficiency (LEP) students to receive appropriate and comprehensible instruction in all subjects, and equal access to all academic and scholastic opportunities. LEP students who are gifted will be provided an equal access to gifted student programs. LEP students will be served by ESOL-certified personnel, and the school will follow the curriculum guidelines and accommodations outlined in the school district's LEP Plan. BMSS will also abide by the requirements of the United Latin American Citizens (LULAC), et al., v. State Board of Education Consent Decree. Depending on the needs of LEP students, BMSS will use such strategies as peer mentoring, multi-sensory experiential activities, modeling and tutoring cooperative learning, and the use of media and visuals to provide effective oral language, literacy and content area instruction. LEP students will be administered all required tests. Teachers will have ESOL endorsement to teach ELL students.

How Educational Needs of Students with Disabilities Will be Met

Students with disabilities will have the same opportunities to participate in, and receive credit for, extracurricular and academic activities as students in the regular education program, unless the nature and severity of their disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved in a satisfactory manner. Those students whose needs cannot be adequately addressed at BMSS will be appropriately referred, and the school staff will work with the District to ensure that the interests of these students are met in the most appropriate manner. BMSS will strive to place its ESE students in the least restrictive environment where they can best flourish.

Individual Educational Plan (IEP) for Students with Disabilities

After identifying and evaluating the needs of students with disabilities, a written Individual Educational Plan (IEP) for each student will be developed. The IEP team will include a parent, administrator, ESE coordinator, general teacher, special education teacher, and others such as counselor or school psychologist as appropriate. An exceptional student IEP will be comprised of several components which include; a statement of the student's current levels of educational performance; short-term as well as annual measurable goals; a timetable for the student's expected ability to attend regular academic and non-academic educational activities; a schedule of the start date and an anticipated duration of services, as well as a status report on whether short and long term goals are being met. The ESE coordinator, who cannot be an ESE teacher due to potential conflicts of interest, shall be the primary figure responsible for oversight of IEP implementation. In case an IEP is not properly implemented, the ESE coordinator will hold a conference to resolve the issue. At least once a year all student

IEP's will be reviewed by the IEP team. The main points discussed at the meeting will be communicated to all parties on the IEP team, and records of the proceedings will be kept upon the school's premises.

ESE students equal right to participate in the lottery

The school will ensure that ESE students have an equal right to participate in the lottery. The IEP team will participate in all outreach and communications efforts to students and parents. The ESE coordinator, counselors, administrators and teachers will be made aware of the ESE students right to equal participation in the lottery.

4. EVALUATION

As a means to evaluate and inform about instruction, student assessment and performance data will be used to reveal strengths and gaps in curriculum alignment and instructional delivery. Stakeholders will be involved in reviewing overall summative, whole and subgroups, attendance, and behavior data, and will participate in addressing school needs and recommending school-wide support.

SMART Outcomes for Student Achievement

The following objectives indicate the academic improvement students are expected to make during the first year of operation. *The following outcomes are reasonable, challenging, and demonstrate the school's commitment to academic excellence.* Student demonstration of mastery in Next Generation Sunshine State Standards. Specifically:

- Given instruction using the Next Generation Sunshine State Standards, the percentage of students in grade 3-10 achieving mastery on the FCAT 2.0 Reading Test will be at a rate of equal or exceeding the county and state average percentage.
- Given instruction using the Next Generation Sunshine State Standards, the percentage of students in grade 3-10 achieving mastery on the FCAT 2.0 Mathematics Test will be at a rate of equal or exceeding the county and state average percentage.
- Given instruction using the Next Generation Sunshine State Standards, the percentage of students in grade 4th, 8th, and 10th achieving mastery on the FCAT 2.0 Writing Test will be at a rate of equal or exceeding the county and state average percentage.
- Given instruction using the Next Generation Sunshine State Standards, the percentage of students in grade 5th and 8th achieving mastery on the FCAT 2.0 Science Test will be at a rate of equal or exceeding the county and state average percentage.
- Percentage of lowest 25% students making learning gains in math as measured by FCAT 2.0 Math will be at least 50%.
- Percentage of lowest 25% students making learning gains in math as measured by FCAT 2.0 Reading will be at least 50%.
- Given a school-wide emphasis on instruction for mastery of the Next Generation Sunshine State Standards, at least 50 percent of students in grades 3-10 will make annual learning gains as evidenced by demonstrating improvement in one or more achievement levels on the FCAT 2.0 Reading Test; or by maintaining FCAT 2.0 Reading achievement level 3, 4, or 5; or maintaining an FCAT 2.0 Reading achievement level of 1 or 2 and demonstrating one year's growth to exceed the Developmental Scale

Score (cut score) for the respective grade level as evidenced by the FCAT 2.0 Reading Test.

-Given a school-wide emphasis on instruction for mastery of the Next Generation Sunshine State Standards, at least 50 percent of students in grades 3-10 will make annual learning gains as evidenced by demonstrating improvement in one or more achievement levels on the FCAT 2.0 Mathematics Test; or by maintaining FCAT 2.0 Mathematics achievement level 3, 4, or 5; or maintaining an FCAT 2.0 Math achievement level of 1 or 2 and demonstrating one year's growth to exceed the Developmental Scale Score (cut score) for the respective grade level as evidenced by the FCAT 2.0 Mathematics Test.

-In Grades K to 2nd, the improvement in FAIR test will be at least 10% from first administration to the last administration.

-Given a school-wide emphasis on instruction for mastery of the Next Generation Sunshine State Standards, at least 90 percent of students will meet the requirements for graduation, upon completion of grade twelve.

-Given a school-wide emphasis, the percent of students receiving college acceptance upon graduation will be at a rate of equal or exceeding the county and state average percentage.

-In light of new graduation requirements, percent of students' mastery on the End of Course (EOC) assessments in required courses, such as Biology, Algebra I, Algebra II, Geometry, etc. as become available, will be at a rate of equal or exceeding the county and state average percentage.

-The School Grade will be not lower than C; B in the second year; and A in the last 2 two years.

Data Collection, Analysis, and Use by School Leadership to Monitor and Improve Instruction

The effectiveness of curriculum and instruction will be measured through student achievement outcomes related to specific measurable objectives. Expectations are that students will progress as well or better than they did before attending BMSS, and that the specific measurable objectives for the school are achieved from year to year. The level of effectiveness of curriculum and instruction is monitored through review of the role of the school leadership team, goals of the School Improvement Plan (SIP), and the progress of all students as a part of the Response to Intervention (RtI) model. Data will be collected through analysis of FCAT 2.0 scores, Benchmark Assessment Tests, Florida Assessments for Instruction in Reading (FAIR) data, Progress Monitoring Data, and Ongoing Progress Monitoring data, as needed. Training opportunities will be made available to address any teacher performance deficiencies identified in these assessments. The school will have the following processes in place to support continuous improvement of instruction:

- Continuous review of each teacher's delivery of new generation sunshine state standards material for mastery to ensure conformance with all state benchmarks
- Principals evaluations through weekly classroom walkthroughs
- School Improvement Plan (SIP) used as a continuous improvement tool to ensure that the curriculum goals are being accomplished and the plan is a living document to ensure quality assurance

- Use of assessment data to inform instruction and make curriculum decisions and plan interventions
- Ongoing relevant professional development workshops
- Targeted interventions for struggling readers and students performing below grade level
- Focus on differentiated instruction for learning styles

In years 2 and beyond, effectiveness of the curriculum will be evaluated based on achievement of the objectives in the School Improvement Plan, wherein students will be expected to make annual learning gains toward achieving the Next Generation Sunshine State Standards.

Ongoing monitoring and analysis of school-wide assessment data will assist the School in determining staff development needs, curriculum realignments, and the objectives submitted in the School Improvement Plan. Student outcomes on standardized and school-wide assessments, benchmark tests and quizzes, projects, presentations, exhibitions, and portfolios will help assess the effectiveness of the curriculum throughout the school year.

Ongoing student progress monitoring, such as progress reports, report cards, beginning year, mid-year, and end of year assessments will be utilized as tools to evaluate whether the curriculum is effective and meeting the needs of all students.

The school will receive a school grade through Florida's A+ grading system and be evaluated for AYP status. Additionally, through the school's commitment to pursue and obtain accreditation from the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS/CASI), within specific timelines will also serve as a means to evaluate not only of the effectiveness of the curriculum but also the entire school program. Through the Accreditation process, the school will: validate compliance with numerous SACS/CASI learning standards; demonstrate engagement in continuous improvement, including the development and implementation of foundations for continuous improvement; provide for quality assurance; and participate in a peer review process. It is anticipated that within three years of opening, the school will complete a SACS self study, host a peer-review visiting team, and comply with all SACS standards.

5. DISSEMINATION PLAN

Community Awareness Plan - The school will prepare public service announcements in English, Creole, and Spanish, for broadcast on local radio and TV stations and press releases for dissemination of all the major print media in the Broward County so that the general public can be made aware of the enrollment period and location of the school. The school will conduct general information meetings that will be open to the public and announced through public service announcements. The school will also distribute flyers in English, Creole, and Spanish throughout the community. The school will post flyers in local facilities such as the post office, community centers, and other locations of public access. The school will provide copies of its promotional materials and announcements to local community organizations and direct mail advertising to the area

where harder-to-reach families (e.g. single parent families and socioeconomically disadvantaged households) reside, and that area within a four-mile radius of the school. One of the goals of the school will be to reach minority population parents to inform them of the educational opportunity available at BMSS for their children. Due to the diverse racial and ethnic mix of Broward County, the school is expected to achieve demographic diversity reflective of the area of the school district where it is located. The school will be promoted and publicized reaching the entire community and to all of its racial/ethnic groups. By publicizing the school throughout Broward County, the racial/ethnic balance of the School is aimed to be similar to other area public schools.

Advisory Board and Parent Involvement - The governing board will benefit from the expertise of the school advisory board composed of interested parties, such as BMSS parents, BMSS school teachers, successful charter school principals, instructional technologists, and community members. These volunteers help BMSS improve its structure and shape the school in accordance with individual student needs, including the needs of exceptional students and English Language Learners (ELL). These volunteers will also help the governing board fulfill the school's mission and purpose by taking part in fund-raising projects, involvement in school beautification projects and advising on other school issues. Parental involvement is crucial as it helps BMSS board make correct decisions that both benefit the school and are acceptable to the local community. Two of the advisory board members are successful charter school operators: **Yalcin Akin, Ph.D.:** Dr. Akin currently serves as the Executive Director of Orlando Science Schools (OSS), in Orlando, Florida since the school started its operations 4 years ago. Since the opening, the School has doubled its enrollment and is expected to serve 450 students (6th thru 10th) for the upcoming school year. The School is one of the best performing charter school in Orange County. The School was awarded the grade of "B" in its first year and received "A" grade since then. Under his leadership the School hosted accreditation readiness visit and is scheduled to go through the accreditation process by SACS-CASI in the upcoming school year. The School's Science Olympiad team received the 2nd the Regional Science Olympiad Competition and 1st place in Statewide Science Olympiad Competition and represented Florida in Nationals. Dr. Akin has completed the required governance training requirements. He regularly participates in the annual Florida and National Charter School Conferences. He is a member of Florida Charter School Consortium. He is a leader in the dissemination of best practices and replication of high quality charter schools. **Dogan Tozoglu, Ph.D.:** Dr. Tozoglu has served as the Executive Director of River City Science Academy (RCSA), in Jacksonville, Florida since the school started its operations 5 years ago. He is the chief administrator of the school and is charged with developing and implementing policies, programs, curriculum activities, and budgets in a manner that promotes the educational development of each student and the professional development of each staff member. Dr. Tozoglu has established, implemented and evaluated procedures used to carry out the daily operations of the school.

Admission & Enrollment Policies & Procedures, including Lottery

BMSS admission and enrollment policies and procedures, including its lottery system, will comply with Federal guidelines, and Florida Statue 1002.33. BMSS is open to any

student eligible to attend BCPS schools who submits a timely application for admission at BMSS. The school will admit students of any race, ethnicity, religion or gender. If the school has more applicants than seats allowed under its attendance caps, admitted students will be chosen by a lottery. A waiting list may also be created and populated through lottery drawings to fill future vacancies at the school. Any premature vacancies due to student withdrawals will be filled in the way described above. If admission cap levels are not reached, students will be admitted immediately after they have been determined to be eligible. Students who are deemed to have been previously admitted to the school and who have expressed interest in writing that they wish to continue attending are exempt from the lottery. The school will have an enrollment season. The deadlines for applications, lottery date, and registrations and waiting-list enrollment will be publicly announced on school website and in the school's front office. During the lottery process, all applicants who apply by the deadline will have an equal opportunity in the drawing. After the school's attendance capacity is reached, a waiting list will be formed based on lottery drawings and the application date and time. A public lottery will be held and witnessed by a committee that includes a public notary, an administrator, and a parent. Students may withdraw from the charter school at any time and enroll in another public school as determined by policy set by the School Board of Broward County, Florida. As provided for in Florida's Charter School Legislation, the school will give enrollment priority to the following student populations: Students who are the sibling of a student enrolled in the charter school; and Students who are the children of an employee or board member of the charter school.

6. SUPPORT FOR STRATEGIC PLAN

BMSS recognizes the importance of all eight strategic imperatives which were established by the Florida Board of Education. BMSS will incorporate these strategic imperatives in its operations by utilizing research-based innovative curricula and providing individual approach to every student during regular school hours and during extracurricular activities. Among those, BMSS will especially focus on the following two imperatives.

(Area of Focus 1). Strengthen foundation skills - The school curricula and the general design of the BMSS educational program encourage enthusiasm for learning and promote intellectual independence and critical thinking. Specifically, the school incorporates the *Just Read Florida!* and Science and Math Initiatives in its educational program. BMSS has a goal and aligned with Focus Area 1 that the percentage of students scoring at or above grade level on FCAT Reading and Math, by elementary and middle will be above the district and the state average; and curriculum is rigorous to improve student learning. The school will utilize assessments mention in above sections to direct instruction. The school will develop School Improvement Plan (SIP) and update it on a continuous base within the school year and annually to assist the school in need of improvement.

(Area of Focus 2). Strategic Imperative 5.2 and 5.3 Focuses on High Performing Charter Schools - Specifically, this imperative sets a goal of increasing the number of high performing charter schools receiving A or B grade and the students attending them. Moreover, the imperative's aim is to raise the number of charter schools that

receive an A or B grade. It also targets an increase of students attending these A or B graded charter schools. BMSS fully expects to meet the goal of receiving an A or B grade within the targets set by the Florida Board of Education.

Just Read Florida! - In order to meet the minimum Next Generation Sunshine State Standards, the School's reading curriculum is aligned with the *Just Read, Florida!* Initiative. The BMSS reading curriculum is chosen based on the evaluation and recommendation of the Florida Center for Reading Research, and is consistent with the District's reading plans. However, BMSS will not be restricted to the content of the reading program offered by the district, and will supplement the school's reading program with other supporting elements. In addition, BMSS expects all its reading teachers be endorsed or in the progress of being endorsed, during the first year of the School's operation. BMSS administrators and teachers will participate in the Literacy Essentials and Reading Network (LEARN) to learn best practices in reading instruction.

Math and Science Initiative - One of the goals of BMSS is to promote math and science education in the elementary school by implementing proven, research-based, and exemplary math and science curricula. The math and science curricula of BMSS address the *Math and Science Initiative* by covering the benchmarks and content standards proposed by the initiative. BMSS administrators, coaches, and lead teachers will closely watch changes in the benchmarks and content standards and follow the cross-walk between the new Florida mathematics content standards and the Next Generation Sunshine State Standards. Math and science teachers will also utilize available resources from the Florida Center for Research in Science, Technology, Engineering, and Mathematics.

7. BUDGET

Funds within the budget detail found in Attachment D have been strategically allocated and assigned to optimally develop the criteria mentioned in Section 3, Project Design and Implementation, within this proposal. In the Planning and Design period, funds have been appropriated to hire professional consulting support to assist the Board in developing and implementing strategies that will further the school's mission, goals, educational programs, creating a project management tool, various accounting and financial services (see budget detail), professional development, student recruitment and customer service. In the first year of implementation, funding priorities are focused on fulfilling the requirements for a successful opening of school. The professional development of personnel in the school is included to ensure effective leadership and the delivery of student instruction. Ongoing professional development by experienced educational, academic, and leadership consultants will be provided to both the Governing Board, the school Principal and teachers as they lead the school to academic success. To prepare and develop teachers, consultant content area specialists (including Literacy, Math, Science, ELL, and SPED) will support the development of their respective curricula and academic departments. This support will consist of coaching and job-embedded professional development via an annual plan that focuses on student engagement; effective mathematics instruction; curriculum design and implementation; and effectively using data to measure progress and

produce results. The other focus of year one implementation grant funds include the acquisition of educational materials, equipment and services including curriculum and assessment tools and intervention and enrichment programs. The second year implementation grant funds will successfully build on efforts and initiatives commenced during the previous year. Funding in the second year has been allocated to the purchase of additional technology, equipment, curriculum and assessment tools. Through academic consultancy services provided in the second year, leaders and teachers will continue to receive the ongoing support necessary to successfully guide student improvement from the previous year as they are provided with coaching, mentoring, and content area guidance from proven consultants that are versed in the latest educational and leadership techniques.

Grant monies will allow the school to build a solid foundation and are not intended to supplant the income the school will receive from generated FTE funds. To that end the school's revenue forecast is conservative and is based only upon anticipated FTE revenue. BMSS has a comprehensive plan for fiscal management of salaries, lease payments, building maintenance and equipment acquisition and maintenance. Both expenses and revenues have been identified through intensive consultation with charter school experts. This professional and detailed budget will allow the school to operate in a fiscally responsible manner and successfully fulfill its goals.

Attachment D herein details the use of project funds for the planning, program design, and initial implementation of the school's instructional program. These funds will assist the school in achieving its mission of maximizing student achievement and fostering the development of responsible, self-directed, life-long learners in a safe and nurturing environment.

PROJECT BUDGET DETAILS

Broward Math and Science Schools Planning/Design

Anticipated timeframe (from May, 2012 to July, 2013) :

Category	Item	Month	Item Description/Justification	Estimated # Items	Estimated Cost/Item	Total Estimated Cost
Professional Services	Consultant Fee	May-June	Governing Board and administrator training (founding and governance areas).	1	\$700.00	\$700.00
Professional Services	Consultant Fee or Admin Salary	May-August	Professional Service: To prepare the school administration for opening the school by developing strategies related to the schools mission, goals, educational programs, targeted student populations, recruiting and hiring of faculty and staff, overseeing facility development and finance, prior to the school's opening.	1	\$7,000.00	\$7,000.00
Professional Services	Consultant Fee	May-August	To develop strategies to recruit and enroll students, provide services to prospecting students and parents, develop appropriate methods of answering parties inquires, organizing facility tours and preparing the facility for opening.	1	\$7,923.00	\$7,923.00
Professional Services	Consultant Fee	May-August	To develop a marketing plan and prepare appropriate materials, brochures and advertisements, establish procedures regarding correct procurement of shipping, postage and handling services, and methods and strategies needed to correctly arrange and conduct meetings/open houses to reach prospecting students and staff.	1	\$5,577.00	\$5,577.00
Professional Services	Consultant Fee	June-July	For teacher training. Teachers will be trained in their subject areas, and will be introduced to school specific policies and procedures regarding curriculum, student services and non-discriminatory best practices. 3 days.	1	\$2,800.00	\$2,800.00
Information Services	Consumable Supplies	May-August	Enrollment documents, notebooks, folders, dividers, etc., needed for student enrollment purposes.	1	\$1,000.00	\$1,000.00
Planning and Program Design Total						\$25,000.00

First Year Implementation
Anticipated timeframe (from July 2012 to June 2013):

Category	Item	Month	Item Description/Justification	Estimated # Items	Estimated Cost/Item	Total Estimated Cost
Furniture	Classroom Furniture	August - July	Classroom furniture such as desks, chairs, tables, etc. for 12 classrooms or labs.	12	\$1,500.00	\$18,000.00
Instructional Materials	Text Books	August - July	Required textbooks, workbooks, testing materials, etc., for instruction in accordance with the school's approved curriculum @ \$200/ per student (DASH, STC, Project M3 Reading and all subject books).	230	\$200.00	\$46,000.00
Salary	Admin	August - July	25% of the Key personnel to implement the program for the year	1	\$15,500.00	\$15,500.00
Equipment	A/V Equipment	August - July	Media center A/V equipment and software.	1	\$1,750.00	\$1,750.00
Community Outreach	Professional Service	Jan - August	Marketing plan development and materials, printing, and mailing, and informational meeting costs.	1	\$5,000.00	\$5,000.00
Training/ Professional Development	CMP/FAST Trainers	August - July	Teacher and administrator subject area training; 6 teachers.	6	\$500.00	\$3,000.00
Travel Expenses/ Professional Development	Registration Fees, Travel expenses	Dec	Accommodations, travel expenses and registration fees for charter school conference	1	\$1,000.00	\$1,000.00
Professional/Technical Services	CPA/ Accountant	August - July	CPA and/or an accountant services including preparation of audits and monthly financial reports.	1	\$6,000.00	\$6,000.00
Instructional/ Disciplinary Materials	Papers & Forms	August - July	One year copier lease, Copier paper, forms, brochures, envelopes, folders, for teachers etc.	1	\$5,000.00	\$5,000.00
Lease	Lease 3 months prior	May - August	Lease payment 3 months prior to opening of school (May -June-July)	3	\$12,000.00	\$36,000.00
Science lab/ Equipment	Lab Equipment	August - July	Science lab furniture, equipment, and materials. chemistry kits, safety equipment, microscopes, lab desks and chairs	1	\$4,000.00	\$4,000.00
Professional/Technical Service	Professional Service	August - July	Accounting and payroll system, setup services and training.	1	\$750.00	\$750.00
Equipment	Student/ Teacher Computers	August - July	Computers and printers to implement school wide curriculum strategies, train students in the use of technology, and allow students to create papers and projects. 10 teacher and 20 lab com.	30	\$550.00	\$16,500.00

Category	Item	Month	Item Description/Justification	Estimated # Items	Estimated Cost/Item	Total Estimated Cost
Equipment parts	RAM, CD Drivers, Hard disk	August - July	Computer accessories, parts, upgrades, repairs and warranties.	1	\$2,000.00	\$2,000.00
Classroom Supplies	Supplementary books	August - July	Supplementary books, maps, and testing materials.	1	\$1,500.00	\$1,500.00
Professional Service/ fee/ Equipment	School Technology	August - July	School wide technology, service fees, server hardware and software, initial installation and wiring, internet access fees, security cameras, phones and fax machines.	1	\$8,000.00	\$8,000.00
Software	Software	August - July	Software to implement school wide curriculum strategies.	1	\$5,000.00	\$5,000.00
1st Year Implementation Total						\$175,000.00

Second Year Implementation

Anticipated timeframe (from July 2013 to June 2014):

Category	Item	Month	Item Description/Justification	Estimated # Items	Estimated Cost/Item	Total Estimated Cost
Community Outreach	Professional Service	Jan - August	Development of marketing plan, printing and mailing of promotional materials, and holding informational meetings and conferences.	1	\$20,000.00	\$20,000.00
Furniture	Classroom Furniture	August - July	Classroom furniture such as desks, chair, tables, etc. will be purchased. About 6 new classrooms will be added as part of an expansion plan.	6	\$1,750.00	\$10,500.00
Instructional Materials	Text Books	August - July	Required textbooks, workbooks, testing materials, etc., to implement curriculum, and needed replacement texts \$275/ per student.	120	\$275.00	\$33,000.00
Equipment	Computer	August - July	Media center A/V equipment, and 10 computers and printers for media center	10	\$1,000.00	\$10,000.00
Training/ Professional Development	CMP/FAST Trainers	August - July	Teacher and administrator subject area training (1 new math and 1 new science teacher).	4	\$750.00	\$3,000.00
Travel Expenses/ Professional Development	Registration Fees, Travel expenses	Dec	Accommodations, travel expenses and registration fees for professional development conferences, meetings, and training sessions, etc. for board members and school administrators.	1	\$1,000.00	\$1,000.00
Professional/Technical Services	CPA/ Accountant	August - July	CPA and/or an accountant services including preparation of audits and monthly financial reports.	1	\$7,500.00	\$7,500.00
Instructional/ Disciplinary	Papers & Forms	August - July y	Copier paper, forms, brochures, envelopes, etc.	1	\$10,000.00	\$10,000.00

Attachment D

Category	Item	Month	Item Description/Justification	Estimated # Items	Estimated Cost/Item	Total Estimated Cost
Materials						
Science lab/ Equipment	Lab Equipment	August - July	Science lab furniture, equipment, and materials. Chemistry kits, safety equipment, microscopes, lab desks and chairs.	2	\$3,000.00	\$6,000.00
Equipment	Student/ Teacher Computers	August - July	Smart boards and projectors for 18 classrooms	18	\$2,000.00	\$36,000.00
Equipment parts	RAM, CD Drivers, Hard disk	August - July	Computer parts, accessories, upgrades, repairs and warranties.	1	\$3,100.00	\$3,100.00
Classroom Supplies	Supplementary books	August - July	Supplementary books, maps, and testing materials.	6	\$400.00	\$2,400.00
Professional Service/ Service fee/ Equipment	School Technology	August - July	School wide technology, service fees, and Internet access fees.	1	\$7,000.00	\$7,000.00
Software	Software	August - July	Software to license for office	2	\$250.00	\$500.00
2nd Year Implementation Total						\$150,000.00

CHARTER SCHOOL ASSURANCES

FISCAL AGENCY: The School Board of Broward County

NAME OF ORGANIZATION OR ENTITY: Broward Math and Science Schools

ADDRESS: 1086 South Military Trail #207, Deerfield Beach, Florida, 33442

PART I:

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

ASSURANCES	GRANT NARRATIVE PAGE NUMBER	CHARTER APPLICATION PAGE NUMBER
1. A description of the educational program to be implemented by the proposed charter school, including: (a) how the program will enable all students to meet challenging state student academic achievement standards; (b) the grade levels or ages of children to be served; and (c) the curriculum and instructional practices to be used.	7,8,12 – 15	9 - 144
2. A description of how the charter school will be managed.	9 – 12, 18,	145 - 171
3. A description of (a) the objectives of the charter school and (b) the methods by which the charter school will determine its progress toward achieving those objectives.	7,8,15,16,23	112 - 124
4. A description of the administrative relationship between the charter school and the authorized public chartering agency.	9,10,16- 18,19,20	141 - 144, 159 - 163, 185 - 196, 197 - 200
5. A description of how parents and other members of the community will be involved in the planning, program design and implementation of the charter school.	24,25	167 - 170
6. A description of how the authorized public chartering agency will provide for continued operation of the school once the Federal grant has expired, if such agency determines that the school has met the objectives described in Assurance #3 above.		179 – 184, 278
7. A request and justification for waivers of any Federal, statutory, or regulatory provisions that the applicant believes are necessary for the successful operation of the charter school; and a description of any state or local rules, generally applicable to public schools, that will be waived for, or otherwise not apply to the school.	N/A	N/A
8. A description of how the subgrant funds or grant funds, as appropriate, will be used, including a description of how such funds will be used in conjunction with other Federal programs administered by the Secretary, U.S. Department of Education.	27-32	181 - 183
9. A description of how students in the community will be (a) informed about the charter school and (b) given an equal opportunity to attend the charter school.	7, 24,25	141 - 144
10. An assurance that the eligible applicant will annually provide the Secretary, U.S. Department of Education and the Florida Department of Education such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in Assurance #3 above.	3	3

11. An assurance that the eligible applicant will cooperate with the Secretary, U.S. Department of Education and the Florida Department of Education in evaluating the charter school assisted under this subpart.	3	3
12. A description of how a charter school that is considered a local educational agency under state law, or a local educational agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Act.	21 - 22	3
13. An assurance that the charter school will comply with the Age Discrimination Act of 1975, title VI of the Civil Rights Act of 1964, title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, and part B of the Individuals with Disabilities Education Act.		3

PART II:

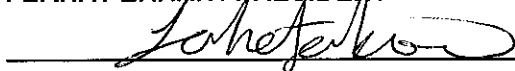
FLORIDA REQUIRES AN APPLICANT FOR A GRANT UNDER THE FEDERAL CHARTER SCHOOL PROGRAM TO DOCUMENT THE FOLLOWING ASSURANCES. ON A SEPARATE PAGE, ATTACH AN EXPLANATION FOR ANY ASSURANCE MARKED "NO."

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

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

NAME AND TITLE OF AUTHORIZED REPRESENTATIVE (TYPED):

FERHAT ERKAN / PRESIDENT



February 7, 2012

Signature of Authorized Representative

Date Signed

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

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

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

1. Lobbying

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

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

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

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

2. Debarment, Suspension, and Other Responsibility Matters

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

A. The applicant certifies that it and its principals:

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

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

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

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

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

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

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

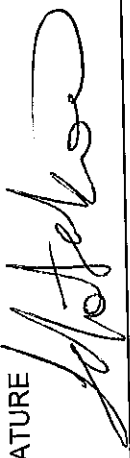
A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

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

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

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

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

<p>(3) Any available drug counseling, rehabilitation, and employee assistance programs; and</p> <p>(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;</p> <p>(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);</p> <p>(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will--</p> <p>(1) Abide by the terms of the statement; and</p> <p>(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;</p> <p>(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (room 3124, GSA Regional Office Building No. 3), Washington, D.C. 20202-4571. Notice shall include the identification number(s) of each affected grant;</p> <p>(f) Taking one of the following actions within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted --</p> <p>(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or</p>	<p>(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;</p> <p>(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).</p> <p>B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:</p> <p>Place of Performance (street address, city, county, state, zip code)</p> <p>_____</p> <p>_____</p> <p>Check <input type="checkbox"/> if there are workplaces on file that are not identified here.</p> <p>Drug-Free Workplace (Grantees who are Individuals)</p> <p>As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 --</p> <p>A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and</p> <p>B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (room 3124, GSA Regional Office Building No. 3), Washington, D.C. 20202-4571.</p> <p>Notice shall include the identification number(s) of each affected grant.</p>
<p>As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.</p>	
<p>NAME OF APPLICANT</p>	
<p>Broward Math and Science Schools</p>	
<p>PRINTED NAME AND TITLE OF AUTHORIZED CHARTER SCHOOL REPRESENTATIVE</p>	
<p>Ferhat Erkan / President</p>	
<p>SIGNATURE </p>	<p>DATE SIGNED</p> <p>February 7, 2012</p>

GEPA Section 427 STATEMENT

Broward Math and Science Schools

GEPA Plan

The Broward Math and Science Schools (BMSS) will comply with the requirements of Section 427 of the General Educational Provisions Act (GEPA) of P.L. 103-382, the Improving America's Schools Act of 1994. BMSS will take effective steps to ensure equitable access to, and participation of, students, teachers, administrators, and other program beneficiaries and stakeholders regardless of gender, race, national origin, color, disability, or age. BMSS is open to all Broward County students who are eligible to attend regular BSPS schools. The following are examples of how BMSS will comply with the requirements:

- BMSS facilities will be evaluated for potential physical barriers prior to the opening of the school. The design stage of school facility renovations will take into consideration potential physical barriers and design-in appropriate means of access for all persons who may utilize the facility. Handicapped parking will be provided that conforms to the requirements of law and local zoning requirements, and accommodations regarding ingress and egress to the building and facilities will be available to and within the building for all stakeholders (entrance/exit ramps, door-opening devices, bathroom sanitary accommodations, and other specially designed and installed devices). Disabled access to BMSS classrooms will be ensured, and appropriate seating accommodations will be available.
- BMSS will provide access to and participation in all academic and sports programs. All clubs and extracurricular activities will be strictly non-discriminatory and inclusive.
- Additionally, BMSS will hire teachers who have appropriate academic credentials and experience interacting among and working with diverse student populations; and, by providing appropriate professional development opportunities and oversight, BMSS will ensure that teachers will be able to appropriately diversify their materials and teaching strategies. BMSS will also provide access to the school's electronic course management system to all students and their parents. This will assist parents and students, as well as administrators and teachers in accessing, monitoring, and assessing student progress.

Ferhat Erkan

Name (please print)


Signature

February 7, 2012

Date

President

Title

Attachment J

CSP 11/14 Grant Objectives

Section 1: CSP Grant Objectives

Directions: The objectives in **BOLD** are fixed objectives that apply to every school receiving CSP funds. The school must add a minimum of one objective in each of the five areas listed below. The school may choose to add as many objectives as deemed appropriate. The objectives should focus on what the school expects to accomplish over the course of the grant period. Schools will be required to report on each objective. Please refer to the verification section for a description of what documentation is required to demonstrate performance. For individualized objectives, please include the documentation that will be submitted by school to demonstrate that objective was met. Include this information in the verification section of the form.

When developing objectives, be sure they are specific and measurable and include what documentation will be provided to demonstrate progress.

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

Note: Phase 1- Program Planning and Design

Phase 2- Implementation 1

Phase 3- Implementation 2

Objective	Date to be Completed	Verification
1. Founding and Governance		
A. School will have a formal governing board prepared to fulfill its duties. (FIXED)	End of Phase 1	1. List of governing board members 2. Adopted by-laws 3. Adopted Policies and Procedures Manual
B. Governing Board will complete required governance training. (FIXED)	End of Phase 1	Verification of training submitted to Department of Education
C. Governing board will adopt conflict of interest policies. (FIXED)	End of Phase 1	Adopted conflict of interest policies in policies and procedures manual consistent with federal regulations at 34 CFR §75.525
D. Governing board will adopt policies to ensure school meets federal definition of a charter school (Section 5210, NCLB). (FIXED)	End of Phase 1	Adopted policies that address subsections D, E, F, G, H, I, J, and K of Section 5210 of the ESEA (Elementary and Secondary Education Act, reauthorized as the No Child Left Behind Act of 2001.
E. Governing board will adopt open meeting and public document policies	End of Phase 1	Adopted policies that address Sunshine State Law will be provided
2. Curriculum, Instruction, Assessment, & Accountability		
A. School will have a plan for ongoing evaluation of school performance. (FIXED)	End of Phase 1	Board approved policies and procedures addressing the school plan to evaluate overall performance.
B. School will implement online continues progress monitoring system which will be available for students & parents (FIXED)	End of Phase 2	Information on the monitoring system will be submitted
C. School will participate Statewide and countywide benchmark tests and assessments like FAIR	End of Phase 2	Documentation will be submitted
3. Business, Finance, and Accounting		
A. School will adopt strong internal financial controls. (FIXED)	End of Phase 1	1. Adopted policy requiring monthly financial reporting to governing board 2. Contract that requires monthly financial

		reporting to sponsor 3. Adopted policies describing internal financial controls and/or segregation of duties 4. Adopted procurement policies consistent with federal regulations at 34 CFR §§74.40-74.48
B. The school will adopt a Fiscal Policies and Procedures Guide	End of Phase 2	The Fiscal Policies and Procedures Guide will be submitted.
4. School Leadership and Management		
A. School principal and one board member attend annual Florida Charter School conference each year of the grant. (FIXED)	End of Phase 1, 2, 3	Confirmation of attendance at Florida Charter School Conference
B. School has board approved professional development plan for school principal. (FIXED)	End of Phase 1	Copy of approved plan or policies describing plan.
C. School assistant principal will be trained on online continuous progress monitoring system	End of Phase 1	Documentation will be submitted.
5. Special Populations		
A. School has policies describing procedures to ensure compliance with the Individual with Disabilities Education Act (IDEA) (FIXED)		Copy of approved policies.
B. School has policies describing procedures to ensure compliance with English Language Learners.	End of Phase 2.	The policies will be submitted.

Section 2: Educational Objectives

List each objective from school's approved contract with Sponsor. If contract does not contain educational objectives, list each educational objective from approved application. School will be responsible for reporting on these objectives in the Charter School Annual Accountability Report.

Student demonstration of mastery in Next Generation Sunshine State Standards. Specifically:

Given instruction using the Next Generation Sunshine State Standards, the percentage of students in grade 3-10 achieving mastery on the FCAT 2.0 Reading Test will be at a rate of equal or exceeding the county and state average percentage.

Given instruction using the Next Generation Sunshine State Standards, the percentage of students in grade 3-10 achieving mastery on the FCAT 2.0 Mathematics Test will be at a rate of equal or exceeding the county and state average percentage.

Given instruction using the Next Generation Sunshine State Standards, the percentage of students in grade 4th, 8th, and 10th achieving mastery on the FCAT 2.0 Writing Test will be at a rate of equal or exceeding the county and state average percentage.

Given instruction using the Next Generation Sunshine State Standards, the percentage of students in grade 5th, 8th, and 11th achieving mastery on the FCAT 2.0 Science Test will be at a rate of equal or exceeding the county and state average percentage.

Percentage of lowest 25% students making learning gains in math as measured by FCAT 2.0 Math will be at least 50%.

Percentage of lowest 25% students making learning gains in math as measured by FCAT 2.0 Reading will be at least 50%.

Given a school-wide emphasis on instruction for mastery of the Next Generation Sunshine State Standards, at least 50 percent of students in grades 3-10 will make annual learning gains as evidenced by demonstrating improvement in one or more achievement levels on the FCAT 2.0 Reading Test; or by maintaining FCAT 2.0 Reading achievement level 3, 4, or 5; or maintaining an FCAT 2.0 Reading achievement level of 1 or 2 and demonstrating one year's growth to exceed the Developmental Scale Score (cut score) for the respective grade level as evidenced by the FCAT 2.0 Reading Test.

Given a school-wide emphasis on instruction for mastery of the Next Generation Sunshine State Standards, at least 50 percent of students in grades 3-10 will make annual learning gains as evidenced by demonstrating improvement in one or more

achievement levels on the FCAT 2.0 Mathematics Test; or by maintaining FCAT 2.0 Mathematics achievement level 3, 4, or 5; or maintaining an FCAT 2.0 Math achievement level of 1 or 2 and demonstrating one year's growth to exceed the Developmental Scale Score (cut score) for the respective grade level as evidenced by the FCAT 2.0 Mathematics Test.

Given a school-wide emphasis on instruction for mastery of the Next Generation Sunshine State Standards, at least 90 percent of students will meet the requirements for graduation, upon completion of grade twelve.

Given a school-wide emphasis, the percent of students receiving college acceptance upon graduation will be at a rate of equal or exceeding the county and state average percentage.

In light of new graduation requirements, percent of students' mastery on the End of Course (EOC) assessments in required courses, such as Biology, Algebra I, Algebra II, Geometry, etc. as become available, will be at a rate of equal or exceeding the county and state average percentage.

Note: The data contained in this appendix was obtained from a document downloaded from the Internal Revenue Service.

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INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: MAY 23 2006

RIVERSIDE SCIENCE, INC.
C/O FERHAT ERKAN
1086 S MILITARY TRAIL 207
DEERFIELD BEACH, FL 33442

Employer Identification Number:
26-1453559
DLN:
17053017002028
Contact Person:
LISA M VAN DER SLUYS ID# 95264
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(ii)
Form 990 Required:
Yes
Effective Date of Exemption:
June 22, 2007
Contribution Deductibility:
Yes
Addendum Applies:
Yes

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Letter 947 (00/CG)

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RIVERSIDE SCIENCE, INC.

Sincerely,

A handwritten signature in dark ink, appearing to read "Robert Choi", with a stylized flourish at the end.

Robert Choi
Director, Exempt Organizations
Rulings and Agreements

Enclosures: Publication 4221-PC

Letter 947 (DO/CG)