

Kidz Choice Charter School
(5409)
2012 Charter School Renewal

INDICATORS AND STANDARDS



Renewal Application 2012
NOTEBOOK 1



CHARTER RENEWAL APPLICATION COVER SHEET

NAME OF CHARTER SCHOOL SEEKING RENEWAL: KIDZ CHOICE CHARTER SCHOOL

CHARTER SCHOOL LOCATION NUMBER: 5409

DATE: DECEMBER 10, 2012

NAME OF GOVERNING BOARD: ANA MONTESINOS, CHAIR

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

CONTACT PERSON: LILY SWANSON, DIRECTOR **TITLE/RELATIONSHIP TO GOVERNING BOARD:** NONE

MAILING ADDRESS: 9063 TAFT STREET, PEMBROKE PINES, FLA 33024

PRIMARY TELEPHONE: () (954) 251-2419 **ALTERNATE TELEPHONE:** () (954) 673-0698

E-MAIL ADDRESS: KIDZCHOICECHARTER@YAHOO.COM

NAME OF EDUCATION SERVICE PROVIDER (if any): CHARTER SCHOOL ASSOCIATES

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

LILY SWANSON

Printed Name

Signature

12/10/2012

Date

Broward County Public Schools Charter School Renewal: Indicators and Standards

In accordance with Florida Charter School Law, a charter school may be renewed provided that a program review demonstrates that the school has successfully fulfilled the terms of its contract [1002.33(7)(a)(19)]. In conducting a renewal program review, the sponsor will focus its analysis on the school's performance in three categories:

- Educational performance
- Financial performance
- Organizational performance

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

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

Important Reminders

- All renewal applications must be submitted electronically, as one continuous PDF file per school, to charterapplications@browardschools.com by 5:00 PM Monday, December 10, 2012.
- Only electronic applications, submitted as one continuous PDF file, will be accepted. Please scan the appendices as part of the PDF file.
- Renewing schools must clearly name and include their location number on all documents submitted, including the completed renewal application and all appendices referenced in their application
- Scan application and appendices as one continuous PDF file and include the school's name and location number when saving (Ex. HappyCharter6868; SunnyCharter7878, etc.)
- Renewal applications must contain a table of contents, clearly outlining all required components, and identifying the pages where the sections are discussed.
- Applicants are to number all pages and ensure that pagination is in sequential order
- Applicants are to submit a 5-year budget as an Appendix.

NOTE: Renewal applications will be reviewed as submitted; additional documents will not be accepted after 5:00 PM Monday, December 10, 2012.

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EDUCATIONAL PERFORMANCE

Focus Area	Indicator	Standard/Criteria	Sources of Evidence																														
Federal Accountability	AYP*/AMO School Improvement status	The school has been identified for School Improvement	FCAT, State AYP*/AMO Standards, EOC																														
Using AYP data from the past five years or length of current contract, plus most current AMO data.	AYP/AMO attainment	The school has achieved its AYP*/AMO target																															
	Sub-group(s) attainment of AYP*/AMO	The school has achieved its AYP*/AMO targets in identified student sub-group(s)																															
<p>Narrative from charter school explaining how these standards have been met, or reasons and explanations if they have not. List any Appendices. Include your plan to increase and/or maintain your AYP*/AMO status for the upcoming term of your charter.</p> <p>Kidz Choice Charter School (KCCS) had an enrollment of 108 students. The school has grown from kindergarten through 5th grade during the past five years. The school participated in the FCAT for the first time during the 2009-2010 school year. It was determined that the school obtained 579 points (A) during 2011-2012 school year.</p> <p>The school was identified for school improvement plan based on 2010 -2011 data because the school did not meet AYP. However, the school performed on FCAT levels 3 or higher in Reading 96%, math 85%, science 55% and writing 75%. Conversely, the school received 393 points (F) and was required to write a 20123-2013 SIP.</p> <p>According to FCAT report during the year 11-12, the school as achieved its AYP target because it obtained 579 points (A). AYP information is as follows:</p> <table border="1"> <thead> <tr> <th>YEAR (Appendices A-1 A-2)</th> <th>Reading % Satisfactory or Higher</th> <th>Math % Satisfactory or Higher</th> <th>Writing % Satisfactory of Higher</th> <th>Science % Satisfactory of Higher</th> <th>Reading points for gains</th> <th>Math points for gains</th> <th>Reading gains for low 25%</th> <th>Math gains for low 25%</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>2010-2011</td> <td>96</td> <td>85</td> <td>75</td> <td>55</td> <td>33</td> <td>8</td> <td>33</td> <td>8</td> <td>393</td> </tr> <tr> <td>2011-2012</td> <td>67</td> <td>65</td> <td>100</td> <td>53</td> <td>65</td> <td>82</td> <td>65</td> <td>82</td> <td>579</td> </tr> </tbody> </table> <p>Based on the grade and score obtained in 2011-2012 the school achieved AYP for students sub-groups</p> <p>Plan to increase and/or maintain your AYP*/AMO status</p> <p>The goal of Kidz Choice Charter School is to increase student achievement in reading and continue to increase the proficiency of its students in math. It is the plan that by implementing these interventions that the students achievement proficiency in reading and math will increase by at least 5%. Additional work will be given to the Hispanic and FRL subgroups to help them achieve the AMOS goals for 2013 by using intensive reading programs such as Triumphs and Curriculum Associates FOCUS. Outsources group will provide support, training, data coaching and double loop feedback in order to maintain the high achievement of the school and district.</p> <p>Note: As is well documented AYP and AMOS do not have the same mathematical relation, consequently they cannot be compared. As a result, AMO is a new way of analyzing student performance progress. In addition, FDOE did not use AYP analysis or report for 2011-2012 FCAT report.</p>				YEAR (Appendices A-1 A-2)	Reading % Satisfactory or Higher	Math % Satisfactory or Higher	Writing % Satisfactory of Higher	Science % Satisfactory of Higher	Reading points for gains	Math points for gains	Reading gains for low 25%	Math gains for low 25%	Points Earned	2010-2011	96	85	75	55	33	8	33	8	393	2011-2012	67	65	100	53	65	82	65	82	579
YEAR (Appendices A-1 A-2)	Reading % Satisfactory or Higher	Math % Satisfactory or Higher	Writing % Satisfactory of Higher	Science % Satisfactory of Higher	Reading points for gains	Math points for gains	Reading gains for low 25%	Math gains for low 25%	Points Earned																								
2010-2011	96	85	75	55	33	8	33	8	393																								
2011-2012	67	65	100	53	65	82	65	82	579																								
<p>Statutory References: 1002.33(7)(a)(4)</p>																																	

Focus Area	Indicator	Standard/Criteria	Sources of Evidence
State Accountability	FCAT achievement	Students at the school demonstrate proficiency or progress towards meeting proficiency, in subjects tested (mathematics, reading, writing and science)	FCAT, EOC
	School grade	"C" or above	School grade as determined by FL DOE
	Annual student gains	Students are making one-year's worth of growth annually in mathematics and reading.	FCAT, EOC
	Annual gains of students achieving in the bottom 25% of students tested	50% make one-year's worth of growth	FCAT, EOC
	Relative performance	The school is appropriately administering applicable state standardized tests to its students. The school's performance meets or exceeds the performance of schools with closely comparable student populations.	FCAT, EOC FCAT, EOC

Narrative from charter school explaining how these standards have been met, or reasons and explanations if they have not. List any Appendices. Include your plan to increase and/or maintain your student achievement, school grade, learning gains and relative performance for the upcoming term of your charter.
 KCCS participated in the FCAT in 2011-2012 and has met all the above indicators.

How the standards have been met: During the year of 2011-2012 instructional rigor in the classroom in terms of alignment of the instruction, the standards, and the curriculum was established. Alignment with the assessments in the classroom related with the state assessments was adopted. Learning instruction methods through the use of technology, to meeting the needs of the "On-Demand" and technology-based generation was implemented. These elements combined to result in a lower performance of student achievement during that year, however with implementation provided through the outsourced learning plan the school was able to receive an "A" ranking 2011-2012, and the same strategy will continue through the 2012-2013 academic school year.

Plan to increase and/or maintain student achievement: The goal of Kidz Choice Charter School (based up on charter school application) is to increase student achievement in all subject areas, focusing on subgroups according to AMO expectations. This goal can be accomplished by reaching the following objectives:

1. The school will attain its annual statewide assessment goals . . . based upon the 2012-2013 AMOS expectations:
 - a. Reading (AMO All students)-85% b) Math (AMO All students)-68%, and by maintaining instructional rigor
2. All students have their strengths identified, and their multiple intelligence score recorded used as strategy to differentiate students learning allowing intervention on AMO subgroups.
3. Positive Behavior Support (PBS) will be put in place by 80% of the staff, and parents will have communication from the program.
4. Less than 2% of the student body will have received a suspension of duration in excess of one day. Guidance will be implemented.
5. All ESE students will be operating under current and valid IEPs and Child Find will be used to identify learning deficiencies
6. According to information regarding performance of area schools surrounding KCCS, the school exceeded the state, district, Fairway Elementary, Boulevard Heights Elementary, Driftwood Elementary of students meeting AMOS in Reading and Math.

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

Focus Area	Indicator	Standard/Criteria	Sources of Evidence
Mission-Specific Accountability	Achievement of school/mission-specific goals	The school is achieving, or making significant progress towards achieving, the school/mission-specific goals as defined in the school's contract.	As defined in the school's contract
<p>Narrative from charter school explaining how these standards have been met, or reasons and explanations if they have not. List any Appendices. Include your plan to improve and/or maintain your goals for the upcoming term of your charter.</p> <p>KCCS has met the criteria for the indicator listed above. KCCS has implemented its curriculum and focus in full alignment with the original mission as stated in the original charter application and has met or exceeded original goals. The school has participated in fall carnivals where students' art work was displayed and students performed singing and dancing activities for attendees. Each grade level must complete an academically linked art project per week that correlates to the topic of discussion, The school participates in Character education, and students have been identified by the Sun-Sentinel Kids of Character; as well as other after school activities such as dance and martial arts.</p> <p>5th grade students will participate in a graduation ceremony and show and the end of the school year as well as maintaining all indicators described above.</p>			

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

Focus Area	Indicator	Standard/Criteria	Sources of Evidence
Educational Program Implementation	Implementation of the mission	The school is implementing its mission as defined in the school's contract.	FCAT, standardized test results, internally-developed assessments, onsite evaluation, EOC
	Implementation of curriculum and instructional techniques	The school is successfully implementing curriculum and instructional techniques as defined in the school's contract.	
	Implementation of specialized instruction for students, particularly of those below grade level	The school implements demonstrably effective instructional techniques that support struggling students achieve grade level.	
	Data-driven decision-making	The school competently uses qualitative and quantitative data to inform and guide instructional planning and practice aligned with Next Generation Sunshine State Standards as well as Common Core State Standards.	
	Implementation of exceptional education programs	The school provides effective services for exceptional students as defined in the school's contract and as required by applicable law.	
	Implementation of ELL program	The school provides effective services for English Language Learner students as defined in the school's contract and as required by applicable law.	

Narrative from charter school explaining how these standards have been met, or reasons and explanations if they have not. List any Appendices. Include your Educational Program Implementation plan for the upcoming term of your charter.

KCCS has met the criteria for the indicators listed above. In addition to the arts, the school strives to insure that students' needs are being met academically. The school's vision of being a learner-centered environment for students has resulted in extensive in-house professional development for teachers provided by a Curriculum Specialist and directions from Blooms' Questioning Taxonomy and others.

In addition to continuing to teach the Arts, we will continue to monitor the progress of the students via data from assessments. This will ensure that the students are placed in the appropriate differentiated groups to enhance learning. Our small population of ESE students will continue to receive services according with their IEP and individualized instruction as necessary. Our ELL students will continue to participate in all learning activities and receive all accommodations and help required.

Statutory References: 1002.33(7)(a)(1); 1002.33(7)(a)(2); 1002.33(7)(a)(4); 1002.33(16)(a)(3); 1003.56;
State Board Rules: 6A-6.0902 - 6A-6.0909 (ELL)

FINANCIAL PERFORMANCE

Focus Area	Indicator	Standard	Sources of Evidence
Financial Management	Demonstration of professional competence and sound systems in managing the schools financial operations	The school implements an effective system of internal controls over revenues, expenses, and fixed assets, and exercises good business practices.	Annual budgets, financial reports, annual financial audits, financial corrective action plans, onsite evaluation
	Adherence to generally accepted accounting principles	The school adheres to generally accepted accounting principles	
	Financial Reporting Requirements	The school submits timely and accurate financial information adhering to its financial reporting requirements as defined in the school's contract.	
<p>Narrative from charter school explaining how these standards have been met, or reasons and explanations if they have not. List any Appendices. Include your plan to improve/maintain your financial performance for the upcoming term of your charter.</p> <p>According to King & Walker Audit Report Page <u>6/4</u> ended on fiscal year June 30, 2012, in accordance with Government audit standards, Kidz Choice Charter School is in compliance with the GAP implementations of effective systems of internal control over revenues, expenses, and fixed assets, and exercises good business practices.</p> <p>Financial Reporting is made according with the school's contract and BCPS expectations. Report submitted periodically.</p>			

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

Focus Area	Indicator	Standard	Sources of Evidence
Financial Viability	Budgeting	The school maintains balanced budgets and a positive cash flow.	Annual budgets, financial reports, annual financial audits, onsite evaluation
	Financial obligations	The school's financial obligations are in good standing.	
	Long-term financial planning	The school has a sound and sustainable long-term financial plan.	

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

Financial Viability

Budgeting: Bank Statement and Bank of America operating system shows a positive cash flow.

Financial Obligations: KCCS does not have any financial obligations with any vendor

Long Term: Financial Planning- The annual Five year budget forecast a positive relations of Revenue and Expenses and KCCS projects a surplus of \$43,465.00

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

ORGANIZATIONAL PERFORMANCE

Focus Area	Indicator	Standard	Sources of Evidence
Student Enrollment and Conduct	Student enrollment trends	The school's actual enrollment is consistent with its projections.	Student enrollment reports, onsite evaluation
	Racial/ethnic composition of the student body	The racial/ethnic composition of the school's student body is reflective of the community it serves or other public schools in the same school district that the charter school is located in.	
	Enrollment procedures	The school implements enrollment procedures as defined in the school's contract and in compliance with applicable law.	
	School environment	The school maintains a safe and secure environment.	
<p>Narrative from charter school explaining how these standards have been met, or reasons and explanations if they have not. List any Appendices. Include your plan to meet this Focus Area for the upcoming term of your charter.</p> <p>KCCS has met the criteria for the indicators listed above. KCCS has experienced growth each year since it began in 2007. The school opened its doors to 26 kindergarten and 12 first grade students and has grown to approximately 110 students in grades K-5 for the 2011-2012 school year. The school has consistently managed enrollment within the limits of the charter agreement and the fire inspection standards. The school implements enrollment per the approved application and charter. KCCS maintains a safe school environment as evidenced by the annual independent Life Safety inspection reports. KCCS maintains all required certificates, permits and licenses.</p>			Discipline reporting; onsite evaluation

All schools will commit to the Florida Educational Equity Act, Section 1000.05 (2)(a) and Florida Statutes that forbid discrimination on the basis of race, gender, marital status, ethnicity or disability.

Statutory References: 1002.33(7)(a)(7); 1002.33(7)(a)(8); 1002.33(7)(a)(11); 1002.33(9)(e); 1002.33(10); 1002.33(16)(a)(4); 1002.33(16)(a)(5); 1006.147

Focus Area	Indicator	Standard	Sources of Evidence
Facilities	Facility compliance	The school's facilities comply with applicable laws and codes.	Occupancy permits, health, safety and fire reports, onsite evaluation
	Health and safety	The school complies with applicable health and safety laws.	Fire and health inspections, fire drill reports, evacuation plans, onsite evaluation
<p>Narrative from charter school explaining how these standards have been met, or reasons and explanations if they have not. List any Appendices. Include your plan to improve/maintain your facilities for the upcoming term of your charter.</p>			
<p>KCCS has met the criteria for the indicators listed above. Kidz Choice Charter School maintains all of the required certificates, permits, district reviews and licenses.</p>			

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

Focus Area	Indicator	Standard	Sources of Evidence
Governance, Staff and Parents	Governance structure	The school implements the governance structure as defined in the school's contract.	Governing board meeting agendas and minutes, onsite evaluation
	Compliance with Sunshine Laws	The school complies with state Sunshine Laws and laws governing public records.	
	Qualifications of instructional staff	The school employs instructional staff that meet state and federal qualifications	Staffing reports, onsite evaluation
	Parental Involvement	The school is effectively involving parents in its programs as defined in the school's contract.	Onsite evaluation, parental surveys
<p>Narrative from charter school explaining how these standards have been met, or reasons and explanations if they have not. List any Appendices. Include your plan to improve/maintain this Focus Area for the upcoming term of your charter.</p>			
<p>KCCS has met the criteria for the indicators listed above., The Governing Board for KCCS has completed the required FLDOE approved governance training, Sunshine laws and Public Record laws are observed for all Governing Board meetings and interaction between Board members. All faculty members are highly qualified and certified by the State of Florida. The school is supported by the community as evidenced by the letters from parents and the community. Parents are involved in all aspects of the school including the Parent Teacher Organization (PTO)</p>			

Statutory References: 1002.33(7)(a)(14); 1002.33(7)(a)(15); 1002.33(12)(f); 1002.33(12)(g); 1002.33(16)(b); 1012.55(1); 1012.39(1)(a); 1012.39(1)(b); 1012.39(1)(c); 6A-1.0502(10); 6A-1.0502(11); 6A-1.0503(1); 6A-1.0503(2); 6A-1.0503(3); 6A-1.0503(4)

Attachments for Remedial Measures

Kidz Choice has implemented Remedial Measures 14.S.1 through 14.S.14

14.S.1	Implement Reading and Language Art Strategies and Initiatives to ensure proficiency
14.S.2	Participate in FAIR testing
14.S.3	Reading and Language Arts Strategies
14.S.4	Fifty % of all testing grade students shall make earning gains in Reading and Math
14.S.5	The School shall complete a SIP and submit
14.S.6	The School shall incorporate procedures that will ensure compliance with IEP for ESE Students
14.S.7	The school shall provide parents with adequate information necessary to complete ESE parent participation forms correctly
14.S.8	The school shall ensure that the required membership is invited and in attendance at IEP meetings
14.S.9	The School shall ensure that ESE staff completes training on how to complete the Easy IEP
14.S.10	The school shall ensure that IEP match the matrix of required services for each student in the ESE program identified as needing such services
14.S.11	The ESOL Contact Person shall attend training and contact meetings provided by the Multicultural & ESOL Program Services Department
14.S.12	An ESOL Onsite Analysis will be conducted during the 2012-2013 academic year
14.S.13	The School shall provide Risk Management Department copies of the required Certificates of Liability
14.S.14	The School shall align all discipline procedures and their student Contract with the District's guidelines and the Student Code of Conduct, as required by School Board Policy 1163 and by this Charter School Agreement

Attachments – Financial Performance

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

- A. 5 year budget (page 938)

Appendices – Educational Performance

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

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Kidz Choice Charter School 2012
Charter School Renewal (5409)

School Improvement Status

The school has been Identified for a School
Improvement Plan



Renewal Application 2012

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

600 NE THIRD AVENUE, 12TH FLOOR • FORT LAUDERDALE, FLORIDA 33601 • (771) 750-3211 • FAX 754-335-7138

CHARTER SCHOOLS SUPPORT
JOHN PERCY, DIRECTOR
jpc@percys.browardschools.com

SCHOOL BOARD

LEON ROBERTS, CHAIR
LEON@ROBERTS.SCHOOLBOARD.FL

DAVID BARNETT, MEMBER
DAVID@BARNETT.SCHOOLBOARD.FL
DANIELA L. GARCIA, MEMBER
DANIELA@GARCIA.SCHOOLBOARD.FL

JOHN PERCY, MEMBER
JOHN@PERCY.SCHOOLBOARD.FL

WALTER W. WATSON, MEMBER
WALTER@WATSON.SCHOOLBOARD.FL

November 29, 2012

Ms. Ana Montesinos, Governing Board Chair
Kidz Choice Charter
7740 NW 46th Court
Lauderhill, Florida 33351

Dear Ms. Montesinos:

The Florida Department of Education released school letter grades for the 2011-2012 school year. Due to the enrollment at Kidz Choice - 5409, your school did not receive a state designated letter grade.

Pursuant to Article 14.5.5 of your charter contract: *The SCHOOL shall complete a School Improvement Plan and will submit it to the Charter Schools Support Department by August 1, 2012.*

While the required item was received, the Sponsor has continued to provide support to your school in the refinement of your SIP. This support has been provided in the following manner:

The District has supported your efforts as follows:

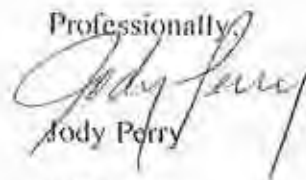
- *Charter Schools notified via email on July 27, 2012 re: SIP Requirements and SIP Webinar.*
- *SIP Procedures and Template emailed to the (4) SIP Charter Schools on October 4, 2012, including notification of the November 9, 2012 due date for the SIP Draft Submissions.*
- *Support provided to the (4) SIP Charter Schools by Charter Schools Support Department through phone/email communication continuously throughout the process.*

As per prior communications with your school's leadership, a meeting will be held on **December 11, 2012**, at the Rock Island Professional Development Center: 2301NW 26th Street, Fort Lauderdale, Florida 33311, Room 401. The Charter Schools Support Department will be contacting your school to determine a specific time for the meeting. At this meeting you will be

School Improvement and Education Accountability
November 29, 2012
Page Two

expected to share with District staff the updated items that will be incorporated in your 2012 - 2013 School Improvement Plan. District staff will continue to be available to provide assistance, as you move forward in the implementation of this plan.

If you have any questions or desire additional information related to this meeting, please contact my office at 754-321-2135.

Professionally,

Jody Perry

JP/TLC:ae
Attachments

- c: Mr. Maurice L. Woods, Chief Strategy & Operations Officer
Dr. Maria de L. Rodriguez, Coordinator, Charter Schools Support
Governing Board Members
Ms. Lily Swanson, Principal, Kidz Choice Charter
Mr. Adam Miller, Charter Schools Director, Office of Independent Education and Parental Choice

Kidz Choice Charter School 2012
Charter School Renewal (5409)
AYP/AMO Attainment



Renewal Application 2012

Reading											
Subgroup	Kidz Choice					County					
	% Proficient 2011	% Proficient 2012	AMO Target for 2012	Met Target	AMO Target for 2013	% Proficient 2011	% Proficient 2012	AMO Target for 2012	Met Target	AMO Target for 2013	
All Students	82	67	84	No	85	58	58	62	N	65	
Black	N/A	62	N/A	N/A	N/A	42	43	47	N	52	
Hispanic	79	67	81	No	83	61	62	64	N	68	
FRL	83	64	81	No	86	46	47	51	N	55	

Math											
Subgroup	Kidz Choice					County					
	% Proficient 2011	% Proficient 2012	AMO Target for 2012	Met Target	AMO Target for 2013	% Proficient 2011	% Proficient 2012	AMO Target for 2012	Met Target	AMO Target for 2013	

October 1, 2012

All Students	61	65	64	Yes	68	60	62	63	N	67
Black	N/A	77	N/A	N/A	N/A	45	47	50	N	54
Hispanic	58	58	62	No	65	64	65	67	N	70
FRL	58	61	62	No	65	49	51	53	N	58

During the year of 2010-2011, there was a lack of instructional rigor in the classroom in terms of alignment of the instruction, the standards, and the curriculum.

Poor alignment with the assessments in the classroom in opposition to the state assessments, due to a lack of rigor in the adopted reading basal.

Lack of learning instruction methods through the use of technology, which is not meeting the needs of the 'On-Demand' and technology-based generation.

These elements combined to result in a lower performance of student achievement during that year, however with implementation provided through the outsourced

learning plan the school was able to achieve an 'A' ranking 2011-2012, and the same strategy will continue through this academic school year of the SIP plan,

2012-2013.

14,519

To:
 Subject: KidzChoice Comparative Chart

Below is the chart comparing the FCAT Scores for KidzChoice over the past two years. It should be noted that last year (School Year 2010-2011) they did not have a 5th grade class, so there will be no comparison for that grade level.

First let me state that according to the Florida Department of Education, the total points the school has earned was 579 points. To be an 'A' school you need a minimum of 525 points. Therefore Kidzchoice is an 'A' school, unofficially as they do not have the population to get an official score.

And now the data:

	2011	2012
Writing Proficiency	Proficiency was a '4' 77% (10)	Proficiency was a '3' 93% (8)
Reading	2011	2012
Grade 3		
Proficient	38% (6)	31% (5)
Above Proficient	56% (9)	31% (5)
Grade 4	2011	2012
Proficient	62% (8)	7% (1)
Above Proficient	38% (5)	43% (6)
Grade 5	2011	2012
Proficient	N/A	40% (6)
Above Proficient	N/A	40% (6)
Math	2011	2012
Grade 3		
Proficient	44% (7)	50% (8)
Above Proficient	50% (8)	19% (3)
Grade 4	2011	2012
Proficient	69% (9)	29% (4)
Above Proficient	8% (1)	43% (6)
Grade 5	2011	2012
Proficient	N/A	33% (5)
Above Proficient	N/A	20% (3)
Science	2011	2012
Grade 5		

Kidz Choice Charter School 2012 Charter School Renewal Sub-groups Attainment of AYP

This school has achieved its AYP targets in identified student sub-groups



Renewal Application 2012

DEMOGRAPHIC FCAT Results
 READING 2010 – 2012
 SUB-Groups

	3 RD Grade	4 TH Grade	5 TH Grade
NAME	2010	2011	11 - 2012
[REDACTED] (H)	3	3	2
[REDACTED] (H)	4	3	3
[REDACTED] (H)	-	-	3
[REDACTED] (H)	5	4	5
[REDACTED] (H)	5	4	3
[REDACTED] (W)	4	4	4
[REDACTED] (B)	4	n/a	3
[REDACTED] (H)	4	3	3
[REDACTED] (H)	4	3	2
[REDACTED] (H)		3	4
[REDACTED] (H)	3	3	3
[REDACTED] (H)	5	4	4
[REDACTED] (H)	4	4	4
[REDACTED] (W)	4	4	-
[REDACTED] (B)	4	3	2

2010 2 (22%) out of 9 Hispanic students scored 3
 2010 4 (44%) out of 9 Hispanic students scored 4
 2010 3 (33%) out of 9 Hispanic students scored 5

2010 2 (100%) out of 2 Black American students scored 4

2011 5 (55%) out of 9 Hispanic students score 3
 2011 4 (44%) out of 9 Hispanic students scored 4

2011 1 (100%) out of 1 Black American students scored 3

2012 2 (20%) out of 10 Hispanic students scored 2
 2012 5 (50%) out of 10 Hispanic students scored 3
 2012 2 (20%) out of 10 Hispanic students scored 4
 2012 1 (10%) out of 10 Hispanic students scored 5

2012 1 (50%) out of 2 Black American students scored 2
 2012 1 (50%) out of 2 Black American students scored 3

DEMOGRAPHIC FCAT Results
SUB-Groups
MATHEMATICS

	3 RD	4 TH	5 TH
NAME	2010	2011	2012
[REDACTED] (H)	3	3	1
[REDACTED] (H)	4	4	2
[REDACTED] (H)	5	3	
[REDACTED] (H)			2
[REDACTED] (H)	5	3	3
[REDACTED] (W)	4	2	3
[REDACTED] (B)	n/a	n/a	2
[REDACTED] (B)			4
[REDACTED] (H)	4	2	2
[REDACTED] (H)	4	2	1
[REDACTED] (M)			3
[REDACTED] (H)	5	3	3
[REDACTED] (H)	5	3	3
[REDACTED] (H)	4	3	4
[REDACTED] (W)	5	4	
[REDACTED] (B)	4	3	2

2010 11% out of 9 Hispanic students scored 3
 2010 44% out of 9 Hispanic students scored 4
 2010 45% out of 9 Hispanic students scored 5

2010 100% out of 1 Black American students scored 4

2011 66% out of 9 Hispanic students scored 3
 2011 11% out of 9 Hispanic students scored 4
 2011 22% out of 9 Hispanic students scored 2

2011 100% out of 1 Black American students scored 3

2012 30% out of 10 Hispanic students scored 3
 2012 10% out of 10 Hispanic students scored 4
 2012 30% out of 10 Hispanic students scored 2
 2012 10% out of 10 Hispanic students scored 4
 2012 20% out of 10 Hispanic students scored 1

2012 33.3% out of 3 Black American students scored 4
 2012 66.6% out of 3 Black American students scored 2

2012 100% out of 1 Multiracial student scored 3

traditional state and district assessment program is not an appropriate measure of performance like the Florida Alternate Assessment (FAA). Alternate assessments for students with disabilities include writing/communication, reading, science, and math.

FCAT Next Generation Sunshine State Standards Tests

The FCAT Next Generation Sunshine State Standards (SSS) tests measure student performance on selected benchmarks. Students who take an alternate assessment and score "proficient" have their results counted with those of other students.

Note: Assessment results on the following tables reflect FCAT SSS data combined with alternate assessment data. Results show proficiency attainment for students who were in attendance during both semesters of the school year.

Writing Assessment

For this assessment, students are given 45 minutes to read their assigned topic, plan what to write, and then write their responses. Scores range from 1.0 (lowest) to 6.0 (highest). Florida alternate assessment scores (FAA) have been merged with the FCAT 2.0 scores for reporting purposes.

**Writing Assessment Results
(FCAT 2.0 and FAA)**

Percent of Students Scoring Satisfactory and Above

	School %		District %		State %	
	2011-12	2010-11	2011-12	2010-11	2011-12	2010-11
	ALL STUDENTS	100	100	85	97	82
WHITE	N	N	90	98	85	97
BLACK OR AFRICAN AMERICAN	N	N	79	95	75	94
HISPANIC / LATINO	N	N	87	97	81	95
ASIAN	N	N	93	98	90	97
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N	N	N	N	N	N
AMERICAN INDIAN OR ALASKA NATIVE	N	N	91	97	80	97
TWO OR MORE RACES*	N	N	88	98	84	87
DISABLED	N	N	62	88	56	85
ECONOMICALLY DISADVANTAGED	100	N	81	96	77	95
ELL	N	N	71	90	68	88
MIGRANT*	N	N	71	N	71	92
FEMALE*	N	N	90	98	88	98
MALE*	N	N	80	96	76	95

* Indicates subgroups not included as separate sub-populations in reporting annual measurable objectives (AMOs) for ESEA compliance. Note: An 'N' indicates that no test results were reported.

Reading, Mathematics, and Science Assessments

On the FCAT reading, mathematics, and science tests, students can attain one of five possible achievement levels, ranging from Level 1 (lowest) to Level 5 (highest).

Student Achievement Level Descriptions

- Level 5: Students at this level demonstrate mastery of the most challenging content of the Next Generation Sunshine State Standards.
- Level 4: Students at this level demonstrate an above satisfactory level of success with the challenging content of the Next Generation Sunshine State Standards.
- Level 3: Students at this level demonstrate a satisfactory level of success with the challenging content of the Next Generation Sunshine State Standards.
- Level 2: Students at this level demonstrate a below satisfactory level of success with the challenging content of the Next Generation Sunshine State Standards.
- Level 1: Students at this level demonstrate an inadequate level of success with the challenging content of the Next Generation Sunshine State Standards.

Results of Florida alternate assessment scores (FAA) have been merged with the FCAT 2.0 scores for reporting purposes.

Reading Assessment Results (FCAT2.0 and FAA)

Percent of Students Scoring Satisfactory and Above

	School %			District %			State %		
	2011-12	Annual	% Not	2011-12	Annual	% Not	2011-12	Annual	% Not
	Results	Objective	Tested	Results	Objective	Tested	Results	Objective	Tested

4

ALL STUDENTS	67	84	0	58	62	1	57	61	2
WHITE	N	N	N	73	75	1	69	72	2
BLACK OR AFRICAN AMERICAN	62	N	0	43	47	1	38	42	2
HISPANIC / LATINO	67	81	0	62	64	1	53	57	2
ASIAN	N	N	N	77	79	0	76	77	1
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*	N	N	N	N	N	N	N	N	N
AMERICAN INDIAN OR ALASKA NATIVE	N	N	N	59	62	1	55	59	2
TWO OR MORE RACES*	N	N	N	69	N	1	64	N	2
DISABLED	N	N	N	33	39	2	29	35	3
ECONOMICALLY DISADVANTAGED	64	84	0	47	51	1	46	50	2
ELL	N	N	N	36	40	1	33	38	2
MIGRANT*	N	N	N	21	N	0	32	N	2
FEMALE*	69	N	0	61	N	1	60	N	2
MALE*	67	N	0	55	N	1	55	N	2

* Indicates subgroups not included as separate sub-populations in reporting annual measurable objectives (AMOs) for ESEA compliance. Note: An 'N' indicates that no test results were reported.

Mathematics Assessment Results (FCAT 2.0 and FAA)

Percent of Students Scoring Satisfactory and Above

	School %			District %			State %		
	2011-12 Results	Annual Objective	% Not Tested	2011-12 Results	Annual Objective	% Not Tested	2011-12 Results	Annual Objective	% Not Tested
ALL STUDENTS	65	64	0	62	63	1	58	59	2
WHITE	N	N	N	76	77	1	68	68	2
BLACK OR AFRICAN AMERICAN	77	N	0	47	50	1	40	42	2
HISPANIC / LATINO	58	82	0	65	67	1	55	56	1
ASIAN	N	N	N	85	84	0	82	82	1
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*	N	N	N	N	N	N	N	N	N
AMERICAN INDIAN OR ALASKA NATIVE	N	N	N	61	65	0	58	58	2
TWO OR MORE RACES*	N	N	N	68	N	0	62	N	2
DISABLED	N	N	N	37	42	2	32	37	3
ECONOMICALLY DISADVANTAGED	61	62	0	51	53	1	48	50	2
ELL	N	N	N	46	50	1	41	43	1
MIGRANT*	N	N	N	30	N	0	41	N	2
FEMALE*	69	N	0	63	N	1	58	N	2
MALE*	63	N	0	60	N	1	58	N	2

* Indicates subgroups not included as separate sub-populations in reporting annual measurable objectives (AMOs) for ESEA compliance. Note: An 'N' indicates that no test results were reported.

Science Assessment Results (FCAT 2.0 and FAA)

Percent of Students Scoring Satisfactory and Above

	School %			District %			State %		
	2011-12 Results	Annual Objective	% Not Tested	2011-12 Results	Annual Objective	% Not Tested	2011-12 Results	Annual Objective	% Not Tested
ALL STUDENTS	53	N	0	49	N	1	50	N	1
WHITE	N	N	N	65	N	1	62	N	2

10

BLACK OR AFRICAN AMERICAN	N	N	N	32	N	1	29	N	2
HISPANIC / LATINO	40	N	0	52	N	1	45	N	1
ASIAN	N	N	N	70	N	0	71	N	1
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*	N	N	N	N	N	N	N	N	N
AMERICAN INDIAN OR ALASKA NATIVE	N	N	N	56	N	1	48	N	2
TWO OR MORE RACES*	N	N	N	58	N	1	55	N	2
DISABLED	N	N	N	30	N	2	29	N	3
ECONOMICALLY DISADVANTAGED	42	N	0	36	N	1	38	N	2
ELL	N	N	N	25	N	1	23	N	2
MIGRANT*	N	N	N	15	N	0	25	N	2
FEMALE*	N	N	N	47	N	1	47	N	1
MALE*	N	N	N	51	N	1	52	N	2

* Indicates subgroups not included as separate sub-populations in reporting annual measurable objectives (AMOs) for ESEA compliance. Note: An 'N' indicates that no test results were reported.

At this time, a state objective is not specified for science achievement.

Assessment Results by Grade: Percent Scoring Satisfactory or Above (FCAT 2.0 and FAA)

School	Reading		Math	
	2011-12	2010-11	2011-12	2010-11
Grade 3	67	93	67	93
Grade 4	54	100	77	77
Grade 5	80		53	
Grade 6				
Grade 7				
Grade 8				
Grade 9				
Grade 10				

District	Reading		Math	
	2011-12	2010-11	2011-12	2010-11
Grade 3	57	72	60	80
Grade 4	63	73	64	78
Grade 5	62	71	62	69
Grade 6	59	70	57	64
Grade 7	61	71	61	67
Grade 8	59	59	65	73
Grade 9	53	50	68	64
Grade 10	51	39	27	72

State Totals	Reading		Math	
	2011-12	2010-11	2011-12	2010-11
Grade 3	57	73	59	78
Grade 4	63	72	61	73
Grade 5	62	70	58	64
Grade 6	58	68	54	58
Grade 7	59	69	67	63
Grade 8	56	56	59	69
Grade 9	53	49	63	70
Grade 10	51	40	34	71

Percentage of Students Scoring at Each FCAT Achievement Level, 2011-12

11

Kidz Choice Charter (5409) FCAT Achievement

Students at the school demonstrate proficiency or progress towards meeting proficiency, in subjects tested (mathematics, reading, writing, and science)



Renewal Application 2012



Mathematics
School Report of Students
Spring 2012
Grade 3

School: KIDZ CHOICE CHARTER SCHOOL
 School ID: 5408
 District: BROWARD
 District ID: 06

Student Name	Student ID	Developmental Scale Score (140 - 260)	Achievement Level					Points Earned by Content Area		
			Level 1 (140 - 182)	Level 2 (183 - 197)	Level 3 (198 - 213)	Level 4 (214 - 228)	Level 5 (229 - 260)	Number Operations, Problems, and Statistics	Number Fractions	Geometry and Measurement
			Points Possible	21	10	13				
[REDACTED]	[REDACTED]	196			3			12	9	9
[REDACTED]	[REDACTED]	192		2				15	3	8
[REDACTED]	[REDACTED]	207			3			15	9	11
[REDACTED]	[REDACTED]	196		2				12	8	10
[REDACTED]	[REDACTED]	208			3			19	7	10
[REDACTED]	[REDACTED]	199			3			14	7	9
[REDACTED]	[REDACTED]	224				4		19	10	11
[REDACTED]	[REDACTED]	214				4		18	8	11
[REDACTED]	[REDACTED]	203			3			15	7	10
[REDACTED]	[REDACTED]	206			3			19	6	9
[REDACTED]	[REDACTED]	204			3			16	7	9
[REDACTED]	[REDACTED]	198			3			16	8	7
[REDACTED]	[REDACTED]	182		1				9	4	8
[REDACTED]	[REDACTED]	194		2				12	6	10
[REDACTED]	[REDACTED]	193		2				12	8	7
[REDACTED]	[REDACTED]	280					5	21	10	13

• Content area results are not intended for comparison across administrations.

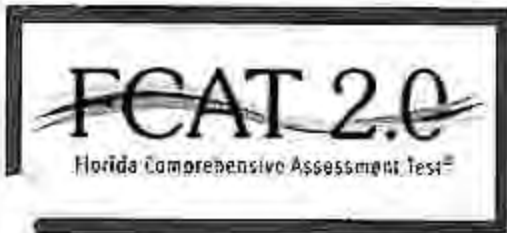
• NR - Not Reported for one of these reasons:

- NR2 = Did Not Meet Attemptedness Criteria
- NR3 = Marked Did Not Score

- NR5 = DS-Grade Tester
- NR6 = Duplicate Record

- NR7 = FDOE Hold
- NR8 = FDOE Invalidated

• NT - (N) Tested



**Reading
School Report of Students
Spring 2012
Grade 3**

School **KIDZ CHOICE CHARTER SCHOOL**
 School ID **5499**
 District **BROWARD**
 District ID **06**

Student Name	Student ID	Developmental Scale Score (140 - 265)	Achievement Level					Points Earned by Content Area				
			Level 1 (140 - 181)	Level 2 (182 - 197)	Level 3 (198 - 206)	Level 4 (210 - 226)	Level 5 (227 - 265)	Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process	
								Points Possible	7	20	10	8
[REDACTED]	[REDACTED]	211				4		5	16	9	8	
[REDACTED]	[REDACTED]	186		2				4	10	6	5	
[REDACTED]	[REDACTED]	211				4		7	16	8	8	
[REDACTED]	[REDACTED]	192		2				4	12	7	4	
[REDACTED]	[REDACTED]	206				3		6	14	6	8	
[REDACTED]	[REDACTED]	203				3		6	14	7	6	
[REDACTED]	[REDACTED]	213					4	6	15	10	7	
[REDACTED]	[REDACTED]	214					4	6	16	10	7	
[REDACTED]	[REDACTED]	201				3		7	12	7	7	
[REDACTED]	[REDACTED]	203				3		5	16	8	6	
[REDACTED]	[REDACTED]	185		2				5	7	6	4	
[REDACTED]	[REDACTED]	191		2				7	10	6	5	
[REDACTED]	[REDACTED]	197		2				7	12	7	7	
[REDACTED]	[REDACTED]	191		2				4	12	8	4	
[REDACTED]	[REDACTED]	206				3		6	15	7	7	
[REDACTED]	[REDACTED]	215					4	6	18	10	5	

* Content area results are not intended for comparison across administrations.

* NR - Not Reported for one of these reasons:

NR2 = Did Not Meet Attemptedness Criteria
 NR3 = Marked Do Not Score

NR5 = Off-Grade Tester
 NR6 = Duplicate Record

NR7 = FDOE Hold
 NR8 = FDOE Incomplete

* NT - Not Tested

14



Writing
School Report of Students
Spring 2012
Grade 4 Narrative

School: KIDZ CHOICE CHARTER SCHOOL
 School ID: 5409
 District: BROWARD
 District ID: 06

Narrative Writing

The Grade 4 narrative prompt directed the student to suppose someone had a chance to ride a camel and to write a story about what happens on this camel ride.

Student Name	Student ID	Prompt Score	Student Name	Student ID	Prompt Score
		Points Possible: 6.0			Points Possible: 6.0
[REDACTED]	[REDACTED]	4.0			
[REDACTED]	[REDACTED]	2.5			
[REDACTED]	[REDACTED]	3.0			
[REDACTED]	[REDACTED]	1.0			
[REDACTED]	[REDACTED]	1.5			
[REDACTED]	[REDACTED]	3.0			
[REDACTED]	[REDACTED]	3.0			
[REDACTED]	[REDACTED]	3.0			
[REDACTED]	[REDACTED]	3.0			
[REDACTED]	[REDACTED]	4.0			
[REDACTED]	[REDACTED]	3.0			

NR - Not Reported for one of these reasons:
 NRQ = Marked Do Not Score
 NRD = Off-Grade Test

NRD = Duplicate Record
 NRZ = FDQE Field
 NRQ = FDQE Invalid

IR - Inaccurate for one of these reasons:
 IA = Blank Response
 IB = Off-Topic
 IC = Illegible, uncomprehensible, or inaudible
 ID = Foreign Language

15



**Reading
School Report of Students
Spring 2012
Grade 4**

School **KIDZ CHOICE CHARTER SCHOOL**
 School ID **5409**
 District **BROWARD**
 District ID **06**

Student Name	Student ID	Developmental Scale Score (154 - 269)	Achievement Level					Points Earned by Content Area				Results for Students Matched to Previous Year						
			Level 1 (164 - 191)	Level 2 (192 - 207)	Level 3 (208 - 230)	Level 4 (231 - 237)	Level 5 (238 - 269)	Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process	Points Possible	8	16	13	8	Achievement Level 2011	Developmental Scale Score 2011
14 students																		
[REDACTED]	[REDACTED]	200		2						5	9	4	7	3	201	-1		
[REDACTED]	[REDACTED]	203		2						7	6	8	6	NM				
[REDACTED]	[REDACTED]	206		2						7	12	7	4	3	201	5		
[REDACTED]	[REDACTED]	177	1							5	5	0	2	1	180	-3		
[REDACTED]	[REDACTED]	224				4				8	15	9	6	5	233	-9		
[REDACTED]	[REDACTED]	202		2						8	10	7	4	3	204	-2		
[REDACTED]	[REDACTED]	229				4				7	14	11	8	4	218	17		
[REDACTED]	[REDACTED]	211			3					6	13	7	6	2	196	15		
[REDACTED]	[REDACTED]	224				4				8	13	11	6	4	215	9		
[REDACTED]	[REDACTED]	225				4				7	14	11	7	4	225	0		
[REDACTED]	[REDACTED]	222				4				7	14	10	7	4	219	3		
[REDACTED]	[REDACTED]	192		2						4	10	3	4	3	205	-13		
[REDACTED]	[REDACTED]	205		2						6	11	7	4	3	207	-2		
[REDACTED]	[REDACTED]	226				4				8	14	11	6	4	222	4		

Level 1-2
7/14
50%

Level 3
1/14
7%

Level 4-5
6/14
43%

• Content area results are not intended for comparison across administrations.
 • NR - Not Reported for one of these reasons:
 NR2 = Did Not Meet Attemptedness Criteria
 NR3 = Marked Do Not Score

NR5 = On-Grade Tester
 NR6 = Duplicate Record

NR7 = FDOE Hold
 NR8 = FDOE Invalidated

• NT - Not Tested
 • NM - No Match to Previous Year

16



Mathematics
School Report of Students
Spring 2012
Grade 4

School **KIDZ CHOICE CHARTER SCHOOL**
 School ID **5409**
 District **BROWARD**
 District ID **06**

14 students

Student Name	Student ID	Developmental Scale Score (155 - 271)	Achievement Level				Points Earned by Content Area			Results for Students Matched to Previous Year		
			Level 1 (155 - 196)	Level 2 (197 - 208)	Level 3 (210 - 223)	Level 4 (224 - 239)	Level 5 (240 - 271)	Number Operations and Problems	Number Base Ten and Fractions	Geometry and Measurement	Achievement Level 2011	Developmental Scale Score 2011
						Points Possible	18	10	12			
[REDACTED]	[REDACTED]	222			3		14	10	9	3	200	22
[REDACTED]	[REDACTED]	209		2			11	10	8	NM		
[REDACTED]	[REDACTED]	212			3		11	10	7	3	200	12
[REDACTED]	[REDACTED]	209		2			13	8	7	3	199	10
[REDACTED]	[REDACTED]	220			3		15	9	9	4	218	2
[REDACTED]	[REDACTED]	194	1				7	5	6	2	189	5
[REDACTED]	[REDACTED]	225				4	14	10	10	3	200	2
[REDACTED]	[REDACTED]	205		2			13	6	7	2	183	2
[REDACTED]	[REDACTED]	225				4	16	10	8	4	216	9
[REDACTED]	[REDACTED]	219				3	15	9	8	4	218	1
[REDACTED]	[REDACTED]	226				4	16	10	9	3	208	17
[REDACTED]	[REDACTED]	224				4	15	10	9	3	207	17
[REDACTED]	[REDACTED]	226				4	15	10	9	3	206	20
[REDACTED]	[REDACTED]	224				4	15	10	9	3	199	25

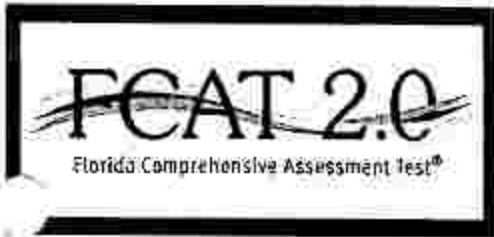
Level 1-2 %
 4/14
 29%

Level 3 %
 4/14
 29%

Level 4-5 %
 6/14
 43%

- Content area results are not intended for comparison across administrations.
- NR - Not Reported for one of these reasons:
 NR2 = Did Not Meet Attemptedness Criteria
 NR3 = Marked Do Not Score
 NR5 = Off-Grade Tester
 NR6 = Duplicate Record
 NR7 = FDCE Hold
 NR8 = FDCE Invalidated
- NT - Not Tested
- NM - No Match to Previous Year

17



Reading
School Report of Students
Spring 2012
Grade 5

School **KIDZ CHOICE CHARTER SCHOOL**
 School ID **5409**
 District **BROWARD**
 District ID **06**

13 students

Student Name	Student ID	Developmental Scale Score (101 - 277)	Achievement Level					Points Earned by Content Area				Results for Students Matched to Previous Year			
			Level 1 (161 - 199)	Level 2 (200 - 215)	Level 3 (216 - 229)	Level 4 (230 - 245)	Level 5 (246 - 277)	Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process	Achievement Level 2011	Developmental Scale Score 2011	DSS Change from 2011 to 2012	
								Points Possible	9	14	8	14			
[REDACTED]	581973038X	213	2						4	10	7	8	2	206	8
[REDACTED]	0605099342	223	3						7	10	7	9	3	210	13
[REDACTED]	0601021911	225	3						6	10	7	11	2	198	27
[REDACTED]	0608135026	260	5						8	14	7	14	4	230	30
[REDACTED]	0607064978	222	3						6	10	8	9	4	221	1
[REDACTED]	766035514X	235	4						7	12	8	11	4	228	7
[REDACTED]	0608067545	226	3						7	10	7	11	NM		
[REDACTED]	0608106486	261	5						9	14	8	12	4	232	29
[REDACTED]	0608115636	220	3						7	10	7	8	2	202	16
[REDACTED]	590894587X	208	2						6	8	7	4	3	209	1
[REDACTED]	0609026563	230	4						8	9	7	12	2	205	25
[REDACTED]	0608106489	217	3						6	9	7	8	3	213	4
[REDACTED]	0605124534	239	4						9	12	5	13	4	234	5
[REDACTED]	0607052463	237	4						8	10	8	14	4	236	1
[REDACTED]	0608052862	213	2						6	10	6	6	3	216	-3

Level 1 - 2
 3/13
 20%

Level 3
 6/13
 40%

Level 4 - 5
 6/13
 40%

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 NR8 = FDOE Invalidated

• NT - Not Tested
 • NM - No Match to Previous Year

18



Science
School Report of Students
Spring 2012
Grade 5

School KIDZ CHOICE CHARTER SCHOOL
School ID 5409
District BROWARD
District ID 06

15 students

Student Name	Student ID	FCAT Equivalent Scale Score (100 - 500)	Achievement Level					Points Earned by Content Area			
			Level 1 (100 - 272)	Level 2 (273 - 322)	Level 3 (323 - 376)	Level 4 (377 - 416)	Level 5 (417 - 500)	Nature of Science 10	Earth and Space Science 16	Physical Science 16	Life Science 14
[REDACTED]	[REDACTED]	268		2				7	9	9	8
[REDACTED]	[REDACTED]	297		2				6	10	9	9
[REDACTED]	[REDACTED]	271	1					2	12	10	6
[REDACTED]	[REDACTED]	398				4		10	13	14	13
[REDACTED]	[REDACTED]	299		2				8	9	9	8
[REDACTED]	[REDACTED]	339			3			8	14	10	11
[REDACTED]	[REDACTED]	360			3			9	13	11	13
[REDACTED]	[REDACTED]	492					5	10	16	15	14
[REDACTED]	[REDACTED]	276		2				4	9	8	10
[REDACTED]	[REDACTED]	271	1					2	8	8	7
[REDACTED]	[REDACTED]	406				4		10	12	15	14
[REDACTED]	[REDACTED]	385				4		8	16	13	13
[REDACTED]	[REDACTED]	354			3			9	11	11	13
[REDACTED]	[REDACTED]	367			3			9	13	13	12
[REDACTED]	[REDACTED]	311		2				7	9	10	11

Level 1-2

7/15
47%

level 3

4/15
27%

Level 4-5

4/15
27%

Content area results are not intended for comparison across administrations.

NR - Not Reported for one of these reasons:

NR2 = Did Not Meet Attemptedness Criteria
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NR5 = Off-Grade Tester
NR6 = Duplicate Report

NR7 = FDOE Hold
NR8 = FDOE Invalidated

NT - Not Tested

FCAT 2.0 scores were adjusted so that student performance can be expressed on the FCAT Equivalent scale.

19



Mathematics
School Report of Students
Spring 2012
Grade 5

School **KIDZ CHOICE CHARTER SCHOOL**
 School ID **5409**
 District **BROWARD**
 District ID **06**

15 students

Student Name	Student ID	Developmental Scale Score (163 - 279)	Achievement Level					Points Earned by Content Area			Results for Students Matched to Previous Year			
			Level 1 (163 - 204)	Level 2 (205 - 219)	Level 3 (220 - 235)	Level 4 (236 - 246)	Level 5 (247 - 279)	Number: Base Ten and Fractions	Expressions, Equations, and Statistics	Geometry and Measurement	Achievement Level 2011	Developmental Scale Score 2011	DSS Change from 2011 to 2012	
								Points Possible	22	10	14			
[REDACTED]	591973039X	197	1					7	4	5	3	218	-21	
[REDACTED]	0605099342	216		2				9	7	6	2	202	14	
[REDACTED]	0601021911	215		2				13	5	7	1	189	26	
[REDACTED]	0606135026	251					5	20	9	13	3	219	32	
[REDACTED]	0607004978	229			3			17	8	7	3	210	19	
[REDACTED]	766035514X	221			3			12	6	6	1	195	26	
[REDACTED]	0608067545	218		2				12	6	6	NM			
[REDACTED]	0606106486	240				4		19	9	9	3	214	26	
[REDACTED]	0808115636	215		2				10	5	7	1	192	23	
[REDACTED]	590894587X	199	1					8	3	3	1	194	5	
[REDACTED]	0609026563	228			3			15	8	7	2	208	20	
[REDACTED]	0808106469	221			3			14	5	8	3	217	4	
[REDACTED]	0605124534	232			3			16	10	7	2	208	24	
[REDACTED]	0607002453	245				4		22	8	9	3	212	33	
[REDACTED]	0608052862	219		2				12	6	8	2	206	13	

*Level 1-2
7/15
47%*

*Level 3
5/15
33%*

*Level 4-5
3/15
20%*

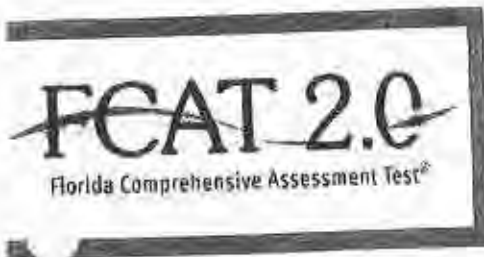
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20



Mathematics
District Report of Schools
Spring 2012
Grade 3

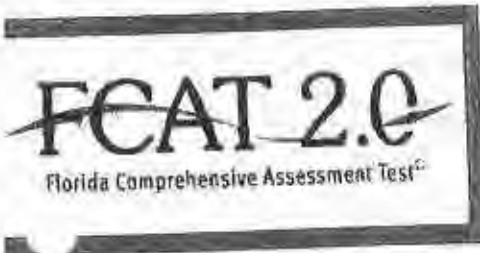
District **BROWARD**
 District ID **08**

	Number of Students	Mean Developmental Scale Score (140 - 260)	Percent in Each Achievement Level						Mean Points Earned by Content Area			
			Level 1 (140 - 182)	Level 2 (183 - 197)	Level 3 (198 - 213)	Level 4 (214 - 228)	Level 5 (229 - 260)	Levels 3 - 5	Number: Operations, Problems, and Statistics	Number: Fractions	Geometry and Measurement	
									Points Possible	21	10	13
5315 - BROWARD COMMUNITY CHARTER SCHOOL	19	206	11	21	37	16	16	68		16	7	10
5323 - HOLLYWOOD ACADEMY OF ARTS & SCIENCE	76	211	9	16	37	24	14	75		17	7	10
5355 - EAGLES NEST ELEMENTARY CHARTER SCHO	22	196	18	41	27	14	0	41		13	6	8
5361 - FLORIDA INTERCULTURAL ACADEMY	48	199	17	23	42	15	4	60		15	6	9
5375 - PARAGON ELEMENTARY CHARTER SCHOOL	27	201	11	19	48	19	4	70		15	7	9
5389 - RISE ACADEMY II	36	182	49	37	11	3	0	14		11	4	6
5391 - SOMERSET ACADEMY EAST PREPARATORY	41	190	22	27	27	12	12	51		14	6	10
- BEN GAMLA CHARTER SCHOOL SOUTH BROW	34	202	15	32	29	9	15	53		15	7	9
5393 - EXCELSIOR CHARTER OF BROWARD	27	218	7	22	15	15	41	70		17	7	11
5397 - CHARTER SCHOOLS OF EXCELLENCE RIVER	20	186	45	30	20	5	0	25		11	4	8
5400 - SUNSHINE ELEMENTARY CHARTER SCHOOL	23	192	17	43	30	9	0	39		13	5	8
5403 - BROWARD COMMUNITY CHARTER WEST	58	187	40	31	26	3	0	29		11	5	8
5405 - SOMERSET ACADEMY ELEMENTARY MIRAMAR	140	211	6	16	34	29	15	78		17	7	11
5409 - KIDZ CHOICE CHARTER SCHOOL	16	205	6	25	50	13	6	69		15	7	10
5410 - BEN GAMLA CHARTER SCHOOL	66	215	5	15	32	26	23	80		17	8	11
5415 - IMAGINE CHARTER SCHOOL OF BROWARD	104	208	7	25	31	22	15	68		16	7	10
5418 - HENRY MCNEAL TURNER LEARNING ACADEM	16	188	25	31	25	6	13	44		14	5	8
5420 - RISE ACADEMY SCHOOL OF SCIENCE AND	13	201	15	31	23	23	8	54		15	6	8
5422 - FLORIDA INTERCULTURAL ACADEMY K-8 W	43	200	14	21	49	12	5	85		15	7	9
7001 - BROWARD VIRTUAL INSTRUCTION PROGRAM	14	196	29	29	29	7	7	43		14	5	9

- To provide meaningful results and to protect the privacy of individual students, data are printed only when the total number of students in a group is at least 10 and when the performance of individuals is not disclosed. A dash (—) appears when data are suppressed.
- Percentages are rounded to the nearest whole number.

- Achievement Levels 3-5 are grouped together for comparison, since the percentage of students scoring at or above satisfactory is necessary for accountability reporting.
- Content area results are not intended for comparison across administrations.

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**Reading
District Report of Schools
Spring 2012
Grade 3**

District **BROWARD**
District ID **08**

	Number of Students	Mean Developmental Scale Score (140 - 260)	Percent in Each Achievement Level							Mean Points Earned by Content Area			
			Level 1 (140 - 181)	Level 2 (182 - 197)	Level 3 (198 - 209)	Level 4 (210 - 226)	Level 5 (227 - 260)	Levels 3 - 5	Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process	
									Points Possible	7	20	10	8
5315 - BROWARD COMMUNITY CHARTER SCHOOL	19	199	16	32	32	11	11	53		5	12	6	6
5325 - HOLLYWOOD ACADEMY OF ARTS & SCIENCE	78	206	9	26	24	24	17	64		6	14	8	6
5355 - EAGLES NEST ELEMENTARY CHARTER SCHO	22	194	18	41	27	5	9	41		5	12	7	5
5361 - FLORIDA INTERCULTURAL ACADEMY	48	202	8	27	35	23	6	65		5	13	8	6
5375 - PARAGON ELEMENTARY CHARTER SCHOOL	27	193	26	22	22	30	0	52		5	11	7	5
5399 - RISE ACADEMY II	35	184	43	40	9	9	0	17		4	8	8	4
5391 - SOMERSET ACADEMY EAST PREPARATORY	41	198	27	22	15	29	7	51		5	12	7	6
- BEN GAMLA CHARTER SCHOOL SOUTH BROW	34	206	15	21	26	21	18	65		6	13	8	6
5393 - EXCELSIOR CHARTER OF BROWARD	27	211	7	22	19	33	19	70		6	14	8	6
5397 - CHARTER SCHOOLS OF EXCELLENCE RIVER	20	187	30	40	15	15	0	30		4	10	7	5
5400 - SUNSHINE ELEMENTARY CHARTER SCHOOL	23	190	30	57	4	9	0	13		5	10	7	5
5403 - BROWARD COMMUNITY CHARTER WEST	58	193	22	34	24	17	2	43		5	12	7	5
5405 - SOMERSET ACADEMY ELEMENTARY MIRAMAR	140	207	7	21	29	29	13	71		6	14	8	6
5409 - KIDZ CHOICE CHARTER SCHOOL	18	202	0	38	31	31	0	63		6	13	8	6
5410 - BEN GAMLA CHARTER SCHOOL	66	207	6	18	33	32	11	76		6	14	8	7
5415 - IMAGINE CHARTER SCHOOL OF BROWARD	105	213	1	20	25	35	19	79		6	15	9	7
5416 - HENRY MCNEAL TURNER LEARNING ACADEM	16	198	13	44	25	13	8	44		5	12	7	5
5420 - RISE ACADEMY SCHOOL OF SCIENCE AND	13	203	15	23	23	23	15	62		6	13	8	6
5422 - FLORIDA INTERCULTURAL ACADEMY K-6 W	43	202	9	33	30	21	7	58		6	13	7	6
7001 - BROWARD VIRTUAL INSTRUCTION PROGRAM	14	206	7	21	36	29	7	71		6	15	8	6

22

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 * Content area results are not intended for comparison across administrations.



Writing
District Report of Schools
Spring 2012
Grade 4 Narrative

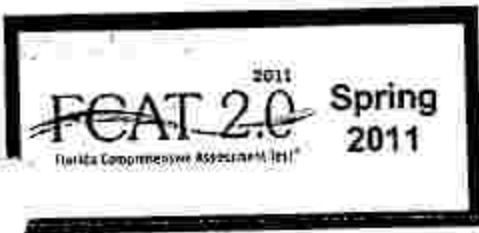
District **BROWARD**
 District ID **08**

Number of Students	Mean Prompt Score	Unretrievable	Percent and Number of Students Earning Each Score Point											Percent and Number Earning Score Points		
			1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0	≥ 3.5	≥ 4.0	
	Points Possible 6.0															
5392 - BEN GAMLA CHARTER SCHOOL SOUTH BROW 37	3.1	0%	3%	0%	11%	8%	38%	30%	8%	3%	0%	0%	0%	41%	11%	
		0	1	0	4	3	14	11	3	1	0	0	0	15	4	
F EXCELSIOR CHARTER OF BROWARD 30	3.0	0%	3%	0%	7%	20%	37%	13%	20%	0%	0%	0%	0%	33%	20%	
		0	1	0	2	6	11	4	6	0	0	0	0	10	6	
5397 - CHARTER SCHOOLS OF EXCELLENCE RIVER 17	3.4	0%	0%	0%	0%	12%	35%	24%	29%	0%	0%	0%	0%	53%	29%	
		0	0	0	0	2	6	4	5	0	0	0	0	9	5	
5400 - SUNSHINE ELEMENTARY CHARTER SCHOOL 10	3.1	0%	0%	0%	7%	7%	50%	20%	7%	0%	0%	0%	0%	27%	7%	
		0	0	0	1	1	5	3	1	0	0	0	0	4	1	
5403 - BROWARD COMMUNITY CHARTER WEST 30	3.0	0%	3%	0%	10%	13%	48%	18%	10%	0%	0%	0%	0%	26%	10%	
		0	1	0	4	5	18	7	4	0	0	0	0	11	4	
5405 - SOMERSET ACADEMY ELEMENTARY MIRAMAR 158	3.4	1%	0%	0%	1%	3%	39%	27%	23%	6%	0%	0%	0%	58%	29%	
		1	0	0	2	4	62	43	36	10	0	0	0	89	46	
5409 - KIDZ CHOICE CHARTER SCHOOL 14	3.3	0%	0%	0%	0%	7%	64%	14%	14%	0%	0%	0%	0%	29%	14%	
		0	0	0	0	1	9	2	2	0	0	0	0	4	2	

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** Percentages are rounded to the nearest whole number.
 *** Percentage is greater than zero and less than 0.5%.

23



**Mathematics
School Report of Students
Grade 3**

School **KIDZ CHOICE CHARTER SCHOOL**
 School ID **5409**
 District **BROWARD**
 District ID **06**

Student Name	Student ID	FCAT Equivalent Developmental Scale Score (375 - 2225)	FCAT Equivalent Scale Score (150 - 500)	Achievement Level					Points Earned by Content Area		
				Level 1 (375 - 1078)	Level 2 (1078 - 1208)	Level 3 (1208 - 1508)	Level 4 (1508 - 1748)	Level 5 (1750 - 2225)	Number, Operations, Problems, and Statistics	Number, Fractions	Geometry and Measurement
				Points Possible	21	10	13				
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	3				15	5	9	
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]				4	18	8	13	
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]				3	13	7	11	
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]				3	14	6	12	
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]				4	21	7	12	
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]				3	14	4	8	
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]				3	17	6	9	
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]		2			11	5	7	
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]				5	20	10	12	
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]				4	18	8	13	
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]				4	20	9	10	
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]				4	19	8	9	
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]				3	13	3	8	
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]				4	19	6	11	
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]				4	17	6	13	
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]				3	17	3	13	

Correct

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 NR5 = Off-Grade Tester
 NR6 = Duplicate Record

- NT - Not Tested
- FCAT 2.0 scores were adjusted so that student performance can be expressed on the FCAT Equivalent scale.
- NR7 = FDOE Hold
 NR8 = FDOE Inactivated

24



**Reading
 School Report of Students
 Grade 3**

School **KIDZ CHOICE CHARTER SCHOOL**
 School ID **5409**
 District **BROWARD**
 District ID **06**

Student Name	Student ID	FCAT Equivalent Developmental Scale Score (86 - 2514)	FCAT Equivalent Scale Score (100 - 500)	Achievement Level					Points Earned by Content Area				
				Level 1 (86 - 1045)	Level 2 (1046 - 1197)	Level 3 (1198 - 1465)	Level 4 (1466 - 1855)	Level 5 (1856 - 2514)	Vocabulary	Reading Application	Literary Analysis, Fiction and Narration	Informational Text/ Research Process	
				Points Possible					8	16	12	9	
[REDACTED]	[REDACTED]	1373	312			3				7	11	10	4
[REDACTED]	[REDACTED]	1713	368				4			7	13	12	8
[REDACTED]	[REDACTED]	1397	316			3				8	9	9	7
[REDACTED]	[REDACTED]	1051	259		2					5	8	5	6
[REDACTED]	[REDACTED]	1907	400					5		8	15	11	9
[REDACTED]	[REDACTED]	1440	323			3				8	12	8	5
[REDACTED]	[REDACTED]	1652	358				4			8	11	12	6
[REDACTED]	[REDACTED]	1312	302			3				8	8	9	6
[REDACTED]	[REDACTED]	1616	352				4			7	14	11	7
[REDACTED]	[REDACTED]	1622	353				4			7	14	10	8
[REDACTED]	[REDACTED]	1792	381				4			7	16	11	8
[REDACTED]	[REDACTED]	1695	369				4			7	13	12	9
[REDACTED]	[REDACTED]	1525	337				4			8	13	8	8
[REDACTED]	[REDACTED]	1456	326			3				8	10	10	6
[REDACTED]	[REDACTED]	1488	331			3				7	12	9	7
[REDACTED]	[REDACTED]	1749	374				4			8	15	10	8

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 NR3 = Marked Do Not Score

NR5 = Off-Grade Tester
 NR6 = Duplicate Record

NR7 = FDOE Hold
 NR8 = FDOE Invalidated

- NT - Not Tested
- FCAT 2.0 scores were adjusted so that student performance can be suppressed on the FCAT Equivalent scale.

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Student Name	Student ID	FCAT Equivalent Developmental Scale Score (551 - 2330)	FCAT Equivalent Scale Score (100 - 500)	Achievement Level					Points Earned by Content Area			Results for Students Matched to Previous Year			
				Level 1 (561 - 1076)	Level 2 (1277 - 1443)	Level 3 (1444 - 1657)	Level 4 (1658 - 1862)	Level 5 (1863 - 2330)	Number Operations and Problems	Number Base Ten and Fractions	Geometry and Measurement	Achievement Level 2010	Developmental Scale Score 2010	DSS Change from 2010 to 2011	
									Points Possible	17	11	12			
[REDACTED]	[REDACTED]	1648	344			3				15	8	8	3	1443	-205
[REDACTED]	[REDACTED]	1451	299			3				11	6	5	4	1712	-261
[REDACTED]	[REDACTED]	1657	346			3				16	8	8	5	2054	-397
[REDACTED]	[REDACTED]	1556	323			3				14	5	8	5	2035	-478
[REDACTED]	[REDACTED]	1377	282		2					10	4	5	4	1693	-316
[REDACTED]	[REDACTED]	1329	271		2					9	4	3	4	1564	-236
[REDACTED]	[REDACTED]	1358	278		2					6	5	8	4	1628	-269
[REDACTED]	[REDACTED]	1530	317			3				15	6	4	NM		
[REDACTED]	[REDACTED]	1631	340			3				16	7	7	5	1813	-182
[REDACTED]	[REDACTED]	1530	317			3				13	6	8	5	1897	-367
[REDACTED]	[REDACTED]	1578	328			3				15	7	7	4	1661	-83
[REDACTED]	[REDACTED]	1679	351				4			10	9	8	5	1800	-121
[REDACTED]	[REDACTED]	1504	311			3				13	6	6	4	1610	-106

Content area results are not intended for comparison across administrations.

• **NR** = Not Reported for one of these reasons:

NR2 = Did Not Meet Attemptedness Criteria

NR3 = Marked Do Not Score

NR5 = Off-Grade Tester

NR6 = Duplicate Record

NR7 = FDOE Hold

NR8 = FDOE Invaliated

• **NT** = Not Tested

• **NM** = No Match to Previous Year

• FCAT 2.0 scores were adjusted so that student performance can be expressed on the FCAT Equivalent scale.

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**Reading
School Report of Students
Grade 4**

School **KIDZ CHOICE CHARTER SCHOOL**
 School ID **5409**
 District **BROWARD**
 District ID **06**

Student Name	Student ID	FCAT Equivalent Developmental Scale Score (295 - 2638)	FCAT Equivalent Scale Score (100 - 500)	Achievement Level	Points Earned by Content Area				Results for Students Matched to Previous Year			
					Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text/ Research Process	Achievement Level 2010	Developmental Scale Score 2010	Score Change from 2010 to 2011	
					Points Possible	7	19	11	8			
[REDACTED]	[REDACTED]	1513	308	3		5	10	6	6	3	1403	110
[REDACTED]	[REDACTED]	1589	321	3		8	14	5	7	4	1792	-203
[REDACTED]	[REDACTED]	1871	369	4		7	18	8	7	5	2514	-643
[REDACTED]	[REDACTED]	1748	348	4		6	17	8	6	5	1907	-159
[REDACTED]	[REDACTED]	1853	366	4		6	15	10	7	4	1804	49
[REDACTED]	[REDACTED]	1478	302	3		5	11	6	4	4	1804	-326
[REDACTED]	[REDACTED]	1564	320	3		5	13	8	5	4	1616	-32
[REDACTED]	[REDACTED]	1516	309	3		6	12	4	8	NM		
[REDACTED]	[REDACTED]	1642	330	3		6	13	6	8	3	1482	160
[REDACTED]	[REDACTED]	1918	377	4		6	16	11	8	6	1889	29
[REDACTED]	[REDACTED]	1953	383	4		6	18	9	8	4	1567	386
[REDACTED]	[REDACTED]	1677	336	3		8	16	6	7	4	1616	61
[REDACTED]	[REDACTED]	1672	335	3		7	12	9	7	4	1625	147

100% students Tested

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Content area results are not intended for comparison across administrations.

• NR - Not Reported for one of three reasons:

NR2 = Did Not Meet Attemptedness Criteria

NR3 = Multiple Do Not Score

NR5 = Off-Grace Tester

NR6 = Duplicate Record

NR7 = FOCE Hold

NR8 = FOCE Invalidated

• NT - Not Tested

• NM - No Match to Previous Year

• FCAT 2.0 scores were adjusted so that student performance can be expressed on the FCAT Equivalent scale.

Kidz Choice Charter School 2012
Charter School Renewal (5409)
SCHOOL GRADE
"C" of Above



Renewal Application 2012

2011-2012 Charter School Accountability Report

Student Data - School Grades for School Year 2011-2012

[Next >](#)

This Step is Complete.

School Grades

2011-2012 School Grade:

Reading % Satisfactory or Higher	Math % Satisfactory or Higher	Writing % Satisfactory or Higher	Science % Satisfactory or Higher	Reading Points for Gains	Math Points for Gains	Reading Gains for Low 25%	Math Gains for Low 25%
67	65	100	53	65	82	65	82

School Improvement Rating

No School Improvement Rating data is available for this school.

Comment

Comment:

Reading Satisfactory or Higher - 67
 Math Satisfactory or Higher - 65
 Writing Satisfactory or Higher - 100
 Science Satisfactory or Higher - 53
 Reading Gains for Low 25 - 64
 Math Gains for Low 25 - 80
 No school grade

[Submit Data](#)

AMO Report 2012

School	School Name	Subgroup	Reading						Mathematics						
			% Proficient		AMO Target	Met Target	State Harbor	Target AMO	% Proficient		AMO Target	Met Target	State Harbor	Target AMO	
			2011	2012	74	NA	N	77	2011	2012	68	NA	N	72	
5406	SOMERSET ACAD. ELEMENTARY MIRAMAR	ALL STUDENTS	72	73	74	N	N	77	80	80	85	Y	NA	NA	72
		NATIVE AM.				NA	NA	84	81	100	83	NA	NA	NA	84
		ASIAN	81	86	83	Y	NA	84	84	80	67	Y	NA	NA	84
		BLACK	73	70	75	N	N	78	84	80	67	Y	NA	NA	70
		HISPANIC	68	72	71	Y	NA	73	64	78	67	Y	NA	NA	70
		WHITE	82	86	84	Y	NA	85	73	86	75	Y	NA	NA	78
		ELL	67	77	70	Y	NA	73	72	86	74	Y	NA	NA	77
		SWD	36	48	41	Y	NA	47	38	48	44	Y	NA	NA	49
		FRL	72	89	74	N	N	77	85	77	68	Y	NA	NA	71
		ALL STUDENTS	73	68	75	N	N	78	80	84	82	Y	NA	NA	83
5408	KIDZ CHOICE CHARTER	NATIVE AM.				NA	NA	85	73	100	75	NA	NA	NA	78
		ASIAN	82	100	84	Y	NA	85	73	85	78	Y	NA	NA	80
		BLACK	68	67	71	N	N	73	76	85	78	Y	NA	NA	85
		HISPANIC	73	64	75	N	N	78	82	82	84	N	N	NA	85
		WHITE	86	85	87	N	N	88	86	85	87	N	N	NA	88
		ELL	54	32	67	N	N	70	84	88	85	N	N	NA	87
		SWD	37	45	42	Y	NA	48	53	50	56	Y	NA	NA	60
		FRL	68	64	71	N	N	73	80	81	82	N	N	NA	83
		ALL STUDENTS	82	67	84	N	N	85	61	65	64	Y	NA	NA	68
		NATIVE AM.				NA	NA	85				NA	NA	NA	NA
ASIAN				NA	NA	83				NA	NA	NA	NA		
BLACK				NA	NA					NA	NA	NA	NA		
HISPANIC	79	67	61	N	N	83	55	58	52	N	N	NA	65		
WHITE				NA	NA					NA	NA	NA	NA		
ELL				NA	NA					NA	NA	NA	NA		
SWD				NA	NA					NA	NA	NA	NA		
FRL	83	64	84	N	N	86	58	61	62	N	N	NA	65		
ALL STUDENTS	64	75	67	Y	NA	70	68	84	71	Y	NA	NA	73		
NATIVE AM.				NA	NA					NA	NA	NA	NA		
ASIAN				NA	NA					NA	NA	NA	NA		
BLACK	29	30	69	Y	NA	72	21	80	72	Y	NA	NA	74		
HISPANIC	66	74	67	Y	NA	70	68	63	72	Y	NA	NA	74		
WHITE	55	56	59	Y	NA	63	70	83	73	Y	NA	NA	75		
ELL	48	47	52	N	N	57	45	74	50	Y	NA	NA	54		
SWD				Y	NA	69	68	68	71	Y	NA	NA	73		
FRL	63	76	66	Y	NA	69	68	68	71	Y	NA	NA	73		

-Data are not reported for cells in which there are fewer than 10 students in the calculation.
 -Group data are suppressed (****) when results are less than 5%.

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Kidz Choice Charter (5409)

Annual Student Gains

Students are making one-year's worth of growth annually in mathematics and reading



Renewal Application 2012

EDUCATIONAL PERFORMANCE

Focus Area	Indicator	Standard/Criteria	Sources of Evidence
Federal Accountability	AYP*/AMO School Improvement status	The school has been identified for School Improvement	FCAT, State AYP*/AMO Standards, EOC
<i>*Using AYP data from the past five years or length of current contract, plus most current AMO data.</i>	AYP*/AMO attainment	The school has achieved its AYP*/AMO target.	
	Sub-group(s) attainment of AYP*/AMO	The school has achieved its AYP*/AMO targets in identified student sub-group(s)	

Narrative from charter school explaining how these standards have been met, or reasons and explanations if they have not. List any Appendices. Include your plan to increase and/or maintain your AYP*/AMO status for the upcoming term of your charter.

Kidz Choice Charter School (KCCS) had an enrollment of 108 students. The school has grown from kindergarten through 5th grade during the past five years. The school participated in the FCAT for the first time during the 2009-2010 school year. It was determined that the school obtained 579 points (A) during 2011-2012 school year.

The school was identified for school improvement plan based on 2010 -2011 data because the school did not meet AYP. However, the school performed on FCAT levels 3 or higher in Reading 96%, math 85%, science 55% and writing 75%. Conversely, the school received 393 points (F) and was required to write a 20123-2013 SIP.

According to FCAT report during the year 11-12, the school as achieved its AYP target because it obtained 579 points (A). AYP information is as follows:

YEAR (Appendices A-1 A-2)	Reading % Satisfactory or Higher	Math % Satisfactory or Higher	Writing % Satisfactory of Higher	Science % Satisfactory of Higher	Reading points for gains	Math points for gains	Reading gains for low 25%	Math gains for low 25%	Points Earned
2010-2011	96	85	75	55	33	8	33	8	393
2011-2012	67	65	100	53	65	82	65	82	579

Based on the grade and score obtained in 2011-2012 the school achieved AYP for students sub-groups

Plan to increase and/or maintain your AYP*/AMO status

The goal of Kidz Choice Charter School is to increase student achievement in reading and continue to increase the proficiency of its students in math. It is the plan that by implementing these interventions that the students achievement proficiency in reading and math will increase by at least 5%. Additional work will be given to the Hispanic and FRL subgroups to help them achieve the AMOS goals for 2013 by using intensive reading programs such as Triumphs and Curriculum Associates FOCUS. Outsources group will provide support, training, data coaching and double loop feedback in order to maintain the high achievement of the school and district.

Note: As is well documented AYP and AMOS do not have the same mathematical relation, consequently they cannot be compared. As a result, AMO is a new way of analyzing student performance progress. In addition, FDOE did not use AYP analysis or report for 2011-2012 FCAT report. Attached appendices A-1 and A-2

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

AMIO Report 2012

School#	School Name	Subgroup	Reading						Mathematics					
			% Proficient		AMO		Met Target	Safe Harbor	% Proficient		AMO		Met Target	Safe Harbor
			2011	2012	2012	Target			2011	2012	2012	Target		
5405	SOMERSET ACAD. ELEMENTARY MIRAMAR	ALL STUDENTS	72	73	74	N	N	77	77	80	80	Y	NA	72
		NATIVE AM	81	85	83	Y	NA	84	84	100	100	Y	NA	84
		ASIAN	73	70	75	N	NA	78	78	80	80	Y	NA	70
		BLACK	68	72	71	Y	NA	73	73	78	78	Y	NA	70
		HISPANIC	82	86	84	Y	NA	85	85	86	86	Y	NA	78
		WHITE	67	77	70	Y	NA	72	72	88	88	Y	NA	77
		ELL	36	48	41	Y	NA	47	47	39	44	Y	NA	49
		SWD	72	69	74	N	N	77	77	55	77	Y	NA	71
		FRL	73	68	75	N	N	78	78	80	84	Y	NA	83
5405	SOMERSET ACAD. MIDDLE MIRAMAR	ALL STUDENTS	82	87	84	N	NA	85	85	81	84	Y	NA	83
		NATIVE AM	82	100	84	Y	NA	85	85	73	73	Y	NA	78
		ASIAN	68	67	71	N	NA	73	73	76	76	Y	NA	80
		BLACK	73	64	75	N	NA	78	78	82	84	N	NA	85
		HISPANIC	86	85	87	N	NA	88	88	86	86	N	NA	88
		WHITE	54	32	67	N	NA	70	70	84	85	N	NA	87
		ELL	37	45	42	Y	NA	48	48	52	56	Y	NA	60
		SWD	68	64	71	N	NA	73	73	80	80	Y	NA	83
		FRL	82	87	84	N	NA	85	85	81	84	Y	NA	83
5409	KIDZ CHOICE CHARTER	ALL STUDENTS	79	67	81	N	NA	83	83	77	77	Y	NA	66
		NATIVE AM	62	62		NA	NA					Y	NA	
		ASIAN				NA	NA					Y	NA	
		BLACK				NA	NA					Y	NA	
		HISPANIC	79	67	81	N	NA	83	83	58	58	N	NA	66
		WHITE				N	NA					N	NA	
		ELL				NA	NA					Y	NA	
		SWD				NA	NA					Y	NA	
		FRL	83	64	84	N	NA	86	86	58	58	N	NA	65
5410	BEN GAMILA CHARTER	ALL STUDENTS	64	75	87	Y	NA	70	70	82	82	Y	NA	73
		NATIVE AM				NA	NA					Y	NA	
		ASIAN				NA	NA					Y	NA	
		BLACK	29			NA	NA					Y	NA	
		HISPANIC	68	80	89	Y	NA	72	72	80	80	Y	NA	74
		WHITE	64	74	67	Y	NA	70	70	68	68	Y	NA	74
		ELL	55	86	59	Y	NA	63	63	70	73	Y	NA	75
		SWD	46	47	52	N	NA	57	57	45	45	Y	NA	54
		FRL	53	76	86	Y	NA	69	69	83	83	Y	NA	73

-Data are not reported for cells in which there are fewer than 10 students in the calculation.
 -Group data are suppressed ("NA") when results are less than 5%.

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Kidz Choice Charter School 2012
Charter School Renewal (5409)
**Annual Gains of Students
Achieving in the Bottom 25%**



Renewal Application 2012

KIDZ CHOICE CHARTER
READING/COMPREHENSION FCAT

NAME 3 RD GRADE	2009-2010	2010-2011	2011-2012
_____			211 4
_____			186 2
_____			211 4
_____			192 2
_____			206 3
_____			203 3
_____			213 4
_____			214 4
_____			201 3
_____			203 3
_____			185 2
_____			191 2
_____			197 2
_____			191 2
_____			205 3
_____			215 4
NAME 4 TH GRADE	2009-2010	2010-2011	2011-2012
_____			200 2
_____			203 3
_____		1397 3	206 2
_____		1051 (2)	177 (1)
_____		1907 5	224 4
_____		1652 4	229 4
_____		1440 3	202 2
_____		1312 (3)	211 (3)
_____		1622 4	224 4
_____		1792 4	225 4
_____		1695 4	222 4
_____		1458 3	192 2
_____		1488 3	205 2
_____		1749 4	226 4
NAME 5 TH GRADE	2009-2010	2010-2011	2011-2012
_____	1403 3	1513 3	213 2
_____	1792 4	1589 (3)	223 (3)
_____			225 3
_____	2514 5	1871 4	260 5
_____	1907 5	1748 4	222 3
_____	1804 4	1853 (4)	235 (4)
_____	1804 4		226 3
_____	1458 3	1894 4	261 5
_____	1804 4	1478 (3)	220 (3)
_____	1616 4	1584 3	208 2
_____		1519 (3)	230 (4)
_____	1482 3	1642 3	217 3
_____	1889 5	1918 4	239 4
_____	1567 4	1953 (4)	237 (4)
_____	1525 4	1672 3	213 2

Bottom 25%

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KIDZ CHOICE CHARTER
MATH FCAT

NAME 3 RD GRADE	2009-2010	2010-2011	2011-2012
[REDACTED]			199 3
[REDACTED]			192 2
[REDACTED]			207 3
[REDACTED]			196 2
[REDACTED]			208 3
[REDACTED]			199 3
[REDACTED]			224 4
[REDACTED]			214 4
[REDACTED]			203 3
[REDACTED]			206 3
[REDACTED]			204 3
[REDACTED]			198 3
[REDACTED]			182 1
[REDACTED]			194 2
[REDACTED]			193 2
[REDACTED]			260 5
NAME 4 TH GRADE	2009-2010	2010-2011	2011-2012
[REDACTED]		-	212 3
[REDACTED]		-	209 2
[REDACTED]		1471 3	212 3
[REDACTED]		1467 (3)	209 (2)
[REDACTED]		1712 4	220 3
[REDACTED]		1467 (3)	225 (4)
[REDACTED]		1328 3	194 1
[REDACTED]		1245 2	205 2
[REDACTED]		1622 4	225 4
[REDACTED]		1792 4	219 3
[REDACTED]		1695 4	226 4
[REDACTED]		1458 (3)	224 (4)
[REDACTED]		1488 (3)	226 (4)
[REDACTED]		1749 4	224 4
NAME 5 TH GRADE	2009-2010	2010-2011	2011-2012
[REDACTED]	1403 3	1648 3	197 1
[REDACTED]	1712 4	1451 (3)	216 (2)
[REDACTED]	-	-	215 2
[REDACTED]	2054 5	1657 3	251 5
[REDACTED]	2035 5	1556 3	229 3
[REDACTED]	1693 4	1853 (2)	221 (3)
[REDACTED]	1800 5	-	218 2
[REDACTED]	1457 3	1600 3	240 4
[REDACTED]	1564 4	1329 (2)	215 (2)
[REDACTED]	1628 4	1359 2	199 1
[REDACTED]	-	1530 (3)	228 (3)
[REDACTED]	1813 5	1631 3	221 3
[REDACTED]	1897 5	1530 3	232 3
[REDACTED]	1661 4	1578 (3)	245 (4)
[REDACTED]	1610 4	1504 3	219 2
[REDACTED]			
[REDACTED]			
[REDACTED]			

AMO

AMO

Reading											
Subgroup	Kidz Choice						County				
	% Proficient 2011	% Proficient 2012	AMO Target for 2012	Met Target	AMO Target for 2013	% Proficient 2011	% Proficient 2012	AMO Target for 2012	Met Target	AMO Target for 2013	
All Students	82	67	84	No	85	58	58	62	N	65	
Black	N/A	62	N/A	N/A	N/A	42	43	47	N	52	
Hispanic	79	67	81	No	83	61	62	64	N	68	
FRL	83	64	81	No	86	46	47	51	N	55	

Math											
Subgroup	Kidz Choice						County				
	% Proficient 2011	% Proficient 2012	AMO Target for 2012	Met Target	AMO Target for 2013	% Proficient 2011	% Proficient 2012	AMO Target for 2012	Met Target	AMO Target for 2013	

October 1, 2012

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All Students	61	65	64	Yes	68	60	62	63	N	67
Black	N/A	77	N/A	N/A	N/A	45	47	50	N	54
Hispanic	58	58	62	No	65	64	65	67	N	70
FRL	58	61	62	No	65	49	51	53	N	58

During the year of 2010-2011, there was a lack of instructional rigor in the classroom in terms of alignment of the instruction, the standards, and the curriculum. Poor alignment with the assessments in the classroom in opposition to the state assessments, due to a lack of rigor in the adopted reading basal.

Lack of learning instruction methods through the use of technology, which is not meeting the needs of the 'On-Demand' and technology-based generation. These elements combined to result in a lower performance of student achievement during that year; however with implementation provided through the outsourced learning plan the school was able to achieve an 'A' ranking 2011-2012, and the same strategy will continue through this academic school year of the SIP plan, 2012-2013.

Kidz Choice Charter School 2012
Charter School Renewal (5409)

% of Students Tested

100% of Students have Appropriately been
Administered State Standardized Testing



Renewal Application 2012

traditional state and district assessment program is not an appropriate measure of performance take the Florida Alternate Assessment (FAA). Alternate assessments for students with disabilities include writing/communication, reading, science, and math.

FCAT Next Generation Sunshine State Standards Tests

The FCAT Next Generation Sunshine State Standards (SSS) tests measure student performance on selected benchmarks. Students who take an alternate assessment and score "proficient" have their results counted with those of other students.

Note: Assessment results on the following tables reflect FCAT SSS data combined with alternate assessment data. Results show proficiency attainment for students who were in attendance during both semesters of the school year.

Writing Assessment

For this assessment, students are given 45 minutes to read their assigned topic, plan what to write, and then write their responses. Scores range from 1.0 (lowest) to 6.0 (highest). Florida alternate assessment scores (FAA) have been merged with the FCAT 2.0 scores for reporting purposes.

**Writing Assessment Results
(FCAT 2.0 and FAA)**

Percent of Students Scoring Satisfactory and Above

	School %		District %		State %	
	2011-12	2010-11	2011-12	2010-11	2011-12	2010-11
ALL STUDENTS	100	100	85	97	82	96
WHITE	N	N	90	98	85	97
BLACK OR AFRICAN AMERICAN	N	N	79	95	75	94
HISPANIC / LATINO	N	N	87	97	81	95
ASIAN	N	N	93	98	90	97
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N	N	N	N	N	N
AMERICAN INDIAN OR ALASKA NATIVE	N	N	91	97	80	97
TWO OR MORE RACES*	N	N	88	98	84	97
DISABLED	N	N	62	88	56	85
ECONOMICALLY DISADVANTAGED	100	N	81	96	77	95
ELL	N	N	71	90	68	88
MIGRANT*	N	N	71	N	71	92
FEMALE*	N	N	90	98	88	98
MALE*	N	N	80	96	76	95

* Indicates subgroups not included as separate sub-populations in reporting annual measurable objectives (AMOs) for ESEA compliance. Note: An 'N' indicates that no test results were reported.

Reading, Mathematics, and Science Assessments

On the FCAT reading, mathematics, and science tests, students can attain one of five possible achievement levels, ranging from Level 1 (lowest) to Level 5 (highest).

Student Achievement Level Descriptions

- Level 5: Students at this level demonstrate mastery of the most challenging content of the Next Generation Sunshine State Standards.
- Level 4: Students at this level demonstrate an above satisfactory level of success with the challenging content of the Next Generation Sunshine State Standards.
- Level 3: Students at this level demonstrate a satisfactory level of success with the challenging content of the Next Generation Sunshine State Standards.
- Level 2: Students at this level demonstrate a below satisfactory level of success with the challenging content of the Next Generation Sunshine State Standards.
- Level 1: Students at this level demonstrate an inadequate level of success with the challenging content of the Next Generation Sunshine State Standards.

Results of Florida alternate assessment scores (FAA) have been merged with the FCAT 2.0 scores for reporting purposes.

Reading Assessment Results (FCAT2.0 and FAA)

Percent of Students Scoring Satisfactory and Above

School %			District %			State %		
2011-12 Results	Annual Objective	% Not Tested	2011-12 Results	Annual Objective	% Not Tested	2011-12 Results	Annual Objective	% Not Tested

ALL STUDENTS	67	84	0	58	82	1	57	61	2
WHITE	N	N	N	73	75	1	69	72	2
BLACK OR AFRICAN AMERICAN	62	N	0	43	47	1	38	42	2
HISPANIC / LATINO	67	81	0	62	64	1	53	57	2
ASIAN	N	N	N	77	79	0	76	77	1
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*	N	N	N	N	N	N	N	N	N
AMERICAN INDIAN OR ALASKA NATIVE	N	N	N	59	62	1	55	59	2
TWO OR MORE RACES*	N	N	N	69	N	1	64	N	2
DISABLED	N	N	N	33	39	2	29	35	3
ECONOMICALLY DISADVANTAGED	64	84	0	47	51	1	46	50	2
ELL	N	N	N	36	40	1	33	38	2
MIGRANT*	N	N	N	21	N	0	32	N	2
FEMALE*	69	N	0	61	N	1	60	N	2
MALE*	67	N	0	55	N	1	55	N	2

* Indicates subgroups not included as separate sub-populations in reporting annual measurable objectives (AMOs) for ESEA compliance. Note: An 'N' indicates that no test results were reported.

Mathematics Assessment Results (FCAT 2.0 and FAA)
Percent of Students Scoring Satisfactory and Above

	School %			District %			State %		
	2011-12 Results	Annual Objective	% Not Tested	2011-12 Results	Annual Objective	% Not Tested	2011-12 Results	Annual Objective	% Not Tested
ALL STUDENTS	65	64	0	62	63	1	58	59	2
WHITE	N	N	N	76	77	1	68	68	2
BLACK OR AFRICAN AMERICAN	77	N	0	47	50	1	40	42	2
HISPANIC / LATINO	58	62	0	65	67	1	55	56	1
ASIAN	N	N	N	85	84	0	82	82	1
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*	N	N	N	N	N	N	N	N	N
AMERICAN INDIAN OR ALASKA NATIVE	N	N	N	61	65	0	58	58	2
TWO OR MORE RACES*	N	N	N	68	N	0	62	N	2
DISABLED	N	N	N	37	42	2	32	37	3
ECONOMICALLY DISADVANTAGED	61	62	0	51	53	1	48	50	2
ELL	N	N	N	46	50	1	41	43	1
MIGRANT*	N	N	N	30	N	0	41	N	2
FEMALE*	69	N	0	63	N	1	58	N	2
MALE*	63	N	0	60	N	1	58	N	2

* Indicates subgroups not included as separate sub-populations in reporting annual measurable objectives (AMOs) for ESEA compliance. Note: An 'N' indicates that no test results were reported.

Science Assessment Results (FCAT 2.0 and FAA)
Percent of Students Scoring Satisfactory and Above

	School %			District %			State %		
	2011-12 Results	Annual Objective	% Not Tested	2011-12 Results	Annual Objective	% Not Tested	2011-12 Results	Annual Objective	% Not Tested
ALL STUDENTS	53	N	0	49	N	1	50	N	1
WHITE	N	N	N	65	N	1	62	N	2

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BLACK OR AFRICAN AMERICAN	N	N	N	32	N	1	29	N	2
HISPANIC / LATINO	40	N	0	52	N	1	45	N	1
ASIAN	N	N	N	70	N	0	71	N	1
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*	N	N	N	N	N	N	N	N	N
AMERICAN INDIAN OR ALASKA NATIVE	N	N	N	56	N	1	48	N	2
TWO OR MORE RACES*	N	N	N	58	N	1	55	N	2
DISABLED	N	N	N	30	N	2	29	N	3
ECONOMICALLY DISADVANTAGED	42	N	0	36	N	1	38	N	2
ELL	N	N	N	25	N	1	23	N	2
MIGRANT*	N	N	N	15	N	0	25	N	2
FEMALE*	N	N	N	47	N	1	47	N	1
MALE*	N	N	N	51	N	1	52	N	2

* Indicates subgroups not included as separate sub-populations in reporting annual measurable objectives (AMOs) for ESEA compliance. Note: An 'N' indicates that no test results were reported.

At this time, a state objective is not specified for science achievement.

Assessment Results by Grade: Percent Scoring Satisfactory or Above (FCAT 2.0 and FAA)

School	Reading		Math	
	2011-12	2010-11	2011-12	2010-11
Grade 3	67	93	67	93
Grade 4	54	100	77	77
Grade 5	80		53	
Grade 6				
Grade 7				
Grade 8				
Grade 9				
Grade 10				

District	Reading		Math	
	2011-12	2010-11	2011-12	2010-11
Grade 3	57	72	60	80
Grade 4	63	73	64	78
Grade 5	62	71	62	69
Grade 6	59	70	57	64
Grade 7	61	71	61	67
Grade 8	59	59	65	73
Grade 9	53	50	68	64
Grade 10	51	39	27	72

State Totals	Reading		Math	
	2011-12	2010-11	2011-12	2010-11
Grade 3	57	73	59	78
Grade 4	63	72	61	75
Grade 5	62	70	58	64
Grade 6	56	68	54	58
Grade 7	59	69	57	63
Grade 8	56	56	59	69
Grade 9	53	49	63	70
Grade 10	51	40	34	71

Percentage of Students Scoring at Each FCAT Achievement Level, 2011-12

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Kidz Choice Charter (5409)

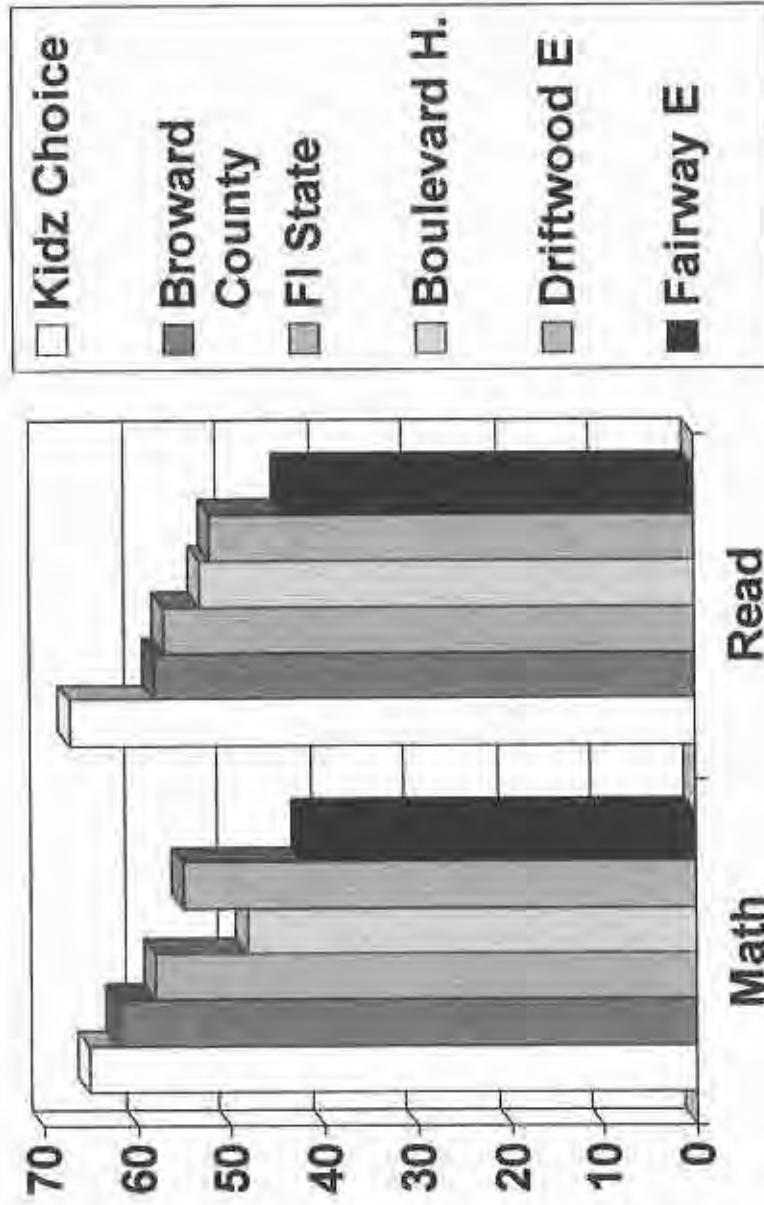
Relative Performance

The school meets or exceeds the performance of schools with closely comparable student populations



Renewal Application 2012

% AMO Met 2011-2012



The school's performance meets or exceeds the performance of district, state and schools with closely comparable students populations.

Kidz Choice Charter School (5409)

Achievement of School/Mission-Specific Goals

The school is achieving, or making significant progress towards achieving, the school/mission-specific goals as defined in the school contract.



Renewal Application 2012

Kidz Choice Charter School

Implementation of School's Mission, Vision and Purpose

Since the school was founded in 2007, not only we have helping students achieve high standards academically but also increase their visual art creativity. The school has implemented several practices to assure that the mission, vision and purpose is achieved.

To achieve the mission of fostering academic achievement in correlation to artistic abilities the art teachers has implemented:

One major art project per term to be showcased at school-sponsored events.

To achieve the vision of helping students to become responsible, moral, and high achieving members of the community, the school has implemented the following:

Sun-Sentinel Kids of Character Certificates are given every month to those students who demonstrate positive character traits.

The Kindergarten teacher has introduced to her students lessons in proper social manners for public interaction in restaurants, libraries, etc. (See Lesson Plan)

Students will run canned-food drive each fall to help those less fortunate

Students will create several art projects during the year aligned to instruction such as Hispanic Month, African American Studies, Women Who Have Made a Difference etc. The students create PowerPoint presentations and/or project boards explaining to the class where the information was gathered and what they learned.

Students put on an art exhibition for parents and visitors to view and enjoy.

Students participate in a minimum of 4 SEAS Program field trips a year. In addition, students will take part in an end of the year show and graduation ceremonies where they will perform for parents, family and friends.

Student Enrichment In The Arts

SEAS Program
2012 - 2013 Season

Bookkeeper -Kidz Choice Charter

Students from your school will be attending a performance at the Broward Center, 201 SW 5 Ave., Ft. Lauderdale. They are schedule to attend:

Let Freedom Sing!

on

Monday, February 11, 2013

11:30am

Ms. Palonis

SEAS Contact

****As always, attendance at all SEAS shows is being monitored. Damian Huttenhoff, Director of Athletics and Student Activities, may be notified of any "no shows" on the day of the performance as well as any schools with excessive cancellations. This will enable us to effectively enhance our performances as well as assist any schools experiencing difficulties.****

Please do not send your Transportation Requests directly to transportation. They first must be cleared through the SEAS office. After clearance, we will pony them to Pupil Transportation for you. The cost per bus for SEAS is \$88.00.

IF YOU ARE A CHARTER SCHOOL, YOUR COST PER BUS IS \$44 PER HOUR/BUS

Each bus MUST have its own form.
Please pony your Transportation Requests to:

**Dawn Turner
KCW - 3th Floor
754-321-2550**

Thank you for your cooperation and we appreciate your interest in the SEAS program.





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DESCRIPTION

Description (Page 1)

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ILLINOIS HISTORY

Retreating Ice Age glaciers certainly left their mark on large areas of Illinois, giving way to a landscape of rolling hills and prairies, thus earning Illinois the nickname, "The Prairie State."

An advanced mound-building culture (called the Mississippians) flourished in this area of North America from 500 A.D., up to the mid-15th century. That civilization vanished for unknown reasons.



In the early 16th century (the Illiniwek Confederation) a political alliance of local Native American Indian tribes was formed. The name Illiniwek later gave Illinois its name. Eventually, the Pottawatomie, Miami, and Sauk Indians also inhabited the area.

In 1673 French explorers Jacques Marquette and Louis Joliet began their exploration of the Illinois and Mississippi Rivers. Others

followed, and for much-needed protection from indigenous Indians, forts were built.

The French claimed all of this new land for their home country, and it became part of a vast area of land across North America called **New France**.

It remained a part of the French Empire until the Treaty of Paris of 1763 when it passed to the victorious British in the French and Indian War (1754-1763).

During the American Revolutionary War (1775-1783), an estimated 2000 Native American warriors inhabited the area. In 1778, George Rogers Clark, a military officer from the Virginia Colony, led American forces into Illinois to fight the British and to claim the land.



After the war, in 1783, this entire region was ceded to the United States by the State of Virginia, and it became part of the Northwest Territory; land that would be settled, and eventually divided into individual states within the United States.

From the previously established Indiana Territory, the Illinois Territory was created on March 1, 1809, by an Act of U.S. Congress. By 1810, settlers

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CITY ATTRACTIONS & MAPS:

- * Chicago



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Visual Arts

Skills and Techniques

Standard 1:

The student understands and applies media, techniques, and processes. (VA.A.1.1)

1. uses two-dimensional and three-dimensional media, techniques, tools, and processes to depict works of art from personal experiences, observation, or imagination.
2. uses art materials and tools to develop basic processes and motor skills in a safe and responsible manner.
3. distinguishes the differences within and among art materials, techniques, processes, and organizational structures such as elements and principles of design.
4. uses good craftsmanship when producing works of art.

Creation and Communication

Standard 1:

The student creates and communicates a range of subject matter, symbols, and ideas using knowledge of structures and functions of visual arts. (VA.B.1.1)

1. knows how subject matter, symbols, and ideas are used to communicate meaning in works of art.
2. understands that works of art can communicate an idea and elicit a variety of responses through the use of selected media, techniques, and processes.
3. knows a variety of purposes for creating works of art.
4. uses the elements of art and the principles of design to effectively communicate ideas.

Cultural and Historical Connections

Standard 1:

The student understands the visual arts in relation to history and culture. (VA.C.1.1)

1. knows that specific works of art belong to particular cultures, times, and places.
2. understands how artists generate and express ideas according to their individual, cultural, and historical experiences.

Aesthetic and Critical Analysis

Standard 1:

The student assesses, evaluates, and responds to the characteristics of works of art. (VA.D.1.1)

1. uses age-appropriate vocabulary to describe, analyze, interpret, and make judgments about works of art.
2. understands that works of art can be rendered realistically, symbolically, or abstractly.
3. knows the difference between an original work of art and a reproduction.

Applications to Life

Standard 1:

The student makes connections between the visual arts, other disciplines, and the real world. (VA.E.1.1)

1. understands that people create art for various reasons and that everyday objects are designed by artists.
2. knows various careers that are available to artists.
3. understands and uses appropriate behavior in a cultural experience.

The Arts

Grades 3-5

Visual Arts

Skills and Techniques

Standard 1:

The student understands and applies media, techniques, and processes. (VA.A.1.2)

1. uses and organizes two-dimensional and three-dimensional media, techniques, tools, and processes to produce works of art that are derived from personal experience, observation, or imagination.
2. uses control in handling tools and materials in a safe and responsible manner.
3. knows the effects and functions of using various organizational elements and principles of design when creating works of art.
4. uses good craftsmanship in a variety of two-dimensional and three-dimensional media.

Creation and Communication

Standard 1:

The student creates and communicates a range of subject matter, symbols, and ideas using knowledge of structures and functions of visual arts. (VA.B.1.2)

1. understands that subject matter used to create unique works of art can come from personal experience, observation, imagination, and themes.
2. understands what makes different art media, techniques, and processes effective or ineffective in communicating various ideas.
3. knows how to identify the intentions of those creating works of art.
4. uses the elements of art and the principles of design with sufficient manipulative skills, confidence, and sensitivity when communicating ideas.

Cultural and Historical Connections

Standard 1:

The student understands the visual arts in relation to history and culture. (VA.C.1.2)

1. understands the similarities and differences in works of art from a variety of sources.
2. understands how artists have used visual languages and symbol systems through time and across cultures.

Aesthetic and Critical Analysis

Standard 1:

The student assesses, evaluates, and responds to the characteristics of works of art. (VA.D.1.2)

1. develops and justifies criteria for the evaluation of visual works of art using appropriate vocabulary.
2. uses different approaches to respond to and to judge various works of art.
3. understands perceived similarities and differences among different genres of art.

Applications to Life

Standard 1:

The student makes connections between the visual arts, other disciplines, and the real world. (VA.E.1.2)

1. understands the influence of artists on the quality of everyday life.
2. knows the types of tasks performed by various artists and some of the required training.
3. understands the similarities and differences and the various contributions of galleries, studios, and museums.



Kidz Choice Charter School Integrated Program **Abrakadoodle Remarkable Art®**



Objectives:

- * Provide fun, high quality, maintenance-free and cost effective art integrated lessons with a focus on art education which will include art lessons pertaining to classic and contemporary artists. Students will range from kindergarten through 5th grade.
- * Help the school meet its goals by including lessons that can complement the Charter School's curriculum as well as increase students' competency and confidence in an appreciation for art education.
- * Provide excellent service to the school. This will include a trained teacher, curriculum that meets or exceeds national, state standards, and high-quality art materials.
- * Provide a broad exposure to different kinds of art techniques, media, artists and materials so as to encourage students to develop their imaginations, problem-solving skills and inspire their creativity.



Proposed Curricula:

- * Through our exclusive partnership with Crayola® brand art materials and products, Abrakadoodle is proud to be able to bring our specialty art curricula to Kidz Choice Charter School. The curriculum will enable students to create unique art projects that will focus on lessons, utilizing an abundance of materials (bamboo brushes, sculpting materials, fabric, watercolor, acrylics and much more).

Abrakadoodle Remarkable Art Integrated Program -

Doodlers: Grades Kindergarten through fourth Grade

Gillian Director
West Palm Beach



abrakadoodle

Art Studio for Kids



Inspiring Creativity and Confidence in Every Child!

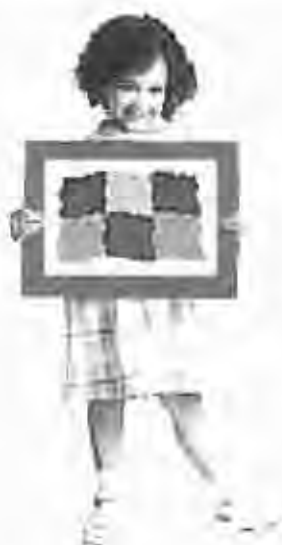
Proposal:

* Abrakadoodle will:

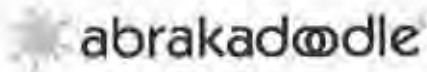
1. Provide art lessons for 98 students in grades K - 4. Kindergarten classes are combined while grades 1-4 will have separate classes. All art classes are taught forty five (45) minutes within the class room or outside if the weather permits.
2. Use lesson plans conducted according to the Plan/Do/Review model using the child-centered approach of acclaimed child developmental psychologist, Jean Piaget.
3. Provide one trained Abrakadoodle teacher per group who will set up, teach and clean up each time the teacher is there for class.
4. Provide sufficient amounts of Crayola and other high-quality artist materials and tools, class room supplies for each child in each group, exclusive Framedoodle® frames to proudly display each student's artwork within the school.
5. Provide one art event that can be used as a fund raiser to benefit the school.

* Kidz Choice Charter School will:

1. Allow adequate space within the class room to accommodate each group and easy access to a sink for clean-up.
2. Enable or facilitate Abrakadoodle in supplying student's parents with information about Abrakadoodle, a provider of high quality art education programs, at least once a month. (News Letter)
3. Remit one time materials fee before the first monthly payment begins.
4. Remit monthly fees to Abrakadoodle due by the first of each month. Invoices will be issued and checks can be made out to *Abrakadoodle, Inc.*



News Release



For Immediate Release

Contact:
Gillian Gordon, Education Director
Abrakadoodle-West Palm Beach
561-793-3541
ggordon@abrakadoodle.com

Lily Swanson, Director
Kidz Choice Charter School
954-673-0698
kidzchoicecharter@yahoo.com

Artful Alliance between Kidz Choice & Abrakadoodle Inspires Students *Visual art classes help students learn new skills, as well as develop creativity, craftsmanship*

Broward County, FL, April 19, 2011 – Abrakadoodle is pleased to announce the renewal of its partnership with **Kidz Choice Charter School**, which kicked off in January 2011 and will continue through the 2011-2012 school year. Kidz Choice is located at 9063 Taft Street in Pembroke Pines and presently serves K-4 with plans to expand through grade 5 next year. Abrakadoodle provides art instruction three-times per month for all students attending Kidz Choice, incorporating Abrakadoodle's *Art in our World* integrated visual arts program.



"We took a great deal of time searching for the right, high quality art program," comments **Lily Swanson**, Director of Kidz Choice. Ms. Swanson grew up with art and has an appreciation for its many benefits for her students. "I am very pleased with Abrakadoodle. Our students really enjoy their Abrakadoodle art teacher, **Cayla Coco** and the opportunity to explore numerous art forms, styles and techniques while expressing their own imaginations."



"Our partnership with Kidz Choice is really gratifying," remarks **Gillian Gordon**, Education Director of Abrakadoodle-WPB. "It demonstrates the advantages of an outsource program, which in our case enables the school to engage students in artful learning that fits beautifully with the mission of Kidz Choice."

Since Abrakadoodle started working with children in January, students have engaged in numerous art forms and have created art inspired by Van Gogh, designed a freedom quilt, sculpted art in the style of an artist from Haiti and painted their own Blue Dog art inspired by Cajun artist George Rodrigue. Abrakadoodle is currently leading students in art projects that will be used for a school fundraiser.

To learn more about Abrakadoodle programs or to inquire about bringing programs to a community site, call Gillian Gordon at 561-793-33541 or visit <http://www.abrakadoodle.com/119/>.

Co-founded in 2002, Abrakadoodle is the most comprehensive creativity and art education company of its kind, offering extensive visual arts classes, camps and parties for children ages 20 months to 12 years old. Imaginative programs teach children about artists, styles, techniques, as well as art history and vocabulary.

#####



Square Art

Dear Teachers:

We hope to make your experience with this program pleasurable and rewarding. Young Masters is designed to encourage children to be enthusiastic about their own creativity, thus building their self-confidence; and in turn, offer families a variety of products they will be pleased to display.

To help you with the process, please use this checklist as a guide:

Instructions

- 1) Using the special drawing paper provided by the Young Masters Coordinator, have your students create their artwork. (If you choose, your own lesson plan can be used or the lesson plan included in this packet.)
- 2) Make sure that each student fills out the bottom portion of the drawing paper which includes the student's first and last name, school name, teacher name and grade.
- 3) Gather all artwork from students once it is complete and notify your Young Masters Coordinator for pick up.
- 4) An image of each student's artwork will be captured and a customized order form will be created for each child.
- 5) The Young Masters Coordinator will deliver the customized order forms for you to distribute to each student to take home. Please inform the students and parents of the due date.
- 6) On the due date, gather all returned order forms along with each payment and place them in the box provided for pick up.
- 7) Keepsakes ordered will be returned to the school/organization and will be labeled for easy disbursement to each student.

ART GUIDELINES:

- The best outcome can be accomplished when the drawing box on the special paper provided is entirely filled with color or art.
- Use bright and bold colors.
- Erase any unwanted pencil marks.
- Artwork must be flat when complete.
- Signatures, if desired, must be located along the bottom of the artwork at least 1" inch away from the edges of the drawing box.

DO NOT USE:

Lightly colored crayons and paint, fluorescent paint or markers, glitter, chalk, 3-D collage materials or white out.
Artwork shouldn't be created with cut-outs of Trademark (™), Registered (®), Copyright (©) items such as Disney® characters.





Dear Parent,

Coming home to you soon is a school sponsored elementary fundraiser called Square 1 Art. This fundraiser takes your child's artwork and makes it into great products for you to purchase. These products are wonderful keepsakes and gifts for family and friends. Your child has been busy making beautiful artwork that can be made into many fun products such as magnets, t-shirts, mouse pads, ornaments and much more!

The money raised from this fundraiser will enable the school to continue its efforts in supporting our students. Some of these efforts include bus rental for students in grades 1 through 5 to attend an art museum in an effort to continue their learning and appreciation for visual art. Your help is needed for them to continue offering these opportunities to your child's school.

Looking Ahead...

- - Look for your child's **Product Catalog** to come home. You will be able to see your child's artwork on the front cover and on the FREE set of Stickers.
- - All **ORDER FORMS DUE**. No late orders will be accepted.
- - Approximate **Product distribution**. Watch for future details.

Square 1 Art is a wonderful fundraiser that celebrates your child's artwork along with helping the school. A special Thank You to Lily Swanson, Director and Cayla Coco, Art Instructor for their help creating this opportunity and artwork with the students. They couldn't have done it without you!

If you have any questions, please feel free to contact Lily Swanson at 954-673-0698.

Thank you,

Gillian Gordon

Gillian Gordon,

Education Director, Abrakadoodle, Inc.

KIDZ CHOICE CHARTER END OF THE YEAR GRADUATION AND SHOW

AUDITIONS

Kidz Choice Charter will have its first graduating class at the end of the school year 2012!

The theme will be Kidz Choice Rocks! We will celebrate by having a graduating ceremony as well as our students performing several dance and songs to parents, staff and family.

Auditions for all of the performances will be every Thursday during music period. Every child has an opportunity to demonstrate his/her talent in comedy, singing, and/or dancing.

Some performances are taken from movies, such as "Ferris Bueller" and "Grease." Other modern dance choreography is being taught by our dance instructor.

The time and date for the end of the year has not been scheduled.

Come and be part of the fun!

WHAT: AUDITIONS

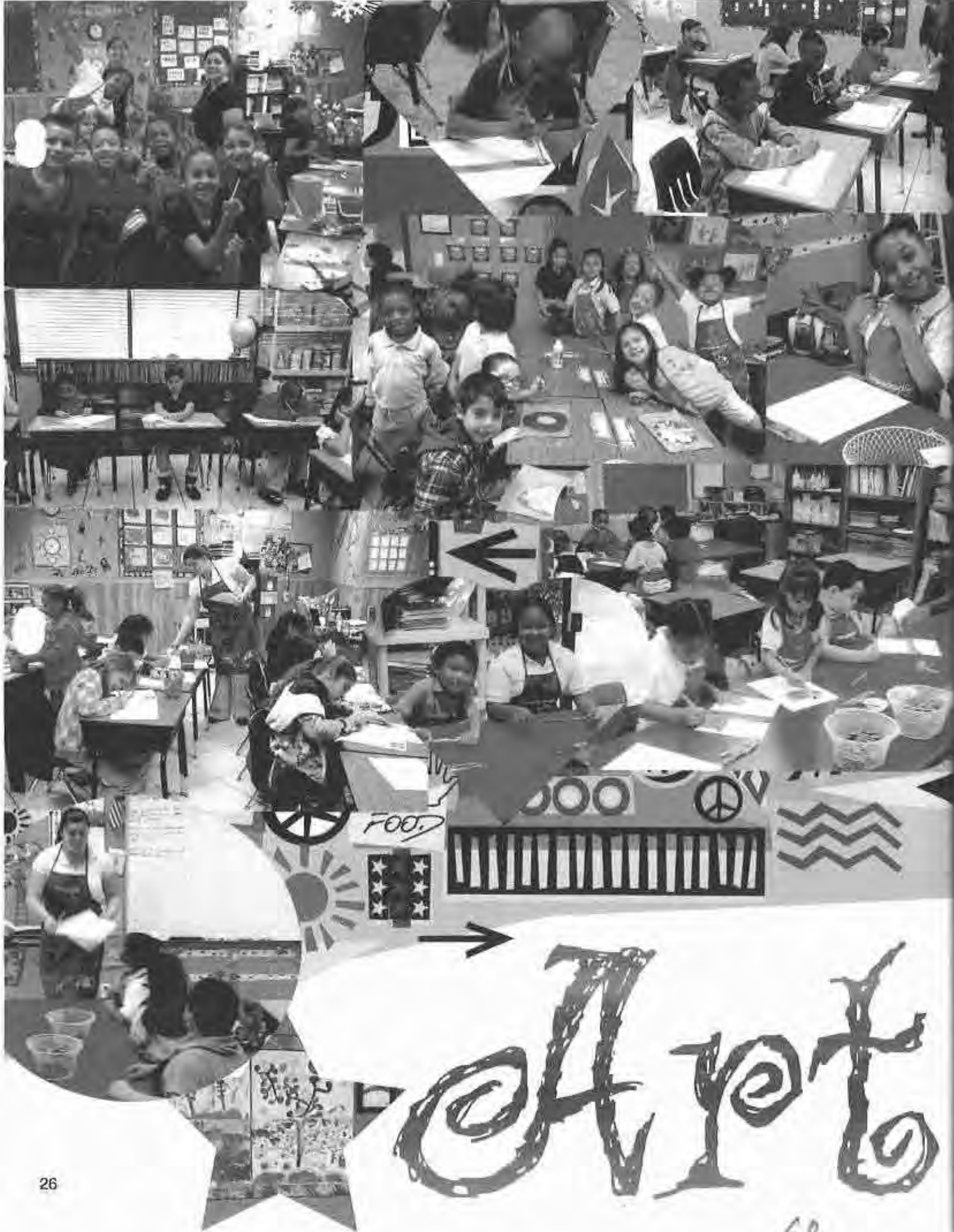
FOR: END OF THE YEAR SHOW

WHEN: EVERY THURSDAY UNTIL DEC. 15

WHERE: KIDZ CHOICE 5TH GRADE CLASS

WAY TO GO KIDZ







**Valentine
Bake Sale**



**Holiday
Gift
Shop**



**Book
Fair**



Vincent van Gogh



~ART~



Fund Raiser



Dance



Cooking Club

With Ms. Casanova

Who: Kg, 1st, 2nd, 3rd 4th and 5th graders come join me for some delicious fun!

When: Wednesday, October 12th from 2:30 – 3:30

Where: Mrs. Casanova's class, Room 1

Cost: \$5.00 per session. Cash or check made payable to Kidz Choice Charter. Form & money due no later than Friday, October 7th.

.....
Child's name _____ Teacher _____

List any food allergies: _____

Check one: Pick up _____ After School _____

65A

Kidz Choice Charter School (5409)

Implementation of the Mission

The school is implementing its mission as defined
in school's contract



Renewal Application 2012

KIDZ CHOICE CHARTER (5409)

KG SYLLABUS

Kindergarten

Harcourt Horizons: Florida Edition

Unit 1: School Time

Unit 1 Introduction

Start with a song

Lesson 1: My Class and Me

Lesson 2: A Very Busy Day

Map and Globe Skills: Look at My Classroom

Lesson 3: People to Help Me

Citizenship Skills: Solve a Problem

Lesson 4: Finding My Way

Lesson 5: What I Learn in School

Unit 2: Follow The Rules

Unit 2 Introduction

Start with a Book

Lesson 1: School Rules

Lesson 2: Why Have Rules?

Citizenship Skills: Working Together

Lesson 3: Working with Leaders

Lesson 4: Good Citizens

Citizenship Skills: Make a Choice by Voting

Lesson 5: Pledge Allegiance

Map and Globe Skills: This Is Our Country

Lesson 6: Symbols of Our Country

Unit 3: My Place on Earth

Unit 3 Introduction

Start with a Book

Lesson 1: Models and Maps

Map and Globe Skills: Read a Neighborhood Map

Lesson 2: Land on Earth

Lesson 3: Water on Earth

Map and Globe Skills: Land and Water on Maps and Globes

Lesson 4: Where People Live

Lesson 5: Caring for Earth

Lesson 6: A World of Stories

Unit 4: Looking At People

Unit 4 Introduction

Start with a Story

Lesson 1: Our Families

Lesson 2: Special Ways and Special Days

Chart and Graph Skills: Put Things into Groups

Lesson 3: Community Customs

Map and Globe Skills: Find Countries on a Map

Lesson 4: People Around the World

Unit 5: Long Ago and Today

Unit 5 Introduction

Start with a Poem

Lesson 1: Change over Time

Chart and Graph Skills: Use a Calendar

Lesson 2: Holidays Through the Year

Chart and Graph Skills: Put Things in Order

Lesson 3: Then and Now

Lesson 4: Everyday Life, Long Ago and Today

Lesson 5: Heroes, Past and Present

Unit 6: Workers All Around

Unit 6 Introduction

Start with a Story

Lesson 1: The Work People Do

Lesson 2: Workers, Past and Present

Map and Globe Skills: Follow a Route on a Map

Lesson 3: Meeting Needs

Chart and Graph Skills: Use a Picture Graph

Lesson 4: Why People Work

Lesson 5: What People Do with Money

Citizenship Skills: Make a Choice When Buying

Lesson 6: Work Around the World

Kindergarten

Harcourt Science: Florida Edition

Using our Senses to Observe

Using Science Inquiry Skills

Using Science Tools

Chapter 1: The World Around Us

What is Matter?

How Can Matter Be Sorted?

How Can Matter Be Described?

How Can Matter Be Changed?

Chapter 2: About Energy

How Does the Sun Change Things?

What Makes Shadows?

How Do People Get Energy?

How Does Energy Move?

Chapter 3: On the Move

How Do Things Move?

How Can We Change Motion?

How Can Magnets Move Objects?

What are Vibrations?

Chapter 4: Our Earth

Where Is Life on Earth?

What Is Land Made Of?

What Is Water Like?

How Can We Care for Earth?

Chapter 5: Weather and the Seasons

What Is Weather?

How Can We Measure Weather?

How Does Weather Change with the Seasons?

Chapter 6: Up in the Sky

What Can We See in the Day Sky?

What Can We See in the Night Sky?

Chapter 7: Animals A to Z

What Are Living and Nonliving Things?

What Are Animals Like?

What Do Animals Need?

How Do Animals Grow and Change?

Chapter 8: Plants All Around

What Are Plants Like?

What Do Plants Need?

How Do Plants Grow and Change?

Chapter 9: Places to Live and Grow

Where Do Animals and Plants Live?

How Do Plants and Animals Need One Another?

Kindergarten

Harcourt Math: Florida Edition

Chapter 1: Sort and Classify

Top, Middle, Bottom

In, Out

Above, Below, Over, Under

Left, Right

Problem Solving Skill: Use a Picture

Sort by Color or Shape

Sort by Size or Kind

Make a Concrete Graph

Problem Solving Strategy: Use Logical Reasoning

Chapter 2: Patterns

Movement Patterns

Read and Copy Simple Patterns

Copy and Extend Patterns

Predict and Extend Patterns

Problem Solving Skill: Transfer a Pattern

Understand a Pattern

Create a Pattern

Problem Solving Skill: Use a Pattern

Chapter 3: Numbers 0 to 5

Equal Groups

More

Fewer

Problem Solving Strategy: Make a Graph

One, Two, Three, Four

Five

Zero

Before and After on a Number Line

Problem Solving Skill: Use Estimation

Chapter 4: Numbers 6 to 10

Six and Seven

Eight and Nine

Ten

Problem Solving Strategy: Make a Model

Before and After on a Number Line

Writes Numbers 0 – 10

Missing Numbers

Problem Solving Skill: Use Data from a Graph

Chapter 5: Geometry and Fractions

Sort Solid Figures

Move Solid Figures

Problem Solving Skill: Use Visual Thinking

Sort Plane Shapes

Plane Shapes in Different Positions

Symmetry

Equal Parts

Problem Solving Strategy: Make a Model

Chapter 6: Numbers 10 to 30

Problem Solving Strategy: Make a Model

11, 12, 13

14, 15, 16

Forward and Backward on a Number Line

17 and 18

Problem Solving Skill: Use Data from a Graph

19 and 20

21 to 30

Chapter 7: Number Patterns

Count Orally Using a Hundred Chart

Count by 10s

Count by 5s

Count by 2s

Problem Solving Strategy: Find a Pattern
Counting by 10s and 5s
Even and Odd Numbers
Ordinal Numbers

Problem Solving Strategy: Use a Model

Chapter 8: Money and Time

Penny

Nickel

Dime

Problem Solving Strategy: Draw a Picture

Morning, Afternoon, Evening

Problem Solving Strategy: Use a Calendar

More Time, Less Time

Use a Clock

Chapter 9: Measurement

Compare Lengths

Order Lengths

Indirect Comparison

Measure Lengths with Nonstandard Units

Problem Solving Strategy: Estimate and Measure

Compare Capacity

Compare Weight

Problem Solving Strategy: Use a Picture

Chapter 10: Data, Graphing, and Probability

Make Concrete Graphs

Read Picture Graphs

Make Picture Graphs

Problem Solving Strategy: Use Data from a Graph

Read a Tally Table

Make a Tally Table

Chance

Explore Probability

Problem Solving Strategy: Make a Prediction

Chapter 11: Addition

Problem Solving Strategy: Act It Out

Model Addition

Addition Patterns

Use Pictures to Add

Add with Money

Addition Problems

Addition Stories

Problem Solving Strategy: Make a Model

Chapter 12: Subtraction

Problem Solving Strategy: Act It Out

Model Subtraction

Subtraction Patterns

Use Pictures to Subtract

Subtract with Money

Subtraction Problems

Subtraction Stories

Problem Solving Strategy: Choose the Operation

Kindergarten

Harcourt StoryTown: Florida Edition

Theme 1

Lesson 1

Word segmentation

Consonant /m/m

Consonant /s/s

Make Predictions

Summarize

High frequency words: l

Robust vocabulary: ability, confident, reverse, complained, talent, encourage

Writing Form: names

Writing Trait: conventions

Lesson 2

Syllable Blending

Consonant /r/

Make Predictions

Monitor Comprehension: Reread

High frequency words: a

Robust vocabulary: differ, stalking, mellow, automatic, perfectly, resemblance

Writing Form: labels

Writing Trait: conventions

Lesson 3

Syllable Segmentation/deletion

Consonant /t/ t

High Frequency Words: my

Robust Vocabulary: Review

Writing Form: signs

Writing Trait: ideas

Theme 2

Lesson 4

Word Segmentation syllable blending and segmentation

Consonant /n/n

Consonant /p/p

Characters

Generate Questions

High Frequency Words: the

Robust Vocabulary words: feast, gusto, prepare, lonely, remind, preoccupied

Writing Form: Captions

Writing Trait: Organization

Lesson 5

Rhyming words

Consonant /k/c

Characters

Answer Questions

High Frequency Words: go

Robust Vocabulary: appetite, savor, urgency, aroma, surround, tradition

Writing Form: sentences

Writing Trait: conventions

Lesson 6

Alliteration

Short Vowel /a/a

Make Predictions

Use Story Structure

High frequency words: Review I, a, my, the, go

Robust Vocabulary: Review

Writing Form: news

Writing Trait: Ideas

Theme 3

Lesson 7

Review Rhyme Recognition, Production

Word Building

Beginning, Middle, Ending

Use Graphic Organizers

High-Frequency Words: to

Robust Vocabulary: sly, proceed, apparel, announced, imaginary, precisely

Writing Form: Sentences About Me

Writing Trait: Voice

Lesson 8

Onset/Rime Blending

Consonant /d/d

Beginning, Middle, Ending

Use Story Structure

High-Frequency Words: like

Robust Vocabulary: active, gigantic, voyage, gasped, glum, whimper

Writing Form: Sentences

Writing Trait: Ideas

Lesson 9

Review Onset/Rime Blending

Word Building

Characters

Summarize

High-Frequency Words: he

Robust Vocabulary: Review

Writing Form: Caption Sentences

Writing Trait: Word Choice

Theme 4

Lesson 10

Phoneme Isolation

Short Vowel /i/i

Draw Conclusions

Monitor Comprehension: Make Inferences

High Frequency Words: Come

Robust Vocabulary: squabble, mischief, uproar, tend, soggy, wobble

Writing Form: Lists

Writing Trait: Organization

Lesson 11

Phoneme Isolation

Consonant /g/g

Consonant /f/f

Draw Conclusions

Monitor Comprehension: Reread

High-Frequency Words: here, this

Robust Vocabulary: anxious, huddle, moans, productive, idle, scrumptious

Writing Form: Posters

Writing Trait: Ideas

Lesson 12

Phoneme Isolation

Word Building

Beginning, Middle, Ending

Use Graphic Organizers

High-Frequency Words: Review to, like, he, come, here, this

Robust Vocabulary: Review

Writing Form: Poems

Writing Trait: Word Choice

Theme 5

Lesson 13

Phoneme Isolation

Consonant /b/b

Consonant /k/k

Generate Questions

Details

High-Frequency Words: me, for

Robust Vocabulary: fading, perhaps, prefer, warn, whirl, property

Writing Form: Questions

Writing Trait: Conventions

Lesson 14

Phoneme Identity

Word Building

Answer Questions

Details

High-Frequency Words: where, do

Robust Vocabulary: arrives, creeps, nestle, slumbering, delight, blustery

Writing Form: Interview Questions

Writing Trait: Voice

Lesson 15

Phoneme Categorization

Short Vowel /o/o

Monitor Comprehension: Reread

Draw Conclusions

High-Frequency Words: you, look

Robust Vocabulary: Review

Writing Form: Exclamations

Writing Trait: Conventions

Theme 6

Lesson 16

Phoneme Identity

Consonant /l/l

Consonant/h/h

Setting

Use Story Structure

High-Frequency Words: one, see

Robust Vocabulary: load, bound, sleep, drooped, joyous, thrill

Writing Form: Commands

Writing Trait: Word Choice

Lesson 17

Phoneme Categorization

Word Building

Setting

Summarize

High-Frequency Words: what, two

Robust Vocabulary: fantasy, jolly, versatile, agreed, contribute, spontaneously

Writing Form: Directions

Writing Trait: Organization

Lesson 18

Phoneme Identity

Consonant /w/w

Consonant /ks/x

Setting

Use Graphic Organizers

High-Frequency Words: Review me, for, where, do, you, look, one, see, what, two

Robust Vocabulary: Review

Writing Form: Story Response

Writing Trait: Voice

Theme 7

Lesson 19

Phoneme Categorization

Word Building

Reality/Fantasy

Summarize

High-Frequency Words: up, down

Robust Vocabulary: contrast, meander, tidy, famished, modify, unfortunate

Writing Form: Description of a person

Writing Trait: Word Choice

Lesson 20

Phoneme Isolation. Identity, Categorization

Short Vowel /e/e

Reality/Fantasy

Use Story Structure

High-Frequency Words: we, want

Robust Vocabulary: treasure, sturdy, worth, compliment, confer, mingle

Writing Form: Description of a Thing

Writing Trait: Word Choice

Lesson 21

Phoneme Blending

Word Building

Setting

Monitor Comprehension: Reread

High-Frequency Words: out, who

Robust Vocabulary: Review

Writing Form: Description of a place

Writing Trait: Word Choice

Theme 8

Lesson 22

Phoneme Blending

Consonant /v/v

Consonant/j/j

Main Idea

Generate Questions

High-Frequency Words: are, they

Robust Vocabulary: protecting, volunteer, responsible, adore, melancholy, exquisite

Writing Form: Dialogue

Writing Trait: Conventions

Lesson 23

Phoneme Segmentation

Word Building

Main Idea

Answer Questions

High-Frequency Words: she, good

Robust Vocabulary: appreciate, grace, host, lush, marvelous, constantly

Writing Form: Story

Writing Trait: Ideas

Lesson 24

Phoneme Segmentation

Consonant /y/y

Consonant /z/z

Characters

Monitor Comprehension: Make Inferences

High-Frequency Words: Review up, down, we, want, out, who, are, they, she, good

Robust Vocabulary: Review

Writing Form: Story

Writing Trait: Sentence Fluency

Theme 9

Lesson 25

Review

Short Vowel /u/u

Details

Use Graphic Organizers

High-Frequency Words: and, there

Robust Vocabulary: hollow, scurry, watchful, cling, defend, ravenous

Writing Form: Friendly Letter

Writing Trait: Conventions

Lesson 26

Phoneme Deletion

Word Building

Details

Use Story Structure

High-Frequency Words: give, little

Robust Vocabulary: lively, peek, arise, clever, boastful, quarrel

Writing Form: Friendly Letter

Writing Trait: Ideas

Lesson 27

Phoneme Substitution

Consonant /kw/q

Main Idea

Monitor Comprehension: Reread

High-Frequency Words: that, have

Robust Vocabulary: Review

Writing Form: Invitation

Writing Trait: Organization

Theme 10

Lesson 28

Review

Word Building

Reality/Fantasy

Generate Questions

High-Frequency Words: Review

Robust Vocabulary: dare, gleaming, splendid, cautiously, disaster, festival

Writing Form: Thank-You Note

Writing Trait: Word Choice

Lesson 29

Review

Review a, e, i, o, u

Reality/Fantasy

Answer Questions

High-Frequency Words: Review

Robust Vocabulary: adventure, explore, tame, amazed, completely, jolt

Writing Form: Personal Narrative

Writing Trait: Sentence Fluency

Lesson 30

Review

Review a, e, i, o, u

Draw Conclusions

Monitor Comprehension: Make Inferences

High-Frequency Words: Review

Robust Vocabulary: Review

Writing Form: Personal Narrative

Writing Trait: Voice

Syllabus Outline for Physical Education

Physical Education Philosophy

We believe that Physical Education should provide equal opportunity for students to create, learn, enjoy and participate in skill development through a variety of physical activities that have lifelong value. These activities are designed to contribute to good physical, mental, social and emotional health.

Warm Ups

Every day the students will participate in a warm up activity. The warm up activities will help get the students warmed up for activity and are designed to increase the students' flexibility.

Mental

We believe that Physical Education is the only subject, which by the very nature of its content has the potential to affect how a person will feel every moment of every day for the rest of his or her life. We believe that if a student has fun and sees the enjoyment of physical activity he or she will feel better about his or her self and see the value of staying active for the rest of his or her life.

Physical strength

Each week the students will perform a variety of different strengthening activities. These activities are designed to build strength in all areas of the body.

Daily activities

Each class is designed around sunshine state standards. The activities will include skill activities and games which reinforce the skills. We want to keep the students active the whole class and design the classes to ensure we have the maximum participation at all times.

Field day

Every year we have a field day in spring. The whole school participates together in four different stations. All of the children compete against their same grade level and all students participate in all activities. We encourage team building and sportsmanship throughout the whole day.

Grading

Each student is graded on participation and skills learned. We encourage the students to participate to the best of his or her abilities. As long as the student tries his or her hardest they get credit for the day. In addition to the participation grade we give the students 4 skill based tests a semester which reinforces the skills which were just taught.

KIDZ CHOICE CHARTER (5409)

1ST GRADE SYLLABUS

First Grade Syllabus

Social Studies

Unit 1 Going to School

- Going to School
- Rules at School
- School Workers
- Where Are You?
- Schools Long Ago and Today
- Learning Around the World

Unit 2 Good Citizens

- Rules and Laws
- Who Are Our Leaders?
- Our Country's Presidents
- America's Symbols
- Portraits of Good Citizens
- Rights and Responsibilities

Unit 3 The Land Around Us

- A Neighborhood
- Land and Water
- Globes and Maps
- People and Resources
- Saving Our Resources
- Houses and Homes

Unit 4 All About People

- People Together
- Families Together
- What is Culture?
- Celebrate!
- We Are Americans!

Unit 5 Looking Back

- Time and Change
- Trace a Family History
- A Community History
- America's First People
- Our Country's History
- Celebrating History
- Parade of Heroes
- Everyday Life, Past and Present

Unit 6 Jobs People Do

- Goods and Services
- A Pencil Factory
- Why People Work
- Jobs Change
- Buyers and Sellers
- Wanting More or Less
- Trading With Others

Science

Ready Set Science!

- Chapter 1 How Do We Use Our Senses?
- Chapter 2 How Do We Use Inquiry Skills?
- Chapter 3 How Do We Use Science Tools?

Chapter 1 All About Matter

- What Is Matter?
- What Can we Observe About Solids?
- What Can We Observe About Liquids?
- What Can We Observe About Gases?

Chapter 2 People and Energy

- What Is Energy?
- Where Do People Get Energy?

Chapter 3 Heat, Light, and Sound

- What Is Heat?
- What Can Light Do?
- What Is Sound?

Chapter 4 Motion

- How Do Things Move?
- How Can You Change the Way Things Move?
- How Does Gravity Make Things Move?
- How Do Magnets Make Things Move?

Chapter 5 Natural Resources

- What Are Natural Resources?
- What Can We Observe About Rocks and Soil?
- How Can We Protect Natural Resources?

Chapter 6 Measuring Weather

- What is Weather?
- How Can We Measure Weather?
- What Makes Clouds and Rain?

Chapter 7 Objects in the Sky

- What Can We See in the Sky?
- What Causes Day and Night?
- What Can We Observe About the Moon?

Chapter 8 All About Animals

- What Are Living and Nonliving Things?
- What Do Animals Need?
- How Can We Group Animals?
- How Do Animals Grow and Change?

Chapter 9 All About Plants

- What Do Plants Need?
- What Are the Parts of a Plant?
- How Do Plants Grow and Change?
- How Can We Group Plants?

Chapter 10 Environments for Living Things

- What Is an Environment?
- What Helps Plants and Animals Live in Places?
- How Do Plants and Animals Need Each Other?

Chapter 11 Places to Live

- What Lives in a Forest?
- What Lives in a Desert?

Language Arts

Themes 1 and 2

Lesson 1

- Words In a Sentence
- Inflection: -s
- Paired Selections
 - "Let's Tap!" Nonfiction
 - "Wag, Hop, Hide," Poetry
- Make Predictions
- Answer Questions
- High Frequency Words
 - help, now, let's
- Robust Vocabulary
 - bothered, distance, form, instruct, perform, supportive
- Grammar: Sentences
- Writing Forms: Labels
- Writing Trait: Conventions

Lesson 2

- Syllable Blending and Segmentation
- Short Vowel /a/a
- Phonograms: -ap, -at, -ag, -and
- Paired Selections
 - "The Van," Fantasy

- "People Movers," Nonfiction
- Make Predictions
- Use Graphic Organizers
- High Frequency Words
 - in, too, no
- Robust Vocabulary
 - nearby, fright, escape, cram, solution, strategy
- Grammar: Word Order
- Writing Form: Sentences
- Writing Trait: Conventions

Lesson 3

- Rhyme Recognition and Production
- Short vowel /i/i
- Contractions: 's
- Paired Selections
 - "Big Rigs," Nonfiction
 - "Trailer Truck," Nonfiction
- Classify/Categorize
- Monitor Comprehension: Make inferences
- High Frequency Words
 - so, hold, get, home, soon
- Robust Vocabulary
 - sensed, especially, memorize, capacity, proud, haul
- Grammar: Naming Parts of a Sentence

- Writing Form: Sentences About Me
- Writing Trait: Voice

Lesson 4

- Phoneme Isolation
- Digraph: /k/ck
- Phonograms: -ick, -ink, -ill, -it
- Paired Selections
 - "Get Up, Ricky!" Fantasy
 - "Cock-a-Doodle-Do," Article
- Beginning, Middle, Ending
- Summarize
- High Frequency Words
 - lap, oh, yes
- Robust Vocabulary
 - pouted, ambled, politely, routine, considerate, unexpected
- Fluency: Accuracy
- Grammar: Telling Parts of Sentences
- Writing Form: Caption Sentences
- Writing Trait: Ideas

Lesson 5

- Phoneme Categorization
- Short Vowel /o/o
- Inflections: -ed, -ing (no spelling change)
- Paired Selections:
 - “Dot and Bob,” Realistic Fiction
 - “Trees Help,” Article
- Characters
- Recognize Story Structure
- High Frequency Words
 - find, much, thank
- Robust Vocabulary
 - horrible, invigorated, presented, sweltering, aid, persistent
- Fluency: Punctuation
- Grammar: Telling Sentences
- Writing Form: Sentences About Things
- Writing Trait: Word Choice

Lesson 6

- Review Isolation, Identification, and Categorization
- Variant Vowel /o/a (all)
- Contraction n't
- Paired Selections
 - “All on the Map,” Nonfiction

- "Roads," Poetry
- Classify/Categorize
- Monitor Comprehension: Adjust Reading Rate
- High Frequency Words
 - how, make, of, some
- Robust Vocabulary
 - commotion, muffle, overflowing, symbol, search, locate
- Fluency: Punctuation
- Grammar: Questions
- Writing Form: Sentences About Places
- Writing Trait: Word Choice

Lesson 7

- Phoneme Blending
- Short Vowel /e/e
- Initial Blends with l
- Paired Selections
 - "Little Red Hen Gets Help," Fantasy
 - "Let's Make Tortillas!" Recipe
- Compare and Contrast
- Answer Questions
- High Frequency Words
 - day, eat, first, said, time, was
- Robust Vocabulary
 - applauded, chatty, gather, duty, envy, resent

- Fluency: Expressions
- Grammar: Nouns: People or Places
- Writing Forms: Questions
- Writing Trait: Conventions

Lesson 8

- Phoneme Segmentation
- Digraph: /th/th
- Initial Blends with s
- Paired Selections
 - “Beth’s Job,” Realistic Fiction
 - “Flower’s Grow,” Article
- Details
- Use Graphic organizers
- High Frequency Words
 - don’t, her, line, Mr., new, says, water
- Robust Vocabulary
 - applauded, chatty, gather, duty, envy, resent
- Fluency: Expression
- Grammar: Nouns: People or Places
- Writing Form: Questions
- Writing Trait: Conventions

Lesson 9

- Phoneme Segmentation
- Short Vowel /u/u

- Initial Blends with r
- Paired Selections
 - “Plants Can’t Jump,” Nonfiction
 - “Cornfield Leaves,” Poetry
- Details
- Monitor Comprehension Adjust
- High Frequency Words
 - be, does, food, grow, live, many
- Robust Vocabulary
 - claimed, dine, groaned, function, nutritious, classify
- Fluency: Phrasing
- Grammar: Nouns: Animals or Things
- Writing Forms: Lists
- Writing Trait: Organization

Lesson 10

- Phoneme Segmentation
- Diphthong: /ng/ng
- Contraction: ‘ll
- Paired Selections
 - “Soccer Song,” Realistic Fiction
 - “Now You Know About Soccer,” Nonfiction Article
- Story Elements: Plot
- Recognize Story Structure
- High Frequency Words

- arms, every, feet, head, school, use, way, your
- Robust Vocabulary
 - nuzzled, pranced, raging, adapt, intriguing, inhabit
- Fluency: Phrasing
- Grammar: Special Names and Titles for People
- Writing Form: Interview Questions
- Writing Trait: Organization

Lesson 11

- Review Blending and Segmentation
- R-Controlled Vowel: /or/or, ore
- Compound Words
- Paired Selections
 - “Land of Ice,” Nonfiction
 - “My Father’s Feet,” Poetry
- Story Elements (setting) Monitor
- Comprehension: Make Inferences
- High Frequency Words
 - animals, cold, fish, from, their, under, very
- Robust Vocabulary
 - nuzzled, pranced, raging, adapt, intriguing, inhabit
- Fluency: Phrasing
- Grammar: Special Names and Titles for People
- Writing Form: Interview Questions
- Writing Trait: Organization

Lesson 12

- Review Blending and Segmentation
- Digraph: /sh/sh
- Initial Blends with l, s, r
- Paired Selections
 - "Kings Midas and His Gold," Myth
 - "Gold and Money," Nonfiction Article
- Compare and Contrast
- Ask Questions
- High Frequency Words
 - came, could, gold, happy, made, night, saw, were
- Robust Vocabulary
 - reward, handsomely, cruel, greedy, consequences, regret
- Fluency: Paraphrasing
- Grammar: Special Names of Places
- Writing Forms: Riddles
- Writing Trait: Conventions

Lesson 13

- Phoneme Deletion: Initial and Medial
- Digraphs: /ch/ch, tch
- Inflections: -es

- Paired Selections
 - “A Butterfly Grows,” Nonfiction
 - “Caterpillars,” Poetry
- Sequence
- Use Graphic Organizers
- High Frequency Words
 - air, fly, friends, grew, need, play, rain, watch
- Robust Vocabulary
 - astonishing, continue, doubt, transform, examine, devour
- Grammar: Names of Days and Months
- Writing Form: Sequence Story
- Writing Trait: Organization

Lesson 14

- Review Blending and Deletion
- R-Controlled Vowel: /ar/ar
- Inflections: -s, -ed, -ing (no spelling changes)
- Paired Selections
 - “Mark’s Big Day,” Realistic Fiction
 - “Putting on a Play,” Nonfiction Article
- Author’s Purpose/Point of View
- Summarize
- High Frequency Words
 - again, feel, house, know, loud, Mrs., put, say

- Robust Vocabulary
 - approached, energetic, pace, blunder, reassure, excel
- Grammar: Names of Holidays
- Writing Form: E-mail
- Writing Trait: Conventions

Lesson 15

- Review Segmentation and Deletion
- Digraphs: /kw/qu, /hw/wh
- Inflections: -ed, -ing (double final consonant)
- Paired Selections
 - "Tomas Rivera," Nonfiction
 - "I Can," Poetry
- Sequence
- Ask Questions
- High Frequency Words
 - about, books, family, name, read, work, writing, people
- Robust Vocabulary
 - cozily, interrupted, triumphantly, accomplishment, ambition, admire
- Grammar: Using I and Me
- Writing Form: Personal Narrative
- Writing Trait: Voice

Lesson 16

- Review Blending, Deletion, and Segmentation
- R-Controlled Vowel: /ur/er, ir, ur
- Inflections: -er, -est
- Paired Selections
 - "One More Friend," Folktale
 - "Good Friends," Nonfiction Article
- Main Idea
- Summarize
- High Frequency Words
 - always, by, cow's join, nice, please, room
- Robust Vocabulary
 - captured, mercy, struggling, compatible, amiable, relax
- Grammar: Using He, She, It, and They
- Writing Forms: Invitation
- Writing Trait: Ideas

Lesson 17

- Phoneme Substitution (Initial and Medial)
- Syllable: -le
- Inflections: -ed, -ing, (double final consonant)
- Paired Selections
 - "Can Elephants Paint?" Nonfiction
 - "An Elephant's Three T's," Nonfiction Article

- Main Idea
- Monitor Comprehension: Reread
- High Frequency Words
 - buy, carry, money, other, paint, paper, would
- Robust Vocabulary
 - agreement, unnoticed, unthinkable, rejoice, predicament, extraordinary
- Grammar: Possessives ('s and pronouns)
- Writing Form: Friendly Letter
- Writing Trait: Voice

Lesson 18

- Review Blending and Substitution
- Long Vowel /o/
- Phonograms: -ow, -oat, -own, -oast
- Paired Selections
 - "Snow Surprise," Realistic Fiction
 - "The Snowflake Man," Classic Nonfiction
- Author's Purpose/Point of View
- Monitor Comprehension: Make Inferences
- High Frequency Words
 - mouse, our, over, pretty, surprise, three
- Robust Vocabulary
 - bulged, jostled, argue, command, labored, wary
- Grammar: Troublesome Words: Homophones
- Writing Form: Thank-You Letter

- Writing Trait: Word Choice

Lesson 19

- Review Segmentation and Substitution
- Long Vowel /e/, ee, ea
- Contractions: 've, 're
- Paired Selections
 - "Little Rabbit's Tale," Folktale
 - "Grow, Apples, Grow!" Article
- Cause and Effect
- Recognize Story Structure
- High Frequency Words
 - hurry, mother, should, sky, told, door, dear
- Robust Vocabulary
 - courteous, devious, rapidly, unreasonable, gullible, hastily
- Grammar: Describing Words: Color, Size, and Shape
- Writing Trait: Ideas

Lesson 20

- Review Delete and Substitution
- Long Vowel /a/, ai, ay
- Phonograms: -ay, -ain, -ail, -aid
- Paired Selections:
 - "Ways People Live," Nonfiction
 - "Houses," Poetry
- Cause and Effect

- Use Graphic Organizers
- High Frequency Words
 - cool, dry, four, holes, move, place, warm
- Robust Vocabulary
 - grumbling, chided, realized, bitterly, dwelling (noun), amusement
- Grammar: Describing Words: Taste, Smell, Sound, and Feel
- Writing Form: Description of a Place
- Writing Trait: Sentence Fluency

Lesson 21

- Review Blending, Segmentation, Deletion, and Substitution
- Long Vowel /a/a-e
- Phonograms: -ake, -ate, -ane, -ade
- Paired Selections
 - “Flake the Missing Hamster,” Play
 - “Three Reasons Why Pets are Great,” Magazine Article
- Problem/Solution
- Summarize
- High Frequency Words
 - around, found, near, tired, might, open, gone, hears
- Robust Vocabulary
 - sympathy, sensitive, devoted, alarmed, mysterious, overjoyed
- Grammar: Describing Words: How Many
- Writing Form: Play
- Writing Trait: Conventions

Lesson 22

- Review Segmentation and Addition
- Consonants: /s/c; /j/g, dge
- Contractions: 's, n't, 'll
- Paired Selections
 - "Mystery of the Night Song," Mystery
 - "Make Some Music," Article
- Draw Conclusions
- Monitor Comprehension: Make Inferences
- High Frequency Words
 - eyes, listen, visitor, remembered, become, talk, busy, high
- Robust Vocabulary
 - pleased, joy, stammered, puzzling, probing, unrelenting
- Grammar: Troublesome Words: Multiple Meaning Words
- Writing Form: Rhyming Poem
- Writing Trait: Organization

Lesson 23

- Review Blending and Addition
- Long Vowel /o/
- Phonograms: -ose, -one, -oke, -ole
- Paired Selections
 - "On Saturday," Nonfiction
 - "The River City," Article

- Draw Conclusions
- Answer Questions
- High Frequency Words
 - brown, hello, loudly, city, love, pulled
- Robust Vocabulary
 - asserted, offended, retorted, congenial, congregate, cheerful
- Grammar: Describing Words: -er, and -est
- Writing Form: Descriptive Poem
- Writing Trait: Voice

Lesson 24

- Review Segmentation and Addition
- Consonants: /s/c; /j/g, dge
- Paired Selections
 - “Mystery of the Night Song” Mystery
 - “Make Some Music” Article
- Draw Conclusions
- Monitor Comprehension: Make Inferences
- High Frequency Words
 - eyes, listen, visitor, remembered, become, talk, busy, high
- Robust Vocabulary
 - pleased, joy, stammered, puzzling, probing, unrelenting
- Grammar: Troublesome Words: Multiple Meaning Words
- Writing Form: Rhyming Poem
- Writing Trait: Organization

Lesson 25

- Review Deletion and Addition
- Long Vowel /y/, /oo/, u-e
- Contraction: 'd
- Paired Selections
 - "Blast Off!" Fantasy
 - "Traveling through Time," Nonfiction
- Story Elements
- Monitor Comprehension: Adjust Reading Rate
- High Frequency Words
 - climbed, earth, fooling, thought, table
- Robust Vocabulary
 - fondly, pale, shadowy, imaginative, similar, affectionate
- Grammar: Verbs that Tell about Now
- Writing Form: Research Report
- Writing Trait: Conventions

Lesson 26

- Review Substitution and Addition
- Long Vowel /i/y, ie, igh
- Contraction: 'd
- Paired Selections
 - "Blast Off!" Fantasy
 - "Traveling Through Time," Nonfiction

- Story Elements
- Monitor Comprehension: Adjust Reading Rate
- High Frequency Words
 - climbed, earth, fooling, thought, table
- Robust Vocabulary
 - fondly, pale, shadowy, imaginative, similar, affectionate
- Grammar: Verbs that Tell about Now
- Writing Form: Research Report
- Writing Trait: Conventions

Lesson 27

- Review Blending Segmentation, Deletion, Substitution, and Addition
- Vowel Diphthong /ou/ ow, ou
- Phonograms: -out, -ow, -own, -ound
- Paired Selections
 - "Ebb and Flo and the Baby Seal," Fiction
 - "Fellini the Fur Seal," Magazine Article
- Story Elements
- Monitor Comprehension: Make Inferences
- High Frequency Words
 - answered, baby, heard, pools, done, pushed, together
- Robust Vocabulary
 - quivered, wailed, scattered, elated, lonesome, hopeless
- Grammar: Using Am, Is, and Are
- Writing Form: Book Review

- Writing Trait: Word Choice

Lesson 28

- Review Blending, Segmentation, Deletion, Substitution, and Addition
- Long Vowel /i/y, ie
- Inflections: -ed, -er, -est, -es (change y to i)
- Paired Selections
 - "At the Crayon Factory," Nonfiction
 - "Crayons," Poetry
- Details
- Monitor Comprehension: Reread
- High Frequency Words
 - great, took, poured, almost, traveled, blue, able
- Robust Vocabulary
 - properly, familiar, arrived, anticipate, numerous, vibrant
- Grammar: Verbs That Tell About the Past
- Writing Form: How-To
- Writing Trait: Organization

Lesson 29

- Review Blending, Segmentation, Deletion, Substitution, and Addition
- Vowel Diphthong /oo/, oo, -ew
- Phonograms: -ool, -ew
- Paired Selections
 - "Sand Castle," Realistic Fiction
 - "Shape the Seashore," Article

- Details
- Recognize Story Structure
- High Frequency Words
 - boy, building, tomorrow, toward, welcoming
- Robust Vocabulary
 - wriggle, prickly, interested, cooperate, construct, assist
- Grammar: Using Was and Were
- Writing Form: Story
- Writing Trait: Voice

Math

Unit 1 Addition and Subtraction Concepts

Chapter 1

- Addition Concepts

Chapter 2

- Using Addition

Chapter 3

- Subtraction Concepts

Chapter 4

- Using Subtraction

Unit 2 Addition and Subtraction Facts to 10

Chapter 5

- Addition Strategies

Chapter 6

- Addition Facts Practice

Chapter 7

- Subtraction Strategies

Chapter 8

- Subtraction Facts Practice

Unit 3 Graphs, Numbers to 100, and Facts to 12

Chapter 9

- Graphs and Tables

Chapter 10

- Place Value to 100

Chapter 11

- Comparing and Ordering Numbers

Chapter 12

- Number Patterns

Chapter 13

- Addition and Subtraction Facts to 12

Chapter 14

- Practice Addition and Subtraction

Unit 4 Geometry and Addition and Subtraction to 20

Chapter 15

- Solid Figures and Plane Shapes

Chapter 16

- Spatial Sense

Chapter 17

- Patterns

Chapter 18

- Addition Facts and Strategies

Chapter 19

- Subtraction Facts and Strategies

Chapter 20

- Addition and Subtraction Practice

Unit 5 Money, Time, and Fractions

Chapter 21

- Fractions

Chapter 22

- Counting Pennies, Nickels, and Dimes

Chapter 23

- Using Money

Chapter 24

- Telling Time

Chapter 25

- Time and Calendar

Unit 6 Measurement, Operations, and Data

Chapter 26

- Length

Chapter 27

- Weight

Chapter 28

- Capacity

Chapter 29

- Adding and Subtracting 2-Digit Numbers

Chapter 30

- Probability

SOCIAL STUDIES

2nd grade

Social Studies – Horizons: About My Community: Volume I

Unit 1 - Living in a Community

- Unit 1 Introduction
- Preview the Vocabulary
- Start with a Poem: *Some Things Go Together* by Charlotte Zolotow; illustrated by Brenda Joysmith
 - Lesson 1: A Community of People
 - Reading Skills: Find the Main Idea
 - Lesson 2: A Member of Different Groups
 - Citizenship Skills: Work Together
 - Lesson 3: Around the Neighborhood
 - Lesson 4: A Citizen of Many Communities
 - Map and Globe Skills: Read a Map Key
 - Lesson 5: About Change
 - Chart and Graph Skills: Use a Calendar
 - Lesson 6: Needs and Wants
 - Visit: A Community Mural
- Visit: A Community Mural
- Unit 1 Review and Test Preparation
- Unit Activities

Unit 2 - Our Government

- Unit 2 Introduction
- Unit 2 Preview the Vocabulary
- Start with a Song: *America the Beautiful* by Katharine Lee Bates; illustrated by Ande Cook
 - Lesson 1: Getting Along in a Community
 - Citizenship Skills: Solve Problems
 - Lesson 2: Community Governments
 - Lesson 3: Choosing Leaders
 - Citizenship Skills: Make a Choice by Voting
 - Lesson 4: Our State Governments
 - Map and Globe Skills: Find States and Capitals
 - Lesson 5: Our Country's Government
 - Lesson 6: Signs of Citizen Pride
 - Chart and Graph Skills: Use a Picture Graph
 - Lesson 7: What Makes a Good Citizen
 - Reading Skills: Find Fact or Opinion
- Visit: An Eagle Care Center
- Unit 2 Review and Test Preparation
- Unit Activities

Unit 3 – Looking at the Earth

- Unit 3 Introduction
- Unit 3 Preview the Vocabulary
- Start with a Story: *Tulip Sees America* by Cynthia Rylant; Illustrated by Lisa Desimini
 - Lesson 1: Our Country's Land
 - Lesson 2: Our Country's Water
 - Map and Globe Skills: Read a Land and Water Map
 - Lesson 3: Maps and Globes
 - Map and Globe Skills: Find Directions on a Map
 - Lesson 4: Using Natural Resources
 - Chart and Graph Skills: Read a Table
 - Examine Primary Sources: Better Tools
 - Lesson 5: People and the Land
 - Map and Globe Skills: Use a Map Scale
 - Lesson 6: Caring for Resources
 - Citizenship Skills: Make a Thoughtful Decision
- Visit: A Potter
- Unit 3 Review and Test Preparation
- Unit Activities

Social Studies – Horizons: About My Community: Volume II

Unit 4 – Learn About People

- Unit 4 Introduction
- Unit 4 Preview the Vocabulary
- Start with an Article: *Eskimo Games* from Sports Illustrated for Kids
 - Lesson 1: Our Country of Many People
 - Reading Skills: Find Point of View
 - Lesson 2: People on the Move
 - Map and Globe Skills: Follow Routes on a Map
 - Lesson 3: Family Heritage
 - Chart and Graph Skills: Read a Bar Graph
 - Lesson 4: Community Celebrations
 - Lesson 5: Expressions of Culture
 - Lesson 6: Spreading Culture
 - Map and Globe Skills: Read a Map of World Countries
- Visit: A Crafts School
- Unit 4 Review and Test Preparation
- Unit Activities

Unit 5 – Past and Present

- Unit 5 Introduction
- Unit 4 Preview the Vocabulary
- Start with a Story: *Growing Seasons* by Elsie Lee Splear; illustrated by Doug Bowles
 - Lesson 1: Measuring Time
 - Chart and Graph Skills: Read a Time Line
 - Examine Primary Sources: Learning About the Past
 - Reading Skills: Predict a Likely Outcome
 - Lesson 2: Tracing a Community's History
 - Reading Skills: Identify Cause and Effect
 - Lesson 3: Celebrating Our Country's History
 - Map and Globe Skills: Read a History Map
 - Lesson 4: Celebrating Heroes of the Past
 - Map and Globe Skills: Read a Map Grid
 - Lesson 5: Contributions in World History
 - Chart and Graph Skills: Read a Diagram
- Visit: Mount Rushmore
- Unit 5 Review and Test Preparation
- Unit Activities

Unit 6 – People at Work

- Unit 6 Introduction
- Unit 6 Preview the Vocabulary
- Start with a Poem: *Worksong* by Gary Paulsen; illustrated by Ruth Wright Paulsen
 - Lesson 1: Goods and Services
 - Lesson 2: Producers and Consumers
 - Lesson 3: A Visit to a Factory
 - Chart and Graph Skills: Follow a Flow Chart
 - Lesson 4: Work and Income
 - Citizenship Skills: Make Choices When Buying
 - Examine Primary Sources: History of Money
 - Lesson 5: People Make a Difference
 - Lesson 6: Goods from Near and Far
 - Map and Globe Skills: Read a Product Map
- Visit: A Crayon Factory
- Unit 6 Review and Test Preparation
- Unit Activities

READING/ LANGUAGE ARTS

StoryTown- Florida Edition

Theme 1- Count On Me

Lesson 1

- Word Work
 - Phonics- Short Vowels /a/ a, /i/ i; CVC Patters in Longer Words
 - Spelling- *flag, fin, ran, has, fill, sat, list, sit, bag, win*
 - High-Frequency Words- *already, eight, police, prove, sign*
- Skills and Strategies
 - Reading- "**Author's Reading Race**" by Marc Brown & "**Reading with Your Fingers**" from Click
 - Fluency- Accuracy
 - Comprehension- Comprehension and Use Graphic Organizers
 - Build Robust Vocabulary- *dangerous, style, ignore, passion, challenge, underestimate, proficient, heed*
- Language Arts
 - Grammar- sentences
 - Writing- Form: Sentences About a Picture; Trait: Ideas
- Weekly Lesson Test

Lesson 2

- Word Work
 - Phonics- Short Vowels /e/ e, /o/ o, /u/ u; Inflections -s, -es
 - Spelling- *not, best, run, job, bed, spot, get, mud, ten, duck*
 - High-Frequency Words- *covered, everything, guess, through, woods*
- Skills and Strategies
 - Reading- "**Frog and Toad All Year**" by Arnold Lobel & "**Life as a Frog**" by Victoria Parker
 - Fluency- Accuracy
 - Comprehension- Characters and Use Graphic Organizers
 - Build Robust Vocabulary- *ventured, described, edge, hesitate, anonymous, unselfish, satisfied, neighborly*
- Language Arts
 - Grammar- Statements and Questions
 - Writing- Form: Paragraph; Trait: Ideas
- Weekly Lesson Test

Lesson 3

- Word Work
 - Phonics- Short Vowels /ā/ā- e, /ī/ ī-e, /ō/ o-e, /ū/ū- e; CVCe Pattern in Longer Words
 - Spelling- *same, kite, home, plate, ride, rope, race, rule, broke, tune*
 - High-Frequency Words- *children, different, ears, finally, hundred, short*
- Skills and Strategies
 - Reading- "**Henry and Mudge**" by Cynthia Rylant & "**Dogs**" by Marchette Chute
 - Fluency- Reading Rate
 - Comprehension- Main Idea and Details and Answer Questions
 - Build Robust Vocabulary- *blockades, soaked, misplaced, principles, deny, consider, opinionated, bulk*
- Language Arts
 - Grammar- Commands and Exclamations
 - Writing- Form: Description; Trait: Organization
- Weekly Lesson Test

Lesson 4

- Word Work
 - Phonics- Long Vowel /ē/ *ee, ea*; Inflections -ed, -ing
 - Spelling- *see, please, need, deal, sleep, mean, green, clean, keep, eat*
 - High-Frequency Words- *bicycle, exercise, sometimes, special, sugar*
- Skills and Strategies
 - Reading- "**Dog**" by Jennifer Blizin Gillis & "**Animals Have Special Joe**" from Weekly Reader
 - Fluency- Reading Rate
 - Comprehension- Main Idea and Details and Answer Questions
 - Build Robust Vocabulary- *disability, position, attached, assistance, depend, responsible, frisky, affinity*
- Language Arts
 - Grammar- Parts of a Sentence
 - Writing- Form: Paragraph of Information; Trait: Organization
- Weekly Lesson Test

Lesson 5

- Word Work
 - Phonics- Review: Short Vowels /a/ a, e/ e, /o/ o, /u/ u; Long Vowels /ā/ a-e, /ī/ i-e, /ō/ o-e, /ū/ u-e, /ē/ *ee, ea*
 - Spelling- Review: words with a, i, e, o, u, a-e, i-e, u-e, ee, ea
 - High-Frequency Words-Review: *already, prove, sign, police, eight, covered, everything, through, woods, guess, different, children, short, ears, finally, hundred, sugar, bicycle, special, sometimes, exercise*
- Skills and Strategies
 - Reading- "**Neighborhood News**" & "**Friendliness**"
 - Fluency-Review: Accuracy and Reading Rate
 - Comprehension- Review: Characters, Use Graphic Organizers, Main Idea and Details, Answer Questions
 - Build Robust Vocabulary-Introduce: *flutters, selected, announcement, career, penalty, location, excitable, positive*
- Language Arts
 - Grammar- Review: Sentences, Statements and Questions, Commands and Exclamations, Parts of a Sentence
 - Writing: Revised and Publish
 - Trait: Review: Ideas and Organization
- Weekly Lesson Test

Theme 2- Doing Our Best

Lesson 6

- Word Work
 - Phonics- Long Vowels /ī/ *ie, igh*; Inflections -ed, -ing
 - Spelling- *pie, high, tie, light, lie, night, bright, right, might, tight*
 - High-Frequency Words- ***brother, caught, cheer, learn, lose, straight***
- Skills and Strategies
 - Reading- **"Winners Never Quit!"** by Mia Hamm & **"Two Races"** Retold by Eric A. Kimmel
 - Fluency- Intonation
 - Comprehension- Make Predictions and Use Prior Knowledge
 - Build Robust Vocabulary- *techniques, specially, struggle, traction, agile, spectator, competitive, worthwhile*
- Language Arts
 - Grammar- Nouns
 - Writing- Form: Summary; Trait: Word Choice
- Weekly Lesson Test

Lesson 7

- Word Work
 - Phonics- Long Vowels /ā/ *ai, ay*; Compound Words
 - Spelling- *pay, mail, paint, day, rain, stay, sail, way, train*
 - High-Frequency Words- ***coming, curve, idea, knee, laughed, million, world***
- Skills and Strategies
 - Reading- **"Gus and Grandpa and the Two-Wheeled Bike"** by Claudia Mills & **"No Helmet? Pay Up!"** from *Time For Kids*
 - Fluency- Intonation
 - Comprehension- Make Predictions and Use Prior Knowledge
 - Build Robust Vocabulary- *rickety, rattling, prying, impatiently, romp, defeated, jubilant, master (v.)*
- Language Arts
 - Grammar- Singular and Plural Nouns
 - Writing- Form: Directions; Trait: Word Choice
- Weekly Lesson Test

Lesson 8

- Word Work
 - Phonics- r-Controlled Vowel /ār/ *ar*; Syllable Pattern C-le
 - Spelling- *car, art, barn, start, farm, card, yarn, part, dark*
 - High-Frequency Words- ***accept, ago, clear, fair, half, though***
- Skills and Strategies
 - Reading- **"The Great Ball Game"** Retold by Joseph Bruchac & **"The Bat"** by Douglas Florian
 - Fluency- Expression
 - Comprehension- Plot and Use Story Structure
 - Build Robust Vocabulary- *clutched, clambered, clumsy, ached, feud, superior, refuse, insult (v.)*
- Language Arts
 - Grammar- Proper Nouns
 - Writing- Form: Story; Trait: Sentence Fluency
- Weekly Lesson Test

Lesson 9

- Word Work
 - Phonics- Long Vowels /ō/ ^{ow} oa; Compound Words
 - Spelling- *snow, coat, grow, float, own, low, load, soak, bowl*
 - High-Frequency Words- *believe, brought, early, enough, impossible, quite, understand*
- Skills and Strategies
 - Reading- "**Click, Clack, Moo: Cows That Type**" by Doreen Cronin & "**Rock-a-Bye Cows**" by Sam Curtis
 - Fluency- Expression
 - Comprehension- Plot and Use Story Structure
 - Build Robust Vocabulary- *brisk, strutted, gobbled, paced, request, negotiate, compromise, improve*
- Language Arts
 - Grammar- More Proper Nouns
 - Writing- Form: Letter of Invitation; Trait: Sentence Fluency
- Weekly Lesson Test

Lesson 10

- Word Work
 - Phonics- Review: Long Vowels /ī/ ie, igh & /ā/ ai, ay, /ō/ oa, ow; r-Controlled Vowel /ā/ ar
- Spelling- Review: words with *ie, igh, ai, ay, ar, oa, ow*
 - High-Frequency Words-Review: *straight, cheer, brother, lose, learn, caught, coming, knee, idea, laughed, million, curve, world, ago, accept, fair, though, clear, half, believe, impossible, enough, brought, understand, early, quite*
- Skills and Strategies
 - Reading- "**A Trip to the Fire Station**"
 - Fluency-Review: Intonation and Expression
 - Comprehension- Review: Make Predictions, Use Prior Knowledge, Plot, Use Story Structure
 - Build Robust Vocabulary-Introduce: *minor, previous, priorities, extinguish, hazard, efficient, instantly, drench*
- Language Arts
 - Grammar- Review: Nouns, Singular and Plural Nouns, Proper Nouns, More Proper Nouns
 - Writing: Revised and Publish
 - Trait: Review: Sentence Fluency
- Weekly Lesson Test

Theme 3- Changing Times

Lesson 11

- Word Work
 - Phonics- Digraphs /ch/ ch, tch; /sh/ sh; /th/ th; Syllable Pattern VCCV
 - Spelling- *lunch, shape, wish, chop, show, catch, then, each, bath, such*
 - High-Frequency Words- *bought, draw, especially, minute, picture, question, sure, worry*
- Skills and Strategies
 - Reading- "**Jamaica Louise James**" by Amy Hest & "**A Lazy Thought**" by Eve Merriam
 - Fluency- Punctuation
 - Comprehension- Author's Purpose and Ask Questions
 - Build Robust Vocabulary- *filthy, fellow, executive, beautifying, renowned, kin, original, adorn*
- Language Arts
 - Grammar- Abbreviations
 - Writing- Form: Personal Narrative; Trait: Voice
- Weekly Lesson Test

Lesson 12

- Word Work
 - Phonics- Long Vowels /ē/ *ey, y*; Inflections -ed, -es (y to i)
 - Spelling- *very, messy, lady, happy, key, baby, money, funny, candy, sunny*
 - High-Frequency Words- *baard, cook, enjoy, expensive, favorite, imagine, popular, year*
- Skills and Strategies
 - Reading- "**At Play: Long Ago and Today**" by Lynnette R. Brent & "**A History of Games and Toys in the United States**"
 - Fluency- Punctuation
 - Comprehension- Author's Purpose and Ask Questions
 - Build Robust Vocabulary- *recently, housed, official, nominate, recreation, leisurely, ramble, archaic*
- Language Arts
 - Grammar- Singular Possessive Nouns
 - Writing- Form: Paragraph That Gives Information; Trait: Voice
- Weekly Lesson Test

Lesson 13

- Word Work
 - Phonics- Consonants /s/ c; /j/ g, dge; Inflections -ed, -ing (double final consonant)
 - Spelling- *slice, dodge, city, huge, nice, space, gem, price, cage, fudge*
 - High-Frequency Words- *above, shoes, tough, wash, wear, woman, young*
- Skills and Strategies
 - Reading- "**Big Bushy Mustache**" by Gary Soto & "**Changing**" by Mary Ann Hoberman
 - Fluency- Phrasing
 - Comprehension- Fiction and Nonfiction and Monitor Comprehension: Reread
 - Build Robust Vocabulary- *wilting, flitted, swirling, trance, route, semblance, distraught, improvise*
- Language Arts
 - Grammar- Plural Possessive Nouns
 - Writing- Form: Story: Dialogue; Trait: Conventions
- Weekly Lesson Test

Lesson 14

- Word Work
 - Phonics- r-Controlled Vowels /ŭ/ *lr, ur, er, ear*; Syllable Pattern VCCV
 - Spelling- *care, father, interesting, sweat, thumb, touch*
 - High-Frequency Words- *believe, brought, early, enough, impossible, quite, understand*
- Skills and Strategies
 - Reading- "**Rain Forest Babies**" by Kathy Darling & "**Baby Tapri Is Born!**"
 - Fluency- Phrasing
 - Comprehension- Fiction and Nonfiction and Monitor Comprehension: Reread
 - Build Robust Vocabulary- *dappled, entranced, trooped, circling, adorable, assortment, habitat, immense*
- Language Arts
 - Grammar- Pronouns
 - Writing- Form: Paragraph That Explains; Trait: Conventions
- Weekly Lesson Test

Lesson 15

- Word Work
 - Phonics- Review: Diagraphs /ch/ ch, tch; /sh/ sh; /th/ th; Long Vowels /ē/ ey, y; Consonants /s/ c, /j/ g, dge; r-Controlled Vowel /ūr/ ir, ur, er, ear
- Spelling- Review: words with *ch, tch, sh, th, ey, y, soft c and g, ir, ur, er, ear*
 - High-Frequency Words-Review: **draw, picture, question, minute, bought, worry, especially, sure, imagine, favorite, year, enjoy, cook, board, popular, expensive, wear, tough, woman, young, shoes, wash, above, interesting, thumb, touch, care, sweat, father**
- Skills and Strategies
 - Reading- **"A Birthday Mystery"**
 - Fluency-Review: Punctuation and Phrasing
 - Comprehension- Review: Author's Purpose, Ask Questions, Fiction and Nonfiction, Monitor Comprehension: Reread
 - Build Robust Vocabulary-Introduce: *distrust, witness, lock, beneath, bewildered, evasive, mull, startle*
- Language Arts
 - Grammar- Review: Abbreviations, Singular Possessive Nouns, Plural Possessive Nouns, Pronouns
 - Writing: Revised and Publish
 - Trait: Review: Voice and Conventions
- Weekly Lesson Test

Theme 4- Dream Big

Lesson 16

- Word Work
 - Phonics- Diagraphs /n/ kn; /r/ wr; /f/ gh, ph; Suffixes -ly, -ness
 - Spelling- *knot, wrong, know, wreck, graph, wrap, knife, tough, phone, laugh*
- Skills and Strategies
 - Reading- **"Mr. Putter and Tabby Write the Book"** by Cynthia Rylant & **"Interview with Author Loreen Leedy"**
 - Fluency- Intonation
 - Comprehension- Setting Follow Directions and Monitor Comprehension: Read Ahead
 - Build Robust Vocabulary- *disturb, underneath, cozy, enchanting, instead, thrilled, review, celebrate, procrastinate, diversion*
- Language Arts
 - Grammar- Adjectives
 - Writing- Form: How-to Paragraph; Trait: Organization
- Weekly Lesson Test

Lesson 17

- Word Work
 - Phonics- Short Vowels /e/ ea, y; Syllable Pattern V/CV
 - Spelling- *heavy, steady, bread, sweat, head, thread, breath, ready, meant, health*
- Skills and Strategies
 - Reading- **"Annie's Gifts"** by Angela Shelf Medearis & **"Sarah Enters a Painting"** by Susan Katz
 - Fluency- Intonation
 - Comprehension- Setting Follow Directions and Monitor Comprehension: Read Ahead
 - Build Robust Vocabulary- *journeyed, frail, stomped, sipped, entertain, except, carefree, screeching, horrendous, melodious*
- Language Arts
 - Grammar- Adjectives for Senses
 - Writing- Form: Description; Trait: Organization
- Weekly Lesson Test

Lesson 18

- Word Work
 - Phonics- Vowel Diphthong /oi/ oi, oy; Suffixes -ful, -less
 - Spelling- *join, boll, joy, soil, noise, boy, voice, point, toy, coin*
- Skills and Strategies
 - Reading- **"Ah, Music!"** by Ailiki & **"Come, My Little Children, Here Are Songs for You"** by Robert Louis Stevenson
 - Fluency- Accuracy
 - Comprehension- Locate Information Use Reference Sources and Answer Questions
 - Build Robust Vocabulary- *attract, territory, volume, expression, creative, performance, concentrate, relieved, universal, audible*
- Language Arts
 - Grammar- Number Words
 - Writing- Form: Poem; Trait: Word Choice
- Weekly Lesson Test

Lesson 19

- Word Work
 - Phonics- r-Controlled Vowels /ir/ ear, eer; Syllable Pattern VC/V
 - Spelling- *gear, deer, fear, year, cheer, near, hear, clear, steer, rear*
- Skills and Strategies
 - Reading- **"The Life of George Washington Carver"** by Joli K. Stevens & **"Nutty Facts About Peanuts"** from *Ranger Rick* by Gail Skroback Hennessey
 - Fluency- Accuracy
 - Comprehension- Locate Information Use Reference Resources and Ask Questions
 - Build Robust Vocabulary- *brew, snug, supplies, crop, provide, earn, committee, experiments, innovation, edible*
- Language Arts
 - Grammar- Words that Compare
 - Writing- Form: Narrative; Trait: Word Choice
- Weekly Lesson Test

Lesson 20

- Word Work
 - Phonics- Review: Diagraphs /n/ kn, /r/ wr, /f/ gh; ph, Short Vowel /e/ ea, Vowel Diphthong /oi/ oi, oy, r-Controlled Vowel /ir/ ear, eer
 - Spelling- Review: words with *kn, wr, gh, ph, ea, oi, oy, ear, eer*
- Skills and Strategies
 - Reading- **"What's My Job?"**
 - Fluency-Review: Intonation and Accuracy
 - Comprehension- Review: Setting Follow Directions, Monitor Comprehension: Reach Ahead, Locate Information Use Reference Sources, Answer Questions
 - Build Robust Vocabulary-Introduce: *encountered, originated, sleuths, host, statue, risk, responds, accurately, opponent, impulsive*
- Language Arts
 - Grammar- Review: Adjectives, Adjectives for Senses, Number Words, Words that Compare
 - Writing: Revised and Publish
 - Trait: Review: Organization and Word Choice
- Weekly Lesson Test

Theme 5- Better Together

Lesson 21

- Word Work
 - Phonics- Vowel Diphthong /ou/ ou, ow; Abbreviations
 - Spelling- *out, town, count, crowd, ground, now, found, crown, sound, down*
- Skills and Strategies
 - Reading- "**A Chair for My Mother**" by Vera B. Williams & "**Saving Money**" by Mary Firestone
 - Fluency- Expression
 - Comprehension- Plot Compare and Contrast and Use Story Structure
 - Build Robust Vocabulary- *allowance, rosy, bargain, spoiled, comfortable, boost, exchanged, delivered, thrifty, industrious*
- Language Arts
 - Grammar- Past-Tense Action Verbs
 - Writing- Form: Personal Narrative; Trait: Sentence Fluency
- Weekly Lesson Test

Lesson 22

- Word Work
 - Phonics- r-Controlled Vowel /[^]or/ or, ore, our; Syllable Pattern V/CV and VC/V
 - Spelling- *store, fork, pour, score, your, chore, short, mare, four, sore*
- Skills and Strategies
 - Reading- "**Serious Farm**" by Tim Egan & "**Beyond Old MacDonald**" by Charley Hoge
 - Fluency- Expression
 - Comprehension- Plot Compare and Contrast and Use Story Structure
 - Build Robust Vocabulary- *acquired, assumed, serious, extremely, admit, barely, hilarious, witty, absurd, attempt*
- Language Arts
 - Grammar- Subject-Verb Agreement
 - Writing- Form: Fantasy; Trait: Sentence Fluency
- Weekly Lesson Test

Lesson 23

- Word Work
 - Phonics- Vowel Variant /^{oo}/ oo, ew, ue, ul, ou; Prefixes mis-, re-, un-
- Spelling- *true, grew, suit, smooth, clue, soup, stew, food, group, fruit*
- Skills and Strategies
 - Reading- "**The Bee**" by Sabrina Crewe & "**California Bee Business**" by Dimarie Santiago
 - Fluency- Reading Rate
 - Comprehension- Use Graphic Aids Synonyms and Summarize
 - Build Robust Vocabulary- *thickens, plentiful, crowd (v.), sealed, carefully, attack, pattern, disappear, role, diligent*
- Language Arts
 - Grammar- Past-Tense Verbs
 - Writing- Form: Paragraph of Information; Trait: Word Choice
- Weekly Lesson Test

Lesson 24

- Word Work
 - Phonics- r-Controlled Vowels /ar/ *air, are*; Contractions
 - Spelling- *hair, glare, fair, scare, pair, care, share, chair, rare, stair*
- Skills and Strategies
 - Reading- **"Watching in the Wild"** by Charnan Simon & **"Chimp Computer Whiz"** from *Ask Magazine*
 - Fluency- Reading Rate
 - Comprehension- Use Graphic Aids Synonyms and Summarize
 - Build Robust Vocabulary- *extinct, pledge, blended, cradled, raggedy, distance, personalities, crumpled, patience, tedious*
- Language Arts
 - Grammar- Forms of *be*
 - Writing- Form: Paragraph that Compares (or Contrasts); Trait: Word Choice
- Weekly Lesson Test

Lesson 25

- Word Work
 - Phonics- Review: Vowel Diphthong /ou/ *ou, ow*; r-Controlled Vowel /or/ *or, ore, our*; Vowel Variant /oo/ *oo, ew, ue, ui, ou*; -Controlled Vowels /ar/ *air, are*;
 - Spelling- Review: words with *ou, ow, or, ore, our, oo, ew, ue, ui, ou, air, are*
- Skills and Strategies
 - Reading- **"Town Hall"**
 - Fluency-Review: Expression and Reading Rate
 - Comprehension- Review: Plot Compare and Contrast, Use Story Structure, Use Graphic Aids Synonyms and Summarize
 - Build Robust Vocabulary-Introduce: *race, juggling, accomplish, feasible, attend, report, area, serve, preference, alternatives*
- Language Arts
 - Grammar- Review: Present-Tense Action Verbs, Subject-Verb Agreement, Past-Tense Verbs, Forms of *be*
 - Writing: Revised and Publish
 - Trait: Review: Sentence Fluency and Word Choice
- Weekly Lesson Test

Theme 6- Seek and Find

Lesson 26

- Word Work
 - Phonics- Vowel Variant /oo/ *oo, ou*; Prefixes *dis-, over-, pre-*
 - Spelling- *book, should, took, stood, crook, would, look, could, good, shook*
- Skills and Strategies
 - Reading- **"Where on Earth Is My Bagel"** by Frances Park and Ginger Park & **"South Korea"**
 - Fluency- Punctuation
 - Comprehension- Cause and Effect and Use Graphic Organizers
 - Build Robust Vocabulary- *belongings, fleeing, gently, smothered, replied, pleaded, fragrant, grunted, crave, correspond*
- Language Arts
 - Vocabulary- Antonyms
 - Grammar- Irregular
 - Writing- Form: Letter; Trait: Ideas
- Weekly Lesson Test

Lesson 27

- Word Work
 - Phonics- Vowel Variant /[^]o/ aw, au(gh)
 - Spelling- *claw, fault, draw, haul, crawl, lawn, sauce, paw, caught, saw*
- Skills and Strategies
 - Reading- "**My Name Is Gabriela**" by Monica Brown & "**Gabriela Mistral: A Poet's Life in Photos**" by Alma Flor Ada and F. Isabel Campoy
 - Fluency- Punctuation
 - Comprehension- Cause and Effect and Use Graphic Organizers
 - Build Robust Vocabulary- *accent, native, beyond, noticed, create, award, literature, grand, aspre, accolade*
- Language Arts
 - Vocabulary- Antonyms
 - Grammar- More Irregular Verbs
 - Writing- Form: Report About a Person; Trait: Ideas
- Weekly Lesson Test

Lesson 28

- Word Work
 - Phonics- Vowel Variant /[^]o/ a(l), ough; Suffix -tion
 - Spelling- *ball, talk, fought, hall, bought, all, chalk, small, thought, fall*
- Skills and Strategies
 - Reading- "**Let's Go Rock Collecting**" by Roma Gans & "**Pebbles**" by Valerie Worth
 - Fluency- Phrasing
 - Comprehension- Make Inferences and Monitor Comprehension: Reread
 - Build Robust Vocabulary- *absolutely, halfheartedly, rare, last (v.), settled, common, separated, collection, identify, durable*
- Language Arts
 - Vocabulary- Multiple-Meaning Words
 - Grammar- Helping Verbs
 - Writing- Form: Book Report; Trait: Conventions
- Weekly Lesson Test

Lesson 29

- Word Work
 - Phonics- Long Vowel /[~]a/ ea, ei(gh), ey; Inflections -er, -est
 - Spelling- *break, sleigh, they, steak, eight, obey, great, neighbor, prey, weigh*
- Skills and Strategies
 - Reading- "**The Lizard and the Sun**" by Alma Flor Ada & "**Be Sun Safe**" from *Us Kids*
 - Fluency- Phrasing
 - Comprehension- Make Inferences and Monitor Comprehension: Reread
 - Build Robust Vocabulary- *squatted, chilly, peered, scampering, discovery, majestic, budge, entire, bizarre, extravaganza*
- Language Arts
 - Vocabulary- Multiple-Meaning Words
 - Grammar- Contractions
 - Writing- Form: Folktale; Trait: Conventions
- Weekly Lesson Test

Lesson 30

- Word Work
 - Phonics- Review: Vowel Variant /oo/ oo, ou; Vowel Variant /ô/ aw, au(gh); Vowel Variant /ô/ a(l), ough; Long Vowel /ā/ ea, ei(gh), ey
- Spelling- Review: words with oo, ou, aw, au(gh), a(l), ough, ea, ei(gh), ey
- Skills and Strategies
 - Reading- **"Cross-Country Vacation"**
 - Fluency-Review: Punctuation and Phrasing
 - Comprehension- Review: Cause and Effect, Use Graphic Organizers, Make Inferences, Monitor Comprehension: Reread
 - Build Robust Vocabulary-Introduce: *zoom, enthusiast, historical, fantastic, impressive, delay, square, upbeat, inexplicable, itinerary*
- Language Arts
 - Vocabulary- Antonyms and Multiple-Meaning Words
 - Grammar- Review: Irregular Verbs, More Irregular Verbs, Helping Verbs, Contractions
 - Writing: Revised and Publish
 - Trait: Review: Ideas and Conventions
- Weekly Lesson Test

MATH

Harcourt Math- Florida Edition: Volume I

Unit 1- Numbers and Operations

- Chapter 1: Numbers to 100
- Chapter 2: Number Patterns
- Chapter 3: Comparing and Ordering Numbers
- Chapter 4: Tables and Graphs
- Chapter 5: Addition Strategies
- Chapter 6: Subtraction Strategies
 - It's in the Bag
 - Math Storybook
 - Problem Solving in Florida
 - Challenge
 - Study Guide and Review
 - Performance Assessment, Technology

Unit 2- 2-Digit Addition and Subtraction

- Chapter 7: Explore 2-Digit Addition
- Chapter 8: 2-Digit Addition
- Chapter 9: Explore 2-Digit Subtraction
- Chapter 10: 2-Digit Subtraction
- Chapter 11: Practice 2-Digit Addition and Subtraction
 - It's in the Bag
 - Math Storybook
 - Problem Solving in Florida
 - Challenge
 - Study Guide and Review
 - Performance Assessment, Technology

Harcourt Math- Florida Edition: Volume II

Unit 3- Money, Time, and Data

- Chapter 12: Counting Money
- Chapter 13: Using Money
- Chapter 14: Telling Time
- Chapter 15: Understanding Time
- Chapter 16: Interpret Table and Graphs
- Chapter 17: Probability
 - It's in the Bag
 - Math Storybook
 - Problem Solving in Florida
 - Challenge
 - Study Guide and Review
 - Performance Assessment, Technology

Unit 4- Geometry and Patterns

- Chapter 18: Plane Shapes
- Chapter 19: Solid Figures
- Chapter 20: Spatial Sense
- Chapter 21: Patterns
 - It's in the Bag
 - Math Storybook
 - Problem Solving in Florida
 - Challenge
 - Study Guide and Review
 - Performance Assessment, Technology

Harcourt Math- Florida Edition: Volume III

Unit 5- Measurement and Fractions

- Chapter 22: Customary Measurement: Length and Temperature
- Chapter 23: Customary Measurement: Capacity and Weight
- Chapter 24: Metric Measurement
- Chapter 25: Explore Perimeter, Area, and Volume
- Chapter 26: Fractions
 - It's in the Bag
 - Math Storybook
 - Problem Solving in Florida
 - Challenge
 - Study Guide and Review
 - Performance Assessment, Technology

Unit 6- Exploring Greater Numbers and Operations

- Chapter 27: Numbers to 1,000
- Chapter 28: Comparing and Ordering Greater Numbers
- Chapter 29: Adding and Subtracting 3-Digit Numbers
- Chapter 30: Multiplication and Division Concepts
 - It's in the Bag
 - Math Storybook
 - Problem Solving in Florida
 - Challenge
 - Study Guide and Review
 - Performance Assessment, Technology

SCIENCE

Physical Science

- Ready, Set, Science!
- Lesson 1: What Inquiry Skills Will We Use?
- Lesson 2: What Science Tools Will We Use?
- Lesson 3: How Do Scientist Work?
- Chapter Review and Test Preparation

Physical Science: Strand A- The Nature of Matter

- Chapter 1: Observing and Classifying Matter
 - Lesson 1: What Is Matter?
 - Lesson 2: What Are Solids?
 - Lesson 3: What Are Liquids?
 - Lesson 4: What Are Gases?
 - Activities for Home or School
 - Chapter Review and Test Preparation
- Chapter 2: Changes in Mater
 - Lesson 1: How Can Matter Change?
 - Lesson 2: How Can Water Change?
 - Lesson 3: What Are Other Changes to Matter?
 - Activities for Home or School
 - Chapter Review and Test Preparation

Physical Science: Strand B- Energy

- Chapter 3: Light and Heat
 - Lesson 1: What Is Energy?
 - Lesson 2: What Is Light?
 - Lesson 3: What Is Heat?
 - Activities for Home or School
 - Chapter Review and Test Preparation
- Chapter 4: Energy for Living
 - Lesson 1: How Do Plants and Animals Get Energy?
 - Lesson 2: How Does Energy Flow?
 - Lesson 3: How Do People Get Energy?
 - Activities for Home or School
 - Chapter Review and Test Preparation

Physical Science: Stand C- Forces and Motion

- Chapter 5: Motion
 - Lesson 1: What Are Ways Things Move?
 - Lesson 2: What Makes Things Move?
 - Lesson 3: How Do Magnets Move Things?
 - Activities for Home or School
 - Chapter Review and Test Preparation
- Chapter 6- Sound
 - Lesson 1: What Causes Sound?
 - Lesson 2: How Does Sound Travel?
 - Lesson 3: How Do We Make Different Sounds?
 - Activities for Home or School
 - Chapter Review and Test Preparation

Earth Science: Strand D- Processes That Shape the Earth

- Chapter 7- Exploring Earth's Surface
 - Lesson 1: What Changes Earth's Surface?
 - Lesson 2: What Are Rocks, Sand, and Soil?
 - Lesson 3: What Can We Learn from Fossils?
 - Activities for Home or School
 - Chapter Review and Test Preparation
- Chapter 8- Natural Resources
 - Lesson 1: How Can People Use Natural Resources?
 - Lesson 2: How Can People Harm Natural Resources?
 - Lesson 3: How Can People Protect Natural Resources?
 - Activities for Home or School
 - Chapter Review and Test Preparation
- Chapter 9- Weather
 - Lesson 1: How Does Weather Change?
 - Lesson 2: Why Do We Measure Weather?
 - Lesson 3: What Is The Water Cycle?
 - Activities for Home or School
 - Chapter Review and Test Preparation

Earth Science: Strand E- Earth and Space

- Chapter 10- The Solar System
 - Lesson 1: What Are Stars and Planets?
 - Lesson 2: What Causes Day and Night?
 - Lesson 3: Why Does the Moon Seem to Change?
 - Lesson 4: What Causes the Seasons?
 - Activities for Home or School
 - Chapter Review and Test Preparation

Life Science: Strand F- Processes of Life

- Chapter 11- Living and Nonliving Things
 - Lesson 1: What Are Living and Nonliving Things?
 - Lesson 2: What Do Animals Need?
 - Lesson 3: What Do Plants Need?
 - Activities for Home or School
 - Chapter Review and Test Preparation
- Lesson 12- Animals
 - Lesson 1: What Are Mammals and Birds?
 - Lesson 2: What Are Reptiles, Amphibians, and Fish?
 - Lesson 3: What Are Some Animal Life Cycles?
 - Activities for Home or School
 - Chapter Review and Test Preparation
- Lesson 13- Plants
 - Lesson 1: What Are the Parts of a Plant?
 - Lesson 2: How Do Plants Differ?
 - Lesson 3: What Are Some Plant Life Cycles?
 - Activities for Home or School
 - Chapter Review and Test Preparation

Life Science: Strand G- How Living Things Interact with Their Environment

- Chapter 14- Living Things and Their Environments
 - Lesson 1: What Is an Environment?
 - Lesson 2: How Do Living Things Survive in Different Places?
 - Lesson 3: What Are Food Chains and Food Webs?
 - Activities for Home or School
 - Chapter Review and Test Preparation

KIDZ CHOICE CHARTER (5409)

3RD GRADE SYLLABUS

Kidz Choice Charter School

Teacher:

Grade: 3

Subject: Math

Syllabus

UNIT 1: Understand Numbers and Operations

Chapter 1

Getting Ready: Addition and Subtraction Concepts

Chapter 2

Place Value and Number Sense

Chapter 3

Compare, Order, and Round Numbers

Unit 2: Addition, Subtraction, Money, and Time

Chapter 4

Addition

Chapter 5

Subtraction

Chapter 6

Money

Chapter 7

Understand Time

Unit 3: Multiplication Concepts and Facts

Chapter 8

Understand Multiplication

Chapter 9

Multiplication Facts through 5

Chapter 10

Multiplication Facts and Strategies

Chapter 11

Multiplication Facts and Patterns

Unit 4: Division Concepts and Facts

Chapter 12

Understand Division

Chapter 13

Division Facts through 5

Chapter 14

Divisions Facts through 10

- Unit 5: Data and Measurement
 - Chapter 15
 - Collect and Record Data
 - Chapter 16
 - Analyze and Graph Data
 - Chapter 17
 - Customary Units
 - Chapter 18
 - Metric Units and Temperature
- Unit 6: Geometry
 - Chapter 19
 - Geometric Figures
 - Chapter 20
 - Congruence and Symmetry
 - Chapter 21
 - Solid and Plane Figures
 - Chapter 22
 - Perimeter, Area, and Volume
- Unit 7: Patterns and Probability
 - Chapter 23
 - Algebra: Patterns
 - Chapter 24
 - Probability
- Unit 8: Fractions and Decimals
 - Chapter 25
 - Understand Fractions
 - Chapter 26
 - Add and Subtract Like fractions
 - Chapter 27
 - Fractions and Decimals
 - Chapter 28
 - Decimals and Money
- Unit 9: Multiply and divide by 1-Digit Numbers
 - Chapter 29
 - Multiply by 1-Digit Numbers
 - Chapter 30
 - Divide by 1-Digit Numbers

Kidz Choice Charter School
Teacher:
Grade: 3
Subject: Social Studies

Syllabus

Unit 1: Learning About Communities

Unit 1 Introduction
Preview Vocabulary
Start with a Photo Story
Snapshot of a Community: Mount Dora, Florida

Chapter 1: Communities are People

Lesson 1 People Live in Communities
Lesson 2 People Work at Many Jobs
Chart and Graph Skills: Read Graphs
Lesson 3 Many People, One Community
Lesson 4 People Getting Along
Citizenship Skills: Solve a Problem

Chapter 2: Communities are Places

Lesson 1 Where on Earth is your Community?
Map and Globe Skills: Read a Map
Lesson 2 Communities are Different Sizes
Lesson 3 Every Community has a Story
Chart and Graph Skills: Read a Time Line
Examine Primary Sources
A History Museum

Unit 2: Citizenship and Government

Unit 2 Introduction
Preview Vocabulary
Start with a Story
Peace and Bread: The Story of Jane Addams

Chapter 3: People and Their Local Government

Lesson 1 Leaders in the Community
Lesson 2 Communities have Governments
Citizenship Skills: Resolve Conflict
Lesson 3 Community Governments Provide Services
Lesson 4 Branches and Levels of Government
Map and Globe Skills: Identify State Capitals and Borders

Chapter 4: Our Nation's Government

Lesson 1 The National Government

Chart and Graph Skills: read a Table

Lesson 2 Citizens have Rights and Responsibilities

Citizenship Skills: Make a Choice by Voting

Lesson 3 Models of American Citizenship

Lesson 4 Symbols of American citizenship

Examine Primary Sources

Patriotic Symbols

Unit 3: Communities are Everywhere

Unit 3 Introduction

Preview Vocabulary

Start with a Story

Robinson Crusoe

Chapter 5: a Community's Geography

Lesson 1 Describing a Place

Map and Globe Skills: Read a Landform Map

Lesson 2 What People Add to Places

Reading Skills: Predict a Likely Outcome

Lesson 3 People and Their environments

Map and Globe Skills: Find Intermediate Direction

Chapter 6: Thinking Like a Geographer

Lesson 1 The World in Geographers' Terms

Map and Globe Skills: use a Map Grid

Lesson 2 Physical Processes

Chart and Graph Skills: Compare Bar Graphs

Lesson 3 Human Processes

Examine Primary Sources

Many Kinds of Maps

Unit 4: Many Kinds of People

Unit 4 Introduction
Preview Vocabulary
Start with a Folktale
John Henry

Chapter 7: American Culture

Lesson 1 Stories People Tell
Reading Skills: Tell Fact from Fiction
Lesson 2 Real American Heroes
Lesson 3 Our American Heritage
Chart and Graph Skills: Read a Cutaway Diagram

Chapter 8: The Many People of a Community

Lesson 1 A Nation of Immigrants
Lesson 2 The Potato Famine
Citizenship Skills: Make a Thoughtful Decision
Lesson 3 Cities of Many Cultures
Map and globe Skills: Use a Population Map
Lesson 4 People Express Their Culture
Reading Skills: Determine Point of View in Pictures
Lesson 5 Holiday Customs and Traditions
Examine Primary Sources
Cultural Objects

Unit 5: Communities Over Time

Unit 5 Introduction
Preview Vocabulary
Start with a Poem
"History"

Chapter 9: Communities in Ancient Times

Lesson 1 Continuity and Change
Chart and Graph Skills: Understand Time Periods
Lesson 2 The First Communities
Lesson 3 Ancient Mesopotamia
Reading Skills: Identify Cause and Effect
Lesson 4 Ancient Egypt
Lesson 5 Ancient China
Lesson 6 Ancient Greece
Lesson 7 Ancient Rome
Map and Globe Skills: Compare History Maps

Chapter 10: Communities Then and Now

Lesson 1 The Middle Ages

Lesson 2 Changing Times

Map and Globe Skills: Follow Routes on a Map

Lesson 3 Toward the Present Day

Examine Primary Sources

A Time Capsule

Unit 6: People Working in a Community

Unit 6 Introduction

Preview Vocabulary

Start with an Article

"Henry Ford's Dream"

Chapter 11: Making and Selling Products

Lesson 1 Henry Ford Makes a Product

Map and Globe Skills: Read a Product Map

Lesson 2 Inventions Lead to New Products

Examine Primary Sources

A Safer Bicycle

Lesson 3 How a Business Works

Reading Skills: Tell Fact from Opinion

Lesson 4 Free enterprise

Lesson 5 The World marketplace

Map and Globe Skills: Use Latitude and Longitude

Chapter 12: Being a Thoughtful Consumer

Lesson 1 How People Earn and Use Money

Chart and Graph Skills: Read a Flow Chart

Lesson 2 Saving Money

Chart and Graph Skills: Use a Line Graph

Lesson 3 Making a Budget

Citizenship Skills: Make an Economic Choice

Lesson 4 People Who Share

Kidz Choice Charter School

Teacher:

Grade: 3

Subject: Science

Syllabus

Physical Science

Strand A: The Nature of Matter

Chapter 1: Properties of Matter

Lesson 1 What is Matter?

Lesson 2 What are States of Matter?

Lesson 3 How does Matter Change?

Strand B: Energy

Chapter 2: Energy

Lesson 1 What is Energy?

Lesson 2 How can Energy be Used?

Lesson 3 Why is Energy Important?

Chapter 3: Heat

Lesson 1 What is Heat, and How is it Measured?

Lesson 2 How does Thermal Energy Move?

Lesson 3 How is Thermal Energy Used?

Strand C: Forces and Motion

Chapter 4 Forces and Motion

Lesson 1 What is Motion?

Lesson 2 What are Forces?

Lesson 3 How do Waves Move?

Chapter 5 Work and Machines

Lesson 1 What is Work?

Lesson 2 What are some Simple Machines?

Lesson 3 What are some Other Simple Machines?

Earth Science

Strand D: Processes that Shape the Earth

Chapter 6: Minerals and Rocks

Lesson 1 What are Minerals and Rocks?

Lesson 2 What are the Types of Rocks?

Lesson 3 What are Fossils?

Chapter 7: Forces that Shape the Land

Lesson 1 What are Landforms?

Lesson 2 How do Landforms Change Slowly?

Lesson 3 How do Landforms Change Quickly?

Chapter 8: The Water Cycle

Lesson 1 Where is Water Found on Earth?

Lesson 2 What is the Water Cycle?

Lesson 3 What is Weather?

Chapter 9: Conserving Resources

Lesson 1 What are some Types of Resources?

Lesson 2 What are some Types of Soil?

Lesson 3 How do People Use and Impact the Environment?

Lesson 4 How can Resources be Used Wisely?

Strand E: Earth and Space

Chapter 10: Earth's Place in the Solar System

Lesson 1 What Causes Earth's Seasons?

Lesson 2 How do Earth and the Moon Interact?

Lesson 3 What is the Solar System?

Life Science

Strand F: Processes of Life

Chapter 11: Types of Plants

Lesson 1 What do Plants Need to Live?

Lesson 2 What are some Types of Plants?

Lesson 3 How do Plants Make Food?

Chapter 12: Types of Animals

Lesson 1 What do Animals Need to Live?

Lesson 2 What are Vertebrates?

Lesson 3 What are Invertebrates?

Strand G: How Living Things Interact with Their Environment

Chapter 13: Where Living Things are Found

Lesson 1 What are Ecosystems?

Lesson 2 What are some Types of Ecosystems?

Lesson 3 How do Living things Survive in Ecosystems?

Lesson 4 How do Ecosystems Change?

Chapter 14: Living Things Depend on One Another

Lesson 1 How do Plants and Animals Interact?

Lesson 2 What are Food Chains?

Lesson 3 What are food Webs?

Kidz Choice Charter School
Grade: 3
Teacher:
Subject: Reading/Language Arts

Syllabus

Theme 1: School Days

Lesson 1:

Main Selection: Ruby the Copycat by Peggy Rathmann (Realistic Fiction)
Paired Selection: The Singing Marvel by Leonora and Arthur Hornblow (Expository Nonfiction)
Phonics/Spelling: Short Vowels a, e, i, o, u
Focus Skill: Characters and Setting
Focus Strategy: Use Graphic Organizer
Additional Skills: Use Alphabetical Order
Fluency: Accuracy
Robust Vocabulary: trudged, gushed, coincidence, pleasant, modeled, murmured, loyal, recited, frustrated, imitated
Grammar: Sentences – Statements and Questions
Writing:
Form: Description
Trait: Ideas
Theme Writing: Personal Narrative

Lesson 2:

Main Selection: The Day Eddie Met the Author by Louise Border (Realistic Fiction)
Paired Selection: Good Books, Good Times by Lee Bennett Hopkins (Poetry)
Surprise by Beverly McLoughland (Poetry)
Phonics/Spelling: Root Word + Ending –ed, -ing
Focus Skill: Characters and Setting
Focus Strategy: Use Graphic Organizer
Additional Skills: Use Alphabetical Order
Fluency: Accuracy
Robust Vocabulary: conquer, resistance, assembly, plenty, dismiss, squirmed, patchwork, autographed, ponder, anticipation
Grammar: Commands and Exclamations
Writing:
Form: Interview
Trait: Ideas

Lesson 3:

Main Selection: Schools Around the World by Margaret C. Hall (Expository Nonfiction)
Paired Selection: Keys to the Universe by Francisco X. Alarcon (Poetry)
Phonics/Spelling: Vowel Digraphs ee, ea, ai, ay, oa, ow

Focus Skill: Locate Information

Focus Strategy: Use Prior Knowledge

Additional Skills: Use a Dictionary

Fluency: Reading Rate

Robust Vocabulary: proper, boarding, chores, certain, resources, culture, tutor, uniforms, literacy, diverse

Grammar: Complete and Simple Subjects and Predicates

Writing:

Form: Paragraph of Information

Trait: Organization

Lesson 4:

Main Selection: Ellen Ochoa, Astronaut by Janet Michaels (Biography)

Paired Selection: What's in the News? (Newsletter)

Phonics/Spelling: Plurals -s, -es

Focus Skill: Locate Information

Focus Strategy: Use Prior Knowledge

Additional Skills: Use a Dictionary

Fluency: Reading Rate

Robust Vocabulary: persevere, confidence, talented, apply, research, invention, hinder, disappointed, ambitious, attain

Grammar: Compound Subjects and Predicates

Writing:

Form: Biography

Trait: Organization

Lesson 5:

Main Selection: The School News (News Script)

Paired Selection: I Live in a Town by Stasia Ward Kehoe (Nonfiction)

Phonics/Spelling: Short Vowels, Root Word + ending, Vowel Digraphs, Plurals

Focus Skill: Characters and Setting, Locate Information

Focus Strategy: Use Graphic Organizer, Use Prior Knowledge

Additional Skills: Use Alphabetical Order, Use a Dictionary

Fluency: Accuracy, Reading Rate

Robust Vocabulary: viewers, survive, camouflage, concealed, independent, donated, media, feature, image, popular

Grammar: Statements and Questions, Commands and Exclamations, Complete and Simple Subjects and Predicates, Compound Subjects and Predicates

Writing: Revise and publish selected writing assignments

Theme 2: Together We Can

Lesson 6:

Main Selection: The Babe and I by David A. Adler (Historical Fiction)

Paired Selection: America's National Pastime (Timeline)

Phonics/Spelling: Compound Words

Focus Skill: Fact and Opinion

Focus Strategy: Monitor Comprehension Reread

Additional Skills: Synonyms and Antonyms

Fluency: Phrasing

Robust Vocabulary: skim, span, shabby, embarrass, midst, elevated, dazed, collapses, contribution, initiative

Grammar: Simple and Compound Sentences

Writing:

Form: Character Sketch

Trait: Sentence Fluency

Theme Writing: Response to Literature

Lesson 7:

Main Selection: Aero and Officer Mike by Joan Plummer Russell (Nonfiction)

Paired Selection: It's About Dogs by Tony Johnston (Poetry)

Phonics/Spelling: Consonant Digraphs ch, tch, sh, wh

Focus Skill: Fact and Opinion

Focus Strategy: Monitor Comprehension Reread

Additional Skills: Synonyms and Antonyms

Fluency: Phrasing

Robust Vocabulary: babble, suspicious scent, wanders, whined, obey, demonstrate, patrol, accompany, competent

Grammar: Common and Proper Nouns

Writing:

Form: How to Paragraph

Trait: Sentence Fluency

Lesson 8:

Main Selection: How Animals Talk by Susan McGrath (Photo Essay)

Paired Selection: Partners in the Wild by Pete Liu (Expository Nonfiction)

Phonics/Spelling: Diphthongs ou, ow, oi, oy

Focus Skill: Main Idea and Details

Focus Strategy: Summarize

Additional Skills: Use Reference Sources

Fluency: Punctuation

Robust Vocabulary: charging, ferocious, signal, flick, alert, communicate, chatter, grooms, dominant, conflict

Grammar: Abbreviations

Writing:

Form: Description

Trait: Word Choice

Lesson 9:

Main Selection: Stone Soup retold by Jon J Muth (Folktale)

Paired Selection: The Legend of Johnny Appleseed retold by Eric A. Kimmel (Legend)

Phonics/Spelling: Consonant Blends str, scr, spr

Focus Skill: Main Idea and Details

Focus Strategy: Summarize

Additional Skills: Use Reference Sources

Fluency: Punctuation

Robust Vocabulary: dense, reaction, generous, banquet, gaze, agreeable, curiosity, famine, ingredients, momentum

Grammar: Singular and Plural Nouns

Writing:

Form: Summary

Trait: Word Choice

Lesson 10:

Main Selection: The Case of the Three Bears' Breakfast (Mystery)

Paired Selection: How Living Things Survive (Science Textbook)

Phonics/Spelling: Compound Words, Consonant, Digraphs, Diphthongs, Consonant Blends

Focus Skill: Fact and Opinion, Main Idea and Details

Focus Strategy: Monitor Comprehension Reread, Summarize

Additional Skills: Synonyms and Antonyms, Use Reference Sources

Fluency: Phrasing, Punctuation

Robust Vocabulary: investigate, expert, laboratory, various, suspect, confess, perplexed, inquisitive, inviting, amusing

Grammar: Simple and Compound Sentences, Common and Proper Nouns, Abbreviations, Singular and Plural Nouns

Writing: Revise and publish selected writing assignments

Theme 3: As We Grow

Lesson 11:

Main Selection: Loved Best by Patricia C. McKissack (Realistic Fiction)

Paired Selection: The Shepherd Boy and the Wolf retold by Doris Orgel

Phonics/Spelling: C-le syllable

Focus Skill: Plot

Focus Strategy: Use Story Structure

Additional Skills: Use Context Clues

Fluency: Expression

Robust Vocabulary: swooned, astonished, encouraging, brief, chuckling, soothing, sobbed, praised, envious, rivalry

Grammar: Possessive Nouns

Writing:

Form: Paragraph

Trait: Voice

Theme Writing: Friendly Letter

Lesson 12:

Main Selection: A Pen Pal for Max by Gloria Rand (Realistic Fiction)

Paired Selection: Postcards from Around the Globe (Postcards)

Phonics/Spelling: Consonant Digraphs kn, gn, wr, gh

Focus Skill: Plot

Focus Strategy: Use Story Structure

Additional Skills: Use Context Clues

Fluency: Expression

Robust Vocabulary: deciphered, mistaken, translate, repairs, heaving, bothersome, din, dodging, catastrophe, fortunate

Grammar: Singular and Plural Nouns

Writing:

Form: Realistic Story

Trait: Voice

Lesson 13:

Main Selection: A Tree is Growing by Arthur Dorros (Expository Nonfiction)

Paired Selection: Ancient Trees Survive by April Pulley Sayre (News Feature)

Phonics/Spelling: consonants c, g, dge

Focus Skill: Author's Purpose

Focus Strategy: Ask Questions

Additional Skills: Use Graphic Aids

Fluency: Intonation

Robust Vocabulary: tugged, paused, columns, absorb, protects, rustling, dissolve, particles, scavenger, self-sufficient

Grammar: Subject and Object Pronouns

Writing:

Form: Explanation

Trait: Sentence Fluency

Lesson 14:

Main Selection: One Small Place in a Tree by Barbara Brenner (Expository Nonfiction)

Paired Selection: Be a Birdwatcher by Beverly J. Letchworth (Expository Nonfiction)

Phonics/Spelling: V/CV and VC/V Syllable Patterns

Focus Skill: Author's Purpose

Focus Strategy: Ask Questions

Additional Skills: Use Graphic Aids

Fluency: Intonation

Robust Vocabulary: sprout, damp, suppose, roost, spears, strikes, glimpse, maze, transformation, harmony, dominant, conflict

Grammar: Pronoun-Antecedent Agreement

Writing:

Form: Cause and Effect Paragraph

Trait: Sentence Fluency

Lesson 15:

Main Selection: Ask the Experts (Advice Column)

Paired Selection: Iris and Walter, True Friends by Elissa Haden Guest (Realistic Fiction)

Phonics/Spelling: C-le Syllable, Consonant Digraphs, consonants, V/CV and VC/V Syllable Patterns

Focus Skill: Plot, Author's Purpose

Focus Strategy: Use Story Structure, Ask Questions
Additional Skills: Use Context Clues, Use Graphic Aids
Fluency: Expression, Intonation
Robust Vocabulary: luscious, shudder, issue, advise, consult, recommend,
sensible, devise, expertise, correspondence
Grammar: Possessive Nouns, Singular and Plural Pronouns, Subject and Object
Pronouns, Pronoun-Antecedent Agreement
Writing: Revise and publish selected writing assignments

Theme 4: Tales to Tell

Lesson 16:

Main Selection: Lon Po Po translated by Ed Young (Fairy Tale)
Paired Selection: Abuelita's Lap by Pat Mora (Poetry)
Phonics/Spelling: r-Controlled Vowel or, ore, our, oar, ar
Focus Skill: Compare and Contrast
Focus Strategy: Monitor Comprehension Read Ahead
Additional Skills: Prefixes and Suffixes
Fluency: Accuracy
Robust Vocabulary: charming, racket, tender, delighted, brittle, embraced,
cunning, disguised, ingenious, outwit
Grammar: Adjectives
Writing:
Form: Character Sketch
Trait: Conventions
Theme Writing: Story

Lesson 17:

Main Selection: Two Bear Cubs retold by Robert D. San Souci (Play)
Paired Selection: Brave Measuring Worm retold by Robert D. San Souci (Myth)
Phonics/Spelling: r-Controlled Vowel er, ir, ur, or ear
Focus Skill: Compare and Contrast
Focus Strategy: Monitor Comprehension Read Ahead
Additional Skills: Prefixes and Suffixes
Fluency: Accuracy
Robust Vocabulary: awe, concentration, glancing, scolding, console, heroic, drowsy,
burden, dilemma, commendable
Grammar: Adjectives that Compare
Writing:
Form: Play Scene
Trait: Conventions

Lesson 18:

Main Selection: Me and Uncle Romie by Claire Hartfield (Historical Fiction)
Paired Selection: The Art of Collage by Ashley Bryan (How to Article)
Phonics/Spelling: Suffixes -er, -est, -ly, -ful
Focus Skill: Theme

Focus Strategy: Use Story Structure

Additional Skills: Follow Directions

Fluency: Phrasing

Robust Vocabulary: dull, towers, glorious, memory, ruined, streak, crept, yanked, masterpiece, heritage

Grammar: Articles

Writing:

Form: Story Dialogue

Trait: Voice

Lesson 19:

Main Selection: Half-Chicken retold by Alma Flor Ada (Folktale)

Paired Selection: I Sailed on Half a Ship by Jack Prelutsky (Poetry)

Phonics/Spelling: Prefixes un-, re-, dis-

Focus Skill: Theme

Focus Strategy: Use Story Structure

Additional Skills: Follow Directions

Fluency: Phrasing

Robust Vocabulary: deliberately, composed, suggested, enormous, exclaimed, swift, vain, overheard, gratitude, compassion

Grammar: Action Verbs

Writing:

Form: Folktale

Trait: Voice

Lesson 20:

Main Selection: Backstage with Chris and Casey (Interview)

Paired Selection: The Cracked Chinese Jug (Fable)

Phonics/Spelling: r-Controlled Vowel, Suffixes, Prefixes

Focus Skill: Compare and Contrast, Theme

Focus Strategy: Monitor Comprehension Read Ahead, Use Story Structure

Additional Skills: Prefixes and Suffixes, Follow Directions

Fluency: Accuracy, Phrasing

Robust Vocabulary: versions, rehearse, mandatory, criticize, immerse, dialogue, camaraderie, flawless, tragic, limp

Grammar: Adjectives, Adjectives that Compare, Articles, Action Verbs

Writing: Revise and publish selected writing assignments

Theme 5: A Place for All

Lesson 21:

Main Selection: Antarctic Ice by Jim Mastro and Norbert Wu (Expository Nonfiction)

Paired Selection: Diary of a Very Short Winter Day by Judy Sierra (Poetry)

Phonics/Spelling: Vowel Variants oo, ew, ue, ui, oo

Focus Skill: Sequence

Focus Strategy: Monitor Comprehension Reread

Additional Skills: Author's Message

Fluency: Reading Rate

Robust Vocabulary: conserved, strict, absence, shelters, permanently, drifts,
scarce, dim, harsh, bleak

Grammar: The Verb Be

Writing:

Form: Explanation

Trait: Sentence Fluency

Theme Writing: Explanation

Lesson 22:

Main Selection: Bat Loves Night by Nicola Davies (Informational Narrative)

Paired Selection: Bottlenose Dolphins (Magazine Article)

Phonics/Spelling: Vowel Variant o au, aw, ough

Focus Skill: Sequence

Focus Strategy: Monitor Comprehension Reread

Additional Skills: Author's Message

Fluency: Reading Rate

Robust Vocabulary: blanketed, surroundings, nocturnal, effort, dozes, swoops,
detail, fluttering, plummet, inverted

Grammar: Main and Helping Verbs

Writing:

Form: Summary

Trait: Sentence Fluency

Lesson 23:

Main Selection: Chestnut Cove by Tim Egan (Fantasy)

Paired Selection: Mayors by Shannon Knudsen (Expository Nonfiction)

Phonics/Spelling: Prefixes pre-, mis-, in-

Focus Skill: Cause and Effect

Focus Strategy: Answer Questions

Additional Skills: Homophones

Fluency: Expression

Robust Vocabulary: eagerly, transferred, fondness, emotion, ridiculous,
Disgraceful, decent, inherit, contented, collaborate

Grammar: Present Tense Verbs

Writing:

Form: Fantasy

Trait: Organization

Lesson 24:

Main Selection: Ramona Quimby, Age 8 by Beverly Cleary (Realistic Fiction)

Paired Selection: Slam Dunk Water (Advertisement)

Phonics/Spelling: Schwa

Focus Skill: Cause and Effect

Focus Strategy: Answer Questions

Additional Skills: Homophones

Fluency: Expression

Robust Vocabulary: affordable, individually, clutter, visible, mentioned, beckoned, flustered, remark, presentation, effective

Grammar: Past Tense and Future Tense Verbs

Writing:

Form: Persuasive Paragraph

Trait: Organization

Lesson 25:

Main Selection: The Robodogs of Greenville (Science Fiction)

Paired Selection: Fighting for Our Freedoms (Social Studies Textbook)

Phonics/Spelling: Vowel Variants, Letter Patterns, Prefixes, Schwa

Focus Skill: Sequence, Cause and Effect

Focus Strategy: Monitor Comprehension Reread, Answer Questions

Additional Skills: Author's Message, Homophones

Fluency: Reading Rate, Expression

Robust Vocabulary: required, functional, inhabitants, amazement, ample, responsibility futuristic, realistic, confused, shifting

Grammar: The Verb Be, Main and Helping Verbs, Present Tense Verb, Past and Future Tense Verbs

Writing: Revise and publish selected writing assignments

Theme 6: Discoveries

Lesson 26:

Main Selection: Charlotte's Web by E.B. White (Fantasy)

Paired Selection: Caterpillars Spin Webs, Tool By Shane F. McEvey (Expository Nonfiction)

Phonics/Spelling: Suffixes -tion, -sion

Focus Skill: Make Inferences

Focus Strategy: Ask Questions

Additional Skills: Multiple Meaning Words

Fluency: Punctuation

Robust Vocabulary: bristly, dreadful, summoning, nuisance, sedentary, oblige, boasting, sway, adamant, inevitable

Grammar: Irregular Verbs

Writing:

Form: Directions

Trait: Word Choice

Theme Writing: Research Report

Lesson 27:

Main Selection: Spiders and Their Webs by Darlyne A. Murawski (Expository Nonfiction)

Paired Selection: For You by Kurt Cyrus (Poetry)

Phonics/Spelling: V/V Syllable Pattern

Focus Skill: Make Inferences

Focus Strategy: Ask Questions

Additional Skills: Multiple Meaning Words

Fluency: Punctuation

Robust Vocabulary: justice, task, prey, shallow, strands, social, spiral, reels,
elaborate, inventive

Grammar: Adverbs

Writing:

Form: Explanation

Trait: Word Choice

Lesson 28:

Main Selection: The Science Fair by Susan Wojciechowski (Realistic Fiction)

Paired Selection: Advice from Dr. Fix It (E-mail)

Phonics/Spelling: Suffixes -able, -ible, -less, -ous

Focus Skill: Make Predictions

Focus Strategy: Monitor Comprehension Read Ahead

Additional Skills: Homographs

Fluency: Intonation

Robust Vocabulary: humor, abroad, sprinkled, expand, erupt, thorough,
Deliberation, grainy, preparation, gimmick

Grammar: Contractions

Writing:

Form: Description

Trait: Ideas

Lesson 29:

Main Selection: The Planets by Gail Gibbons (Expository Nonfiction)

Paired Selection: Jeremy's House by Lois Simmie (Poetry)

Phonics/Spelling: Prefixes bi-, non-, over-

Focus Skill: Make Predictions

Focus Strategy: Monitor Comprehension Read Ahead

Additional Skills: Homographs

Fluency: Intonation

Robust Vocabulary: distinct, slightly, rotates, surface, steady, reflects, appears,
evidence, infinite, expansive

Grammar: Punctuation Roundup

Writing:

Form: Paragraph

Trait: Ideas

Lesson 30:

Main Selection: Voyage Across the Solar System (Travel Journal)

Paired Selection: Energy (Functional Text)

Phonics/Spelling: Suffixes, V/V Syllable Pattern, Prefixes

Focus Skill: Make Inferences, Make Predictions

Focus Strategy:

Additional Skills: Multiple Meaning Words, Homographs

Fluency: Punctuation, Intonation

Robust Vocabulary: magnify, observed, generates, confirm, picturesque,
Safeguard, aligned, occur, expedition, uncharted

Grammar: Irregular Verbs, Adverbs, Contractions, Punctuations

Writing: Revise and publish selected writing assignments.

KIDZ CHOICE CHARTER (5409)

4TH GRADE SYLLABUS

4th Grade Syllabus

Science

Physical Science-

Chapter 1 Strand A: The Nature of Matter

Lesson 1 -What Are Three States of Matter?

Lesson 2 – How Can Matter Be Measured and Compared?

Lesson 3- How Does Heat Affect Matter?

Chapter 2 Strand B: Energy

Lesson 1- What is Sound?

Lesson 2- What are the Properties of Waves?

Lesson 3 – How Do Sound Waves Travel?

Chapter 3 Light and Heat

Lesson 1- How Does Light Behave?

Lesson 2 – How Can Heat Be Transferred?

Lesson 3- How is Heat Produced and Used?

Chapter 4 Making and Using Electricity

Lesson 1- What is Electricity?

Lesson 2- How are Electricity and Magnetism Related?

Lesson 3 – What are Some Sources of Electricity?

Lesson 4- How Do People Use Energy Resources?

Chapter 5 Strand C: Force and Motion

Lesson 1- How is Motion Described and Measured?

Lesson 2- What is Acceleration?

Lesson 3 – Why is the Force of Gravity Important?

Chapter 6- Simple Machines

Lesson 1- How Do Simple Machines Help People Do Work?

Lesson 2- How Do a Pulley and a Wheel- and - Axle Help People Do Work?

Lesson 3- How Do Other Simple Machines Help People Do Work?

Earth Science

Chapter 7 Strand D: Processes That Shape the Earth

The Rock Cycle:

Lesson 1- What Are the Types of Rocks?

Lesson 2- What is the Rock Cycle?

Lesson 3- How Do Weathering and Erosion Affect Rocks?

Lesson 4- What s Soil?

Chapter 8 – The Water Cycle

Lesson 1- What is the Water Cycle?

Lesson 2- How is the Water Cycle Related to Weather?

Lesson 3- How Do Land Features Affect the Water Cycle?

Lesson 4- How Can Weather Be Predicted?

Chapter 9- Conserving Resources

Lesson 1- What are Natural Resources?

Lesson 2- How Do Living things Use Resources?

Lesson3- What is Conservation?

Chapter 10 Strand E: Earth and Space

Planets and Other Objects in Space

Lesson 1- How Do Earth and Its Moon Move?

Lesson 2 - How Do Objects Move in the Solar System?

Lesson 3- What Other Objects Can Be Seen in the Sky?

Chapter 11 Strand F: Processes of Life

Cells

Lesson 1- What are Cells?

Lesson 2 What Do Cells Do?

Lesson 3- How Do Cells Work Together?

Chapter 12: The Human Body

Lesson 1- How Do the Skeletal System and Muscular Systems Work?

Lesson 2- How Do the Respiratory and Circulatory Systems Work?

Lesson 3- How Do the Nervous and Digestive Systems Work?

Chapter 13- Strand G: How Living Things Interact with Their Environment

Understanding Ecosystems

Lesson 1- What are the Parts of an Ecosystems?

Lesson 2- What Factors Influence Ecosystems?

Lesson 3- How Do the Bodies of Animals Help Them Meet their Needs?

Lesson 4- How Do Humans Affect Ecosystems?

Chapter 14- Energy Transfer in Ecosystems

Lesson 1- What are the Roles of Living Things?

Lesson 2 – How Do Living Things Get Energy?

Lesson 3- How Do Living Things of the Past Compare with Those of Today?

Social Studies

Unit 1- The Land and Early People

Chapter 1- The Geography of Florida

Lesson 1- Florida and Beyond

Lesson 2- The Shape of the Land

Lesson 3- Florida's Water

Lesson 4- Florida's Climate

Lesson 5- Florida's Resources

Chapter 2- Florida Long Ago

Lesson 1- The Earliest People

Lesson 2- Lifeways Change

Lesson 3- Southern and Central Tribes

Lesson 4- The People of Northern Florida

Unit 2- Exploration and Settlement

Chapter 3- The Florida Colony

Lesson 1- European Exploration

Lesson 2- Spanish Explorers Claim Florida

Lesson 3- Colonies and Conflict

Lesson 4- St. Augustine

Lesson 5- Mission Life in Florida

Chapter 4- Times of Change

Lesson 1- The Struggle for Florida

Lesson 2- Florida Under British Rule

Lesson 3- The American Revolution

Lesson 4- The Second Spanish Rule

Unit 3- Statehood and Separation

Chapter 5- Florida Statehood

Lesson 1- Florida Joins the United States

Lesson 2- The Second Seminole War

Lesson 3- The New Territory

Lesson 4- The Road to Statehood

Chapter 6- Civil War and Reconstruction

Lesson 1- Conflicting Views

Lesson 2- Florida and the Civil War

Lesson 3- Rebuilding the Nation

Chapter 7- Industry and Immigration

Lesson 1- Railroads Change Florida

Lesson 2- A Changing Economy

Lesson 3- The Spanish- American War

Unit 4- The Twentieth Century

Chapter 8- A Growing State

Lesson 1- Into a New Century

Lesson 2- World War I

Lesson 3- A Changing World

Lesson 4- The Great Depression

Lesson 5- Florida and World War II

Chapter 9- Decades of Change

Lesson 1- Florida After World War II

Lesson 2- Working For Equal Rights

Lesson 3- Into Modern Times

Unit 5- Florida in the Modern World

Chapter 10- Florida Today and Tomorrow

Lesson 1- Florida's Booming Population

Lesson 2- Culture and Recreation

Lesson 3- Working in Florida

Lesson 4- Looking Ahead

Chapter 11- Florida's Government

Lesson 1- Florida's Local Government

Lesson 2- Florida's State Government

Lesson 3- The National Government

Lesson 4- Citizenship

Mathematics

Chapter 1- Use and Represent Whole Numbers

Lesson 1- Represent Millions

Lesson 2- Place Value Through Ten Millions

Lesson 3- Build Millions

Lesson 4- Relative Size

Lesson 5- Estimate Through Millions

Lesson 6- Make a List

Chapter 2 - Multiplication and Division Concepts and Facts

Lesson 1- Relate Operations

Lesson 2- Model Equal Groups

Lesson 3- Model Arrays and Area Models

Lesson 4- Relate Multiplication and Division

Lesson 5- Use Multiplication and Division

Lesson 6- Multiplication Table Through 9

Lesson 7- Patterns in the Multiplication Table

Lesson 8- Draw a Diagram

Lesson 9- Find Missing Factors

Chapter 3- Algebra: Expressions, Equations, and Patterns

Lesson 1- Multiplication Properties

Lesson 2- Numerical Expressions

Lesson 3- Algebraic Expressions

Lesson 4- Algebraic Expressions with Two Operations

Lesson 5- Number Patterns

Lesson 6- Patterns: Find a Rule

Lesson 7- Search for Patterns

Lesson 8- Addition and Subtraction Equations

Lesson 9- Multiplication and Division Equations

Lesson 10- Write an Equation

Chapter 4 – Multiply by 1- Digit Whole Numbers

Lesson 1- Multiply Multiples of 10, 100, and 1,000

Lesson 2- Estimate Products

Lesson 3- Model 2- Digit by 1- Digit Multiplication

Lesson 4- Record 2- Digit by 1- Digit Multiplication

Lesson 5- Multiply 2- Digit Numbers

Lesson 6- Draw a Diagram

Lesson 7- Model 3- Digit by 1- Digit Multiplication

Lesson 8 – Record 3- Digit by 1- Digit Multiplication

Lesson 9- Multiply 3- Digit and 4- Digit Numbers

Lesson 10- Multiply with Zeros

Lesson 11- Choose a Method

Chapter 5- Multiply by 2- Digit and 3- Digit Whole Numbers

Lesson 1 – Multiplication Patterns

Lesson 2- Multiply by Tens

Lesson 3- Estimate Products

Lesson 4- Draw a Diagram

Lesson 5- Multiply 2- Digit by 2- Digit Multiplication

Lesson 6- Record 2- Digit by 2- Digit Multiplication

Lesson 7- Multiply 2-Digit Numbers

Lesson 8- describe Reasonableness

Lesson 9- Multiply 3-Digit Numbers

Lesson 10- Strategies for Multiplying

Lesson 11- Choose a Method

Chapter 6- Model Division by 1-Digit and 2-Digit Divisors

Lesson 1- Types of Division Problems

Lesson 2- Divide with remainders

Lesson 3- Division (Act it Out)

Lesson 4- Model Division by Sharing

Lesson 5- Model Division by Using Repeated Subtraction

Lesson 6- Model Division by Using Inverse Operations

Chapter 7 – Factors, Multiples, and Fractions

Lesson 1- Determine Factors

Lesson 2- Explore Common Factors

Lesson 3- Determine Multiples

Lesson 4- Explore Common Multiples

Lesson 5- Equivalent fractions and Area Models

Lesson 6- Equivalent Fractions and Linear Models

Lesson 7- Equivalent Fractions and Set Models

Lesson 8- Simplest Form

Lesson 9- Determine Common Denominators

Lesson 10- Make a Table

Lesson 11- Estimate Fraction Amounts

Chapter 8 – Understand Decimal Place Value

Lesson 1- Relate Tenths and Decimals

Lesson 2- Relate Hundredths and Decimals

Lesson 3- Model Tenths and Hundredths

Lesson 4- Explore Decimal Place Value

Lesson 5- Relate Fractions, Decimals, and Money

Lesson 6- Search for Patterns

Lesson 7- Model Thousandths

Lesson 8- Decimals to Thousandths

Lesson 9- Rename Fractions to Decimals

Chapter 9- Decimal Place Value and Number Sense

Lesson 1- Model Equivalent Decimals

Lesson 2- Equivalent Decimals

Lesson 3- Estimate Decimal Amounts

Lesson 4- Compare Decimals

Lesson 5- Order Decimals

Lesson 6- Compare and Order Decimals

Lesson 7 – Make a Chart

Lesson 8- Understand Percent

Lesson 9- Relate Fractions, Decimals, and Percents

Chapter 10 – Understand Area

Lesson 1- Explore Area

Lesson 2- Estimate Area

Lesson 3- Find Area

Lesson 4- Use a Formula

Lesson 5- Area of Complex Shapes

Lesson 6- Appropriate Units and Tools

Lesson 7- Make a Table

Chapter 11- Angles and Two- Dimensional Shapes

Lesson 1- Right Angles

Lesson 2- Explore Benchmark Angles

Lesson 3- Angles and Turns

Lesson 4- Classify Angles Using Benchmark Angles

Lesson 5- Draw Angles in Two- Dimensional Shapes

Lesson 6- Act it

Chapter 12 – Transformations and Symmetry

Lesson 1- Translations

Lesson 2- Reflections

Lesson 3- Rotations

Lesson 4- Describe the results of Transformations

Lesson 5- Line Symmetry

Lesson 6- Find and Draw Lines of Symmetry

Lesson 7- Rotational Symmetry

Lesson 8- Use Manipulatives

Lesson 9- Geometric Patterns

Lesson 10- Make a Geometric Pattern

Lesson 11- Tessellations

Chapter 13- Relate Two- Dimensional Shapes and Three- Dimensional Shapes

Lesson 1- Identify Geometric Shapes

Lesson 2- Build Three- Dimensional Shapes

Lesson 3- Different Views of Three- Dimensional Shapes

Lesson 4- Build and Draw Different Views of Three- Dimensional Shapes

Lesson 5- Use Manipulatives

Reading (Florida; Story Town)

Theme 1

Lesson 1 (Hot and Cold Summer)

Read Aloud (Poetry; Secret Talk)

Speaking and Listening

Comprehension (Character's Traits and Motivations ; Use Story Structure)

Vocabulary

Paired Selections, Spelling (words with short vowels), Writing Form (Character Description),
Writing Trait (Voice) and Grammar (Declarative and Interrogative Sentences)

Lesson 2: Mighty Jackie; The Strike-Out Queen

Read Aloud (Biograph; The New Kid)

Speaking and Listening

Vocabulary

Paired Selections

Spelling (words with long vowels and vowel Digraphs) , Writing Form (Descriptive paragraphs),
Writing Trait and Grammar (Imperative and Exclamatory Sentences; Interjections)

Lesson 3 : Danitra Brown Leaves Town

Read Aloud (Expository Nonfiction; Summertime Star Parties)

Comprehension (Compare and Contrast; Answer Questions)

Vocabulary

Paired Selections (Narrative Poetry)

Spelling (Words with Variant Vowels and Diphthongs), Writing Form (Narrative Poems), Writing
Trait: (Word Choice), Grammar (Subjects and Predicate)

Lesson 4: Kai's Journey to Gold Mountain

Read Aloud (Narrative Nonfiction; My Japanese Sister)

Comprehension (Compare and Contrast/ Answer Questions)

Vocabulary

Paired Selections, Spelling; (Words with inflections), Writing Form; (Journal entry), Writing Trait; (Word Choice), Grammar; (Complete and Simple Subjects and Predicates)

Lesson 5: Pedro Puts On a Play

Read Aloud (Raul's After School Snack; Realistic Fiction)

Build fluency

Review and build Vocabulary

Review Focus Strategies; (Use story structure/ answer questions)

Focus skills (Character's Traits and Motivations; Compare and Contrast)

Decoding/Word attack (Spelling)

Grammar

Theme 2

Lesson 6 (On the Banks of Plum Creek; fiction)

Read Aloud ("Surviving on the Prairies"; Expository Nonfiction)

Comprehension (Plot: Conflict and Resolution)

Monitor Comprehension (Reread)

Paired Selections

Fluency (Intonation)

Spelling (Words with Consonant -/e)

Writing (Summary)

Writing Trait (Ideas)

Grammar (Compound Subjects and Predicates)

Lesson 7 (“Justin and the Best Biscuits in the World”)

Read Aloud (“Home on the Range & “Hats Off to the Cowboy”)

Comprehension (Plot: Conflict resolution)

Monitor Comprehension (Reread)

Paired Selections

Fluency (Intonation)

Spelling (Words with VCCV: Same Medial Consonants)

Writing (Narrative Paragraph)

Writing Trait (Ideas)

Grammar (Simple and Compound Sentences)

Lesson 8 (Three Little Cyber Pigs; Play)

Read Aloud (“The Three Little Pigs Revisited”, Fairy Tale)

Comprehension (Author’s Purpose and Perspective/ Summarize)

Paired Selections

Fluency (Phrasing)

Spelling (Words with VCCV: Different Medial Consonants)

Writing (Email)

Writing Trait (Organization)

Grammar (Prepositional Phrases)

Lesson 9 (Weaving A California Tradition; Expository Nonfiction)

Read Aloud (“Wonder Weaver”; Magazine Article)

Comprehension (Author’s Purpose and Perspective/ Summarize)

Vocabulary

Paired Selections

Fluency (Phrasing)

Spelling (Words with VCCCV)

Writing (Explanatory Paragraph)

Writing Trait (Organization)

Grammar (Clauses and Phrases; Complex Sentences)

Lesson 10 (Emerald's Egg; Informational Narrative)

Read Aloud (Mira Sees the Light; Realistic Fiction/ Reader's Theater)

Build Fluency

Review and Build Vocabulary

Monitor Comprehension (Reread/Summarize)

Paired Selections

Focus Skills (Plot: Conflict and Resolution; Author's Purpose and Perspective)

Decoding/Word Attack

Spelling

Grammar

Theme 3

Lesson 11 (Mimicry and Camouflage; Folk Tale)

Read Aloud ("Lizards, frogs and polliwogs")

Comprehension (Text structure: Cause and Effect/ Use Graphic Organizers)

Vocabulary

Paired Selections

Fluency (Pace)

Spelling (Words with VCV)

Writing (Cause and Effect Paragraph)

Writing Trait (Conventions)

Grammar (Common and Proper Nouns)

Lesson 12 (Mountains; Personal Narrative)

Read Aloud ("To the Top of the World"; Magazine Article)

Comprehension (Text Structure: Cause and Effect / Use Graphic Organizers)

Vocabulary

Paired Selections

Fluency (Pace)

Spelling (Words with Prefixes, *re-un-, non-*)

Writing (Informational Paragraph)

Writing Trait (Conventions)

Grammar (Singular and Plural Nouns)

Lesson 13 (Fire Storm; Personal Narrative)

Read Aloud ("Flame Busters"; Magazine Article)

Comprehension (Draw Conclusions)

Monitor Comprehension (Read Ahead)

Vocabulary

Paired Selections

Fluency (Expression)

Spelling (Words with Suffixes *able, -ible, -ness, -ment, -less*)

Writing Form (Letter)

Writing Trait (Sentence Fluency)

Grammar (Possessive Nouns)

Lesson 14 (The Stranger; Poetry)

Read Aloud ()

Monitor Comprehension (Draw Conclusions; Read Ahead)

Vocabulary

Paired Selections

Fluency (Expression)

Spelling (Words with the ending /en/)

Writing Form (Pourquoi Tale)

Writing Trait (Sentence Fluency)

Grammar (Pronouns and Antecedents)

Lesson 15 (Adventures; Realistic Fiction)

Read Aloud (Icebergs, Floating snow Cones, Expository Nonfiction)

Monitor Comprehension

Comprehension Strategies (Use Graphic Organizers/ Read Ahead)

Review and Build Vocabulary

Paired Selection

Focus Skills (Text Structure: Cause and effect/ Draw Conclusions)

Decoding/ Word Attack

Spelling Writing / Grammar

Theme 4: Imagination at Work

Lesson 16 (“So You Want to Be an Inventor”; Narrative Nonfiction)

Read Aloud (Up in Smoke; Nonfiction)

Comprehension (Fact and Opinion)

Paired Selections/ Vocabulary

Fluency (Pace)

Spelling (Words ending with /el/)

Writing Trait (Persuasive Essay)

Grammar (Possessive Pronouns)

Lesson 17 (“Just Like Me”; Autobiographies)

Read Aloud (“Dreaming with the Surrealists; Magazine Article)

Comprehension (Fact and Opinion)

Monitor Comprehension (Adjust reading rate)

Paired Selections/ Vocabulary

Fluency (Pace)

Spelling (Words ending with /et/)

Writing (Autobiographical Composition)

Writing Trait (Voice)

Grammar (Subject and Object Pronouns)

Lesson 18 (“Hewitt Anderson’s Great Big Life”; Fairy Tale)

Read Aloud (Janet Evans; Dangerous When Wet))

Monitor Comprehension (Self- Correct)

Paired Selections

Fluency (Phrasing)

Vocabulary

Spelling (Word parts *over-*, *under-*, *sub-*)

Writing (Persuasive)

Writing Trait (Ideas)

Grammar (Adjectives and Articles)

Lesson 19 (“Juan Verdades: The Man Who Couldn’t Tell a Lie”; Folk Tale)

Read Aloud (“Make a Movie Machine”; How to Article)

Monitor Comprehension (self- Correct)

Paired Selections

Vocabulary

Fluency (Phrasing)

Spelling (Words with Irregular Plurals and Possessives)

Writing (Fable)

Writing Trait (Ideas)

Grammar (Comparing with Adjectives)

Lesson 20 (“The Case of the Too-Hot Apple Cider”; Mystery)

Read Aloud (Solving the Violin Mystery)

Comprehension (Fact and Opinion)

Monitor Comprehension (Adjust Reading Rate)

Paired Selections/ Vocabulary

Fluency (Pace and Phrasing)

Spelling (Words ending with /el, er, /)

Writing (Summary)

Writing Trait (Voice/ Ideas)

Grammar (Review Possessive Pronouns, Subject, Object Pronouns and Comparing with Adjectives)

Theme 5: A New Home

Lesson 21 (Because of Winn- Dixie; Mystery)

Read Aloud (A Dog’s Life)

Comprehension (Character, Setting, and Plot)

Monitor Comprehension (Story Structure)

Paired Selections/ Vocabulary

Fluency (Intonation)

Spelling (Words with Suffixes—*-ant, -ent, -eer, -ist, -ian*)

Writing (Narrative Paragraph)

Writing Trait (Word Choice)

Grammar (Main and Helping Verbs)

Lesson 22 (My Diary from Here to There; Diary)

Read Aloud (Keeping a Journal; Personal Narrative)

Comprehension (Character, Setting and Plot)

Paired Selections/ Vocabulary

Fluency (Intonation)

Spelling(Words parts *in, out, down, up*)

Writing (Diary Entry)

Writing Trait (Word Choice)

Grammar (Action and Linking Verbs)

Lesson 23 (The Cricket in Time Square; Fantasy)

Read Aloud (Musical Insects; Magazine Article)

Comprehension (Sequence; story Events)

Monitor Comprehension (Ask Questions)

Paired Selections/ Vocabulary

Fluency (Focus on Reading Rate)

Spelling(Words with Suffixes, *-ation, -ition, -al, -ial*)

Writing (Adventure Scene)

Writing Trait (Conventions)

Grammar (Present Tense Verbs; Subject -Verb Agreement)

Lesson 24 (Mangrove Wilderness; Expository Nonfiction)

Read Aloud (Nature's Island Song; Personal Narrative)

Comprehension (Text Structure; Sequence)

Monitor Comprehension (Ask Questions)

Paired Selections

Fluency (Reading Rate)

Spelling (Words with Suffixes in Combination)

Writing (Descriptive Paragraph)

Writing Trait (Conventions)

Grammar (Past and Future Tenses)

Lesson 25 (Welcome to Chinatown; Travel Show)

Read Aloud (Skunk Scout; Realistic Fiction)

Comprehension (Character, Setting, Plot, Structure and Sequence)

Monitor Comprehension (Ask Questions)

Paired Selections/ Vocabulary

Fluency (Intonation and Reading Rate)

Spelling(Review; suffixes- ant, ent, eer, ist, ian/ word parts; Suffixes in Combination)

Writing Trait (Word Choice/ Conventions)

Grammar (Main and Helping Verbs/ Action and Linking Verbs/ Present-Tense Verbs; Subject-Verb Agreement/Past and Present Tenses)

Theme 6: Exploring Our World

Lesson 26 ("Dragons ad Dinosaurs"; Narrative Nonfiction)

Read Aloud (A Dinosaur Lives, Virtually; Magazine Article)

Comprehension (Main Idea/ Details)

Monitor Comprehension (Comprehension)

Paired Selections/ Vocabulary

Fluency (Accuracy)

Spelling (Words with Silent Letters)

Writing (Summary)

Writing Trait (Sentence Fluency)

Grammar (Irregular Verbs)

Lesson 27 (“Grand Canyon: A Trail Through Time”; Narrative Nonfiction)

Read Aloud (Over the Edge)

Comprehension (Main Ideas/ Details)

Monitor Comprehension (Summarize)

Paired Selections/ Vocabulary

Fluency (Focus on Accuracy)

Spelling (Words with Greek and Latin Word Parts)

Writing (Explanatory Essay)

Writing Trait (Sentence Fluency)

Grammar (Contractions and Possessive Pronouns)

Lesson 28 (“The Bunyans”; Tall Tale)

Read Aloud (The Six Mississippis; Tall Tale)

Comprehension (Figurative Language)

Monitor Comprehension (Reread)

Paired Selections/ Vocabulary

Fluency (Focus on Expression)

Spelling (Words with Homophones)

Writing (Tall Tale)

Writing Trait (Organization)

Grammar (Adverbs)

Lesson 29 (“John Muir and Stickeen: An Icy Adventure with a No- Good Dog”; Historical Fiction)

Read Aloud (Matthew Henson: The Man “On Top of the World”; Biography)

Comprehension (Figurative Language)

Monitor Comprehension (Reread)

Paired Selections/ Vocabulary

Fluency (Expression)

Spelling (Words with *Prefix + Root + Suffix*)

Writing (Biography)

Writing Trait (Organization)

Grammar (Punctuation review)

Lesson 30 (“Discovering the Atocha”; Informational Narrative)

Read Aloud (“Detective Work; Expository Nonfiction)

Comprehension (Main Idea/ Details/ Summarize and Figurative Language)

Monitor Comprehension (Reread)

Paired Selections/ Vocabulary

Fluency (Accuracy/ Expression)

Spelling(Words with Silent letters/ Greek with Latin word parts/ Compound words and Prefix + Root + Suffix)

Writing (Sentence Fluency)

Writing Trait (Organization)

Grammar (Irregular words, Contractions and Possessive Pronouns /Adverbs and Punctuation Review)

**KIDZ CHOICE CHARTER
(5409)**

5TH GRADE SYLLABUS

2011-2012

Syllabus

5th

Science

Unit 1 Scientist at Work

Lesson 1: What is Science?

Lesson 2: How do scientists learn about the natural world?

Lesson 3: What are some types of investigations?

Lesson 4: How do you perform a controlled experiment?

Lesson 5: What are some science tools?

Lesson 6: How can scientists learn from observations?

Unit 2: The Solar System and the Universe

Lesson 1: What objects are parts of the solar system?

Lesson 2: How do we observe objects in the solar system?

Lesson 3: What are stars and galaxies?

Unit 3: Weather, Climate, and the Water Cycle

Lesson 1: What is the water cycle?

Lesson 2: What happens during the water cycle?

Lesson 3: How do we measure weather?

Lesson 4: How do weather patterns help us predict weather?

Lesson 5: How can we observe weather patterns?

Lesson 6: What factors affect climate?

Unit 4: The Nature of Matter

Lesson 1: What are solids, liquids, and gases?

Lesson 2: How does matter change?

Lesson 3: How can temperature change matter?

Lesson 4: What are mixtures and solutions?

Lesson 5: What affects the speed of dissolving?

Lesson 6: What is the Atomic Theory?

Unit 5: Forms of Energy

Lesson 1: What is Energy?

Lesson 2: What changes can energy cause?

Lesson 3: What is electricity?

Lesson 4: How do electric charges interact?

Lesson 5: How do we use electricity?

Unit 6: Working with Electricity

Lesson 1: What is an Electric Circuit?

Lesson 2: What are Electric Circuits, Conductors, and Insulators?

Unit 7: Forces and Motion

Lesson 1: What are forces?

Lesson 2: How do forces affect motion?

Lesson 3: What are balanced and unbalanced forces?

Unit 8: The Structure of Living Things

Lesson 1: What are organs and body systems?

Lesson 2: How does the body stay cool?

Lesson 3: What body parts enable movement, support, respiration, and circulation?

Lesson 4: What body parts enable digestion, waste removal, and reproduction?

Unit 9: Changes in Environment

Lesson 1: How do environmental changes affect organisms?

Lesson 2: How does drought affect plants?

Unit 10: Plant and Animal Adaptations

Lesson 1: What is adaptation?

Lesson 2: Why do bird beaks differ?

Lesson 3: What are some adaptations to life on land?

Lesson 4: what are some adaptations to life in water?

Go Math! Florida

Big Idea 1: Division, Algebra, and Data

Chapter 1: Understand Division

Lesson 1.1: Division concepts

Lesson 1.2: Model 2-digit by 1-digit division

Lesson 1.3: Relate Division to Multiplication

Lesson 1.4: Problem solving: Solve a simpler problem, Division and multiplication

Lesson 1.5 Explore Division Methods

Lesson 1.6 Estimate Quotients and use mental math

Lesson 1.7 Practice division

Lesson 1.8 Algebra: Solve Equations

Chapter 2: Divide by 1-Digit Divisors

2.1 Patterns in Division

2.2 Methods of Division with 1-digit divisors

2.3 Estimate with 1-digit divisors

2.4 Model 3-digit division

2.5 Place the first digit

2.6 Interpret the Remainder

2.7 Divide by 1-digit divisors

2.8 Problem Solving: Draw a Diagram * Division

Chapter 3: Divide by 2-Digit Divisors

3.1 Partial Quotients

3.2 Estimate with 2-digit divisors

3.3 Explore Division with 2-digit divisors

3.4 Divide by 2-digit divisors

3.5 Adjusting Quotients

3.6 Problem Solving: Guess, Check, and revise * Adjusting Quotients

3.7 Check Reasonableness

3.8 Multistep problems

Chapter 4: Algebra: Operations and Equations

4.1 Exponents

4.2 Order of Operations

4.3 Balance Equations

4.4 Addition Equations

4.5 Subtraction Equations

4.6 Write and Solve Equations

4.7 Problem Solving: Solve a simpler problem *Find a Rule

4.8 Multiplication Equations

4.9 Division Equations

4.10 Use substitution

4.11 Understand Integers

4.12 Compare and order Integers

Chapter 5: Graphs and Data

5.1 Make Double-Bar Graphs

5.2 Analyze Double-Bar Graphs

5.3 Algebra: Plot Ordered Pairs

5.4 Collect and Graph Data

5.5 Make and Analyze Line Graphs

5.6 Different types of Data

5.7 Choose an Appropriate Graph

5.8 Problem Solving: Draw a Diagram *Venn diagram

5.9 Describe Relationships

5.10 Graph Relationships

Big Idea 2: Fraction and Decimal Operations

Chapter 6: Add and Subtract Fractions with Like Denominators

6.1 Addition with Like Denominators

6.2 Subtraction with Like Denominators

6.3 Divisibility Rules

6.4 Prime and Composite Numbers

6.5 Prime Factorization

6.6 Greatest Common Factor

6.7 Problem Solving: Make a List *GCF

6.8 Rename Fractions and mixed numbers

6.9 Add and Subtract Fractions

6.10 Add and subtract mixed numbers

6.11 Record Subtraction with Renaming

6.12 Fractions and properties of addition

Chapter 7: Add and Subtract Fractions with Unlike Denominators

7.1 Addition with Unlike Denominators

7.2 Subtraction with Unlike Denominators

7.3 Estimate fraction sums and differences

7.4 Least Common Multiple

7.5 Strategies to find the LCD

7.6 Use Common Denominators

7.7 Problem Solving: Guess, Check, and Revise* Add and Subtract Fractions

7.8 Add and subtract mixed numbers

7.9 Subtraction with Renaming

7.10 Use properties of addition

Chapter 8: Add and Subtract Decimals

8.1 Decimal Addition

8.2 Decimal Subtraction

8.3 Estimate Decimal Sums and Differences

8.4 Add Decimals

8.5 Subtract Decimals

8.6 Make Change

8.7 Problem Solving: Make a Table* Add and Subtract Money

8.8 Add and Subtract Decimals through thousandths

8.9 Choose a Method

Big Idea 3: Measurement and Geometry

Chapter 9: Algebra: Measurement

9.1 Use Benchmarks to Estimate

9.2 Appropriate tools and units

9.3 Customary Length and Precision

9.4 Metric Length and Precision

9.5 Precision with capacity and weight or mass

9.6 Estimate or actual measurement

9.7 Customary Length

9.8 Customary Capacity

9.9 Weight

9.10 Metric Measures

9.11 Units of Time

9.12 Problem Solving: Make a Table* Elapsed time

Chapter 10: Two and Three Dimensional Figure

10.1 Estimate and measure Angle

10.2 Compare Two Dimensional Figures

10.3 Problem Solving: Act it out*Congruence

10.4 Polygons

10.5 Triangles

10.6 Quadrilaterals

10.7 Three-Dimensional Solids

10.8 Faces, Edges, and Vertices

10.9 Problem Solving: Search for Patterns * Faces, Edges, and Vertices

10.10 Model Three- Dimensional Solids

10.11 Views of Three-Dimensional Solids

Chapter 11: Algebra: Area and Volume

11.1 Area of Parallelograms

11.2 Explore Area of Triangles

11.3 Area of Triangles

11.4 Explore Area of Trapezoids

11.5 Area of Trapezoids

11.6 Explore Surface Area

11.7 Surface Area

11.8 Volume of Prisms

11.9 Problem Solving: Make A Table * Compare Volumes

Unit I • Challenges

**School Contests
Miss Alaineus**

Sentence Types
Commands and Exclamations
Mechanics
Proofreading
Test: Sentence Types
Review: Sentence Types

**American Legends
Davy Crockett Saves
the World**

Subjects and Predicates
Compound Subjects and Predicates
Mechanics
Proofreading
Test: Subjects and Predicates
Review: Subjects and Predicates

**Trees for Life
Time For Kids:
Forests of the World**

Sentence Combining
Conjunctions
Mechanics
Proofreading
Test: Sentence Combining
Review: Sentence Combining

**Exploring Space
Ultimate Field Trip 5:
Blasting Off to Space
Academy**

More Sentence Combining
Complex Sentences
Mechanics
Proofreading
Test: More Sentence Combining
Review: More Sentence Combining

**Rescue Dogs
Pipolo and the
Roof Dogs**

Run-on Sentences
Correcting Run-on Sentences
Mechanics
Proofreading
Test: Run-on Sentences
Review: Run-on Sentences

Unit I Review: Sentences

Unit 2 • Discoveries

People Helping Animals Shiloh	Common and Proper Nouns Using Proper Nouns Mechanics Proofreading Test: Common and Proper Nouns Review: Common and Proper Nouns
Slithery Snakes! Rattlers!	Singular and Plural Nouns Making Special Forms of Plural Nouns Mechanics Proofreading Test: Singular and Plural Nouns Review: Singular and Plural Nouns
Remembering the Past Time For Kids: Maya Lin: Architect of Memory	More Plural Nouns More Plural Nouns Mechanics Proofreading Test: Plural Nouns Review: Plural Nouns
The Caribbean Islands The Night of San Juan	Singular Possessive Nouns Singular and Plural Possessive Nouns Mechanics Proofreading Test: Possessive Nouns Review: Possessive Nouns
Cowboys and Cowgirls Black Cowboy Wild Horses	Plurals and Possessives Plurals and Possessives Mechanics Proofreading Test: Plurals and Possessives Review: Plurals and Possessives

Unit 2 Review: Nouns

Unit 3 • Turning Points

The American
Revolution
**Sleds on Boston
Common**

Action Verbs
Action Verbs
Mechanics
Proofreading
Test: Action Verbs
Review: Action Verbs

The Right to Vote
**When Esther Morris
Headed West**

Present Tense
Past Tense and Future Tense
Mechanics
Proofreading
Test: Verb Tenses
Review: Verb Tenses

Protecting the
Environment
**Time For Kids:
Beyond the Horizon**

Main and Helping Verbs
More Helping Verbs
Mechanics
Proofreading
Test: Main and Helping Verbs
Review: Contractions

Desert Habitats
**My Great-Grandmother's
Gourd**

Linking Verbs
Linking Verbs
Mechanics
Proofreading
Test: Linking Verbs
Review: Linking Verbs

Into the Future
Zathura

Irregular Verbs
Irregular Verbs
Mechanics
Proofreading
Test: Irregular Verbs
Review: Irregular Verbs

Unit 3 Review: Verbs

Unit 4 • Experiences

Civil Rights
Goin' Someplace Special

Pronouns and Antecedents
Pronouns
Mechanics
Proofreading
Test: Pronouns
Review: Pronouns

Animal Defenses
Carlos and the Skunk

Subject and Object Pronouns
Subject and Object Pronouns
Mechanics
Proofreading
Test: Subject and Object Pronouns
Review: Subject and Object Pronouns

Democracy
Time For Kids:
Getting Out the Vote

Pronoun-Verb Agreement
The Verbs *Have* and *Be*
Mechanics
Proofreading
Test: Pronoun-Verb Agreement
Review: Pronoun-Verb Agreement

Extreme Weather
Hurricanes

Possessive Pronouns
Ways to Use Possessive Pronouns
Mechanics
Proofreading
Test: Possessive Pronouns
Review: Possessive Pronouns and Hyphens

Trickster Tales
The Catch of the Day:
A Trickster Play

Pronouns and Homophones
Homophones
Mechanics
Proofreading
Test: Pronouns and Homophones
Review: Possessive Pronouns

Unit 4 Review: Pronouns

Unit 5 • Achievements

North Pole, South Pole
Spirit of Endurance

Adjectives
Demonstrative Adjectives
Mechanics .
Proofreading
Test: Adjectives
Review: Adjectives

Fantastic Foods
Weslandia

The Articles *A, An,* and *The*
Articles
Mechanics .
Proofreading
Test: Articles
Review: Articles

Learning from Nature
Time For Kids:
A Historic Journey

Adjectives That Compare
More Adjectives That Compare
Mechanics .
Proofreading
Test: Adjectives That Compare
Review: Adjectives That Compare

Talking in Codes
The Unbreakable Code

Comparing with *More* and *Most*
Comparing with *More* and *Most*
Mechanics
Proofreading
Test: Comparing with *More* and *Most* . . .
Review: Comparing with *More* and *Most*

Whales
The Gri Gri Tree

Comparing with *Good*
Comparing with *Bad*
Mechanics
Proofreading .
Test: Comparing with *Good* and *Bad*
Review: Comparing with *Good* and *Bad*

Unit 5 Review: Adjectives

Unit 6 • Great Ideas

Fairy Tales
The Golden Mare, the
Firebird, and the Magic
Ring

Adverbs
Adverbs
Mechanics
Proofreading
Test: Adverbs
Review: Adverbs

Camping Out
Skunk Scout

Adverbs That Compare
Adverbs That Compare
Mechanics
Proofreading
Test: Adverbs That Compare
Review: Adverbs That Compare.

Improving Lives
Time For Kids:
A Dream Comes True

Negatives
Negatives
Mechanics
Proofreading
Test: Negatives and Double Negatives
Review: Negatives

Balloon Flight
Up in the Air:
The Story of Balloon
Flight

Prepositions
Prepositional Phrases
Mechanics
Proofreading
Test: Prepositions
Review: Commas and Prepositional Phrases

Scientists at Work
Hidden Worlds

Sentence Combining
Sentence Combining
Mechanics
Proofreading
Test: Sentence Combining and Punctuation Marks
Review: Sentence Combining

Unit 6 Review: Adverbs

Unit 1 • Challenges

School Contests
Miss Alaineus
Short Vowels

Pretest
Practice
Word Sort.
Word Meaning
Proofreading
Posttest

American Legends
Davy Crockett Saves
the World
Long Vowels

Pretest
Practice
Word Sort.
Word Meaning
Proofreading
Posttest

Trees for Life
Time For Kids:
Forests of the World
Words with /ü/, /ū/, /ù/

Pretest
Practice
Word Sort.
Word Meaning
Proofreading
Posttest

Exploring Space
Ultimate Field Trip 5:
Blasting Off to Space
Academy
Words with /är/, /âr/, /ôr/

Pretest
Practice
Word Sort.
Word Meaning
Proofreading
Posttest

Rescue Dogs
Pipiolo and the
Roof Dogs
Words with /ür/, /ir/

Pretest
Practice
Word Sort.
Word Meaning
Proofreading
Posttest

Unit 1 Review Test

Unit 2 • Discoveries

People Helping Animals
Shiloh
Compound Words

Pretest
Practice
Word Sort.
Word Meaning
Proofreading
Posttest

Slithery Snakes!
Rattlers!
Plurals

Pretest
Practice
Word Sort.
Word Meaning
Proofreading
Posttest

Remembering the Past
Time For Kids:
Maya Lin: Architect of
Memory
Words with Inflected
Endings *-ed* and *-ing*

Pretest
Practice
Word Sort.
Word Meaning
Proofreading
Posttest

The Caribbean Islands
The Night of San Juan
Words with */ô/, /ou/, /oi/*

Pretest
Practice
Word Sort.
Word Meaning
Proofreading
Posttest

Cowboys and Cowgirls
Black Cowboy Wild
Horses
VCCV Pattern

Pretest
Practice
Word Sort.
Word Meaning
Proofreading
Posttest

Unit 2 Review Test

Unit 3 • Turning Points

**The American
Revolution
Sleds on Boston
Common
V/CV and VC/V Patterns**

Pretest
Practice
Word Sort
Word Meaning
Proofreading
Posttest

**The Right to Vote
When Esther Morris
Headed West
V/V Pattern**

Pretest
Practice
Word Sort
Word Meaning
Proofreading
Posttest

**Protecting the
Environment
Time For Kids:
Beyond the Horizon
VCCCV Pattern**

Pretest
Practice
Word Sort
Word Meaning
Proofreading
Posttest

**Desert Habitats
My Great-Grandmother's
Gourd
Vowel Patterns in
Accented Syllables**

Pretest
Practice
Word Sort
Word Meaning
Proofreading
Posttest

**Into the Future
Zathura
Words with Final /ər/**

Pretest
Practice
Word Sort
Word Meaning
Proofreading
Posttest

Unit 3 Review Test

Unit 4 • Experiences

Civil Rights
Goin' Someplace Special
Words with Final /əl/ and /ən/

Pretest
Practice
Word Sort
Word Meaning
Proofreading
Posttest

Animal Defenses
Carlos and the Skunk
Words with Accented Syllables

Pretest
Practice
Word Sort
Word Meaning
Proofreading
Posttest

Democracy
**Time For Kids:
Getting Out the Vote**
Accented Syllables in Homographs

Pretest
Practice
Word Sort
Word Meaning
Proofreading
Posttest

Extreme Weather
Hurricanes
Words with /chər/ and /zhər/

Pretest
Practice
Word Sort
Word Meaning
Proofreading
Posttest

Trickster Tales
**The Catch of the Day:
A Trickster Play**
Words with *-ance* and *-ence*

Pretest
Practice
Word Sort
Word Meaning
Proofreading
Posttest

Unit 4 Review Test

Unit 5 • Achievements

North Pole, South Pole Spirit of Endurance Words with Soft <i>g</i>	Pretest Practice Word Sort Word Meaning Proofreading Posttest
Fantastic Foods Weslandia Homophones	Pretest Practice Word Sort Word Meaning Proofreading Posttest
Learning from Nature Time For Kids: A Historic Journey Words with Prefixes <i>dis-</i> , <i>in-</i> , <i>mis-</i> , and <i>pre-</i>	Pretest Practice Word Sort Word Meaning Proofreading Posttest
Talking in Codes The Unbreakable Code Words with Suffixes <i>-less</i> and <i>-ness</i>	Pretest Practice Word Sort Word Meaning Proofreading Posttest
Whales The Gri Gri Tree Adding <i>-ion</i>	Pretest Practice Word Sort Word Meaning Proofreading Posttest

Unit 5 Review Test

Unit 6 • Great Ideas

Fairy Tales
The Golden Mare,
the Firebird, and
the Magic Ring
Greek Roots

Pretest
Practice
Word Sort
Word Meaning
Proofreading
Posttest

Camping Out
Skunk Scout
Latin Roots

Pretest
Practice
Word Sort
Word Meaning
Proofreading
Posttest

Improving Lives
Time For Kids:
A Dream Comes True
Words from Mythology

Pretest
Practice
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Posttest

Balloon Flight
Up in the Air:
The Story of Balloon
Flight
Number Prefixes *uni-*, *bi-*,
tri-, and *cent-*

Pretest
Practice
Word Sort
Word Meaning
Proofreading
Posttest

Scientists at Work
Hidden Worlds
Words with *-able* and
-ible

Pretest
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Miss Alaineus

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Commands and Exclamations
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Test: Sentence Types
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Davy Crockett Saves
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Subjects and Predicates
Compound Subjects and Predicates
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Review: Subjects and Predicates

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Time For Kids:
Forests of the World

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Conjunctions
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Review: Sentence Combining

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Ultimate Field Trip 5:
Blasting Off to Space
Academy

More Sentence Combining
Complex Sentences
Mechanics
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Test: More Sentence Combining
Review: More Sentence Combining

Rescue Dogs
Pipolo and the
Roof Dogs

Run-on Sentences
Correcting Run-on Sentences
Mechanics
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Review: Run-on Sentences

Unit 1 Review: Sentences

Unit 2 • Discoveries

People Helping Animals
Shiloh

Common and Proper Nouns
Using Proper Nouns
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Test: Common and Proper Nouns
Review: Common and Proper Nouns

Slithery Snakes!
Rattlers!

Singular and Plural Nouns
Making Special Forms of Plural Nouns
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Test: Singular and Plural Nouns
Review: Singular and Plural Nouns

Remembering the Past
Time For Kids:
Maya Lin:
Architect of Memory

More Plural Nouns
More Plural Nouns
Mechanics
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Test: Plural Nouns
Review: Plural Nouns

The Caribbean Islands
The Night of San Juan

Singular Possessive Nouns
Singular and Plural Possessive Nouns
Mechanics
Proofreading
Test: Possessive Nouns
Review: Possessive Nouns

Cowboys and Cowgirls
Black Cowboy Wild
Horses

Plurals and Possessives
Plurals and Possessives
Mechanics
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Review: Plurals and Possessives

Unit 2 Review: Nouns

Unit 3 • Turning Points

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Revolution
**Sleds on Boston
Common**

Action Verbs
Action Verbs
Mechanics
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Test: Action Verbs
Review: Action Verbs

The Right to Vote
When Esther Morris
Headed West

Present Tense
Past Tense and Future Tense
Mechanics
Proofreading
Test: Verb Tenses
Review: Verb Tenses

Protecting the
Environment
**Time For Kids:
Beyond the Horizon**

Main and Helping Verbs
More Helping Verbs
Mechanics
Proofreading
Test: Main and Helping Verbs
Review: Contractions

Desert Habitats
**My Great-Grandmother's
Gourd**

Linking Verbs
Linking Verbs
Mechanics
Proofreading
Test: Linking Verbs
Review: Linking Verbs

Into the Future
Zathura

Irregular Verbs
Irregular Verbs
Mechanics
Proofreading
Test: Irregular Verbs
Review: Irregular Verbs

Unit 3 Review: Verbs

Unit 4 • Experiences

Civil Rights
Go!n' Someplace Special

Pronouns and Antecedents
Pronouns
Mechanics
Proofreading
Test: Pronouns
Review: Pronouns

Animal Defenses
Carlos and the Skunk

Subject and Object Pronouns
Subject and Object Pronouns
Mechanics
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Test: Subject and Object Pronouns
Review: Subject and Object Pronouns

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Time For Kids:
Getting Out the Vote

Pronoun-Verb Agreement
The Verbs *Have* and *Be*
Mechanics
Proofreading
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Review: Pronoun-Verb Agreement

Extreme Weather
Hurricanes

Possessive Pronouns
Ways to Use Possessive Pronouns
Mechanics
Proofreading
Test: Possessive Pronouns
Review: Possessive Pronouns and Hyphens

Trickster Tales
The Catch of the Day:
A Trickster Play

Pronouns and Homophones
Homophones
Mechanics
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Test: Pronouns and Homophones
Review: Possessive Pronouns

Unit 4 Review: Pronouns

Unit 5 • Achievements

North Pole, South Pole
Spirit of Endurance

Adjectives
Demonstrative Adjectives
Mechanics
Proofreading
Test: Adjectives
Review: Adjectives

Fantastic Foods
Weslandia

The Articles *A*, *An*, and *The*
Articles
Mechanics
Proofreading
Test: Articles
Review: Articles

Learning from Nature
Time For Kids:
A Historic Journey

Adjectives That Compare
More Adjectives That Compare
Mechanics
Proofreading
Test: Adjectives That Compare
Review: Adjectives That Compare

Talking in Codes
The Unbreakable Code

Comparing with *More* and *Most*
Comparing with *More* and *Most*
Mechanics
Proofreading
Test: Comparing with *More* and *Most*
Review: Comparing with *More* and *Most*

Whales
The Gri Gri Tree

Comparing with *Good*
Comparing with *Bad*
Mechanics
Proofreading
Test: Comparing with *Good* and *Bad*
Review: Comparing with *Good* and *Bad*

Unit 5 Review: Adjectives

Unit 6 • Great Ideas

Fairy Tales
The Golden Mare, the
Firebird, and the Magic
Ring

Adverbs
Adverbs
Mechanics
Proofreading
Test: Adverbs
Review: Adverbs

Camping Out
Skunk Scout

Adverbs That Compare
Adverbs That Compare
Mechanics
Proofreading
Test: Adverbs That Compare
Review: Adverbs That Compare

Improving Lives
Time For Kids:
A Dream Comes True

Negatives
Negatives
Mechanics
Proofreading
Test: Negatives and Double Negatives
Review: Negatives

Balloon Flight
Up in the Air:
The Story of Balloon
Flight

Prepositions
Prepositional Phrases
Mechanics
Proofreading
Test: Prepositions
Review: Commas and Prepositional Phrases

Scientists at Work
Hidden Worlds

Sentence Combining
Sentence Combining
Mechanics
Proofreading
Test: Sentence Combining and Punctuation Marks
Review: Sentence Combining

Unit 6 Review: Adverbs

Name:	Mrs. Rosenberg Kindergarten	
Date:	October 29 – November 2, 2012 NO ESE STUDENTS	Textbooks Used this Week: Harcourt Math Storytown Language Arts Harcourt Science Harcourt: Horizons: Social Studies

Day	Alignment of: Subject, Standard-Objective, HW, Assessment, ELL, and ESE strategies	Activities/Assignments
Tuesday	10/30/12	
8:00 – 8:15		Pledge, Calendar, Announcements
8:15 – 10:15	<p>Language Arts Objective: we will identify characters in a story Standard: LA.K.2.1.3.- identify a regular beat and similarities of sounds in words Standard: LA.K.1.6.6.- relate new vocabulary to prior knowledge Standard: LA.K.4.2.1 - participate in creating a variety of information forms Homework: on level/ below: match letters challenge level: trace and read words ELL: F12 think aloud</p>	<p>Begin With a Song pg 176, phonological awareness, phonics, word blending, high frequency words,comprehension, reading. build robust vocabulary, modeled writing in journal: draw and write about the classroom job you like most Materials: write on/ wipe off boards, word cards, Practice BK pg 19,</p>
10:15 – 10:45	Recess	
10:45 – 11:15	Lunch	
11:15 – 11:45	<p>P.E. Objective: we will use movement control to run, skip in large group Standard: PE.A.2.1.- student applies concepts and principles of human movement to develop motorskills ELL: E3 games</p>	We will play 4 corners

11:45 - 12:15	ART Objective: we will use good craftsmanship when producing works of art Standard: VA.A.1.1.- student understands and applies media, techniques and processes ELL: F14 visualization	We will create pictures, cutting and pasting, using a model
12:15 - 1:15	Math Objective: we will use problem solving strategies, make a model Standard: MA.A.1.1.4.K.1 represents equivalent forms of same number up to 10 Homework: challenge level- nature graphing on level - counting shapes ELL: D5 manipulatives	Problem Solving Strategy, problem of the day pg 93A- 94, "More or Fewer" pg 93B, introduce, teach, practice, assess, Practice BK pg 4.4 Materials: connecting cubes
1:15 - 1:45	Science Objective: we will understand that a terrarium is a model of a system Standard: SC.B.1.1.4.K.1 - heat release ELL: A15 heat release	How Does Energy Move? Pg 82 - 83, guided inquiry prior knowledge, investigate, Big Book pg 26, Activity BK pg 29
11:45 - 2:00	SSR Sustained Silent Reading	

ELL: 5 students B₁
3 students B₂

	<p>methods to display and interpret information</p> <p>Homework: Below/At: Reteach: RW42: Make Bar Graphs</p> <p>Above: Challenge: CW42: Roll a Number</p> <p>ESE: NONE ELL: C4: Graphs</p>	<p>Teachers Guide: 143A - 146 Workbook: 145 - 148 Practice Book 5.2: PW42</p>
9:15 - 10:15	<p>Art (Ms. Coco)</p>	
10:15 - 10:45	<p>Science</p> <p>Objective: We will describe the force gravity and its effects cause on objects with 75% accuracy</p> <p>Standard: SC.1.1.3.1: The student will work with others to complete an experiment or to solve a problem</p> <p>Homework: NONE</p> <p>ESE: NONE ELL: F1: Build Prior Knowledge</p>	<p>Chapter 4: Lesson 3: How Does Gravity Make Things Move?</p> <p>Teach: Critical Thinking, Interpret Visuals, Main Ideas and Details, Inquiry Skills</p> <p>Assess and Extend: Graphic Organizer</p> <p>Materials:</p> <p>Teachers Guide: 136 - 137 Student Text: 136</p>
10:45 - 11:15	<p>Lunch</p>	
11:15 - 1:15	<p>Reading/Language Arts</p> <p>Objective: We will compare and contrast things in different ways to increase understanding with 80% accuracy</p> <p>Standard: LA.1.1.4.3: The student will decode words with r-controlled vowel sound association</p> <p>Standard: LA.1.1.3.4: The student will manipulate individual phonemes to create new words through addition, deletion, and substitution</p> <p>Standard: LA.1.1.7.1: The student will identify a text's features use them to make predictions and establish a purpose for writing</p> <p>Homework: Below/At: Extra Practice: 32: Phonics r-Controlled Vowel /e/or, ee: 33: High Frequency Words</p> <p>Above: Challenge: 32: Phonics r-Controlled Vowel /o/or, oo: 33: High Frequency Words</p> <p>ESE: NONE ELL: B1: Categorize Vocabulary</p>	<p>Theme 3: Lesson 11: Day 2</p> <p>Question of the Day, Read Aloud: Way Down Deep, Word Wall, Phonemic Awareness</p> <p>Phonemic Blending/Segmentation, Phonics: r-Controlled Vowel /e/or, ee, Spelling: Word Building, High Frequency Words: animals, cold, fish, from, their, under, vary, Reading: Lord of the Ice, Comprehension: Compare and Contrast Retelling/Fluency: Phrasing, Build Robust Vocabulary: muzzles, graced, rising, Grammar: Special Names and Titles for People, Daily Proofreading, Shared Writing: Interview Questions, Writing Trait: Organization</p> <p>Materials:</p> <p>Teachers Guide: T40B - T43: Student Text: 178 - 203 Letter/Sound Cards</p> <p>BB of Poems and Rhymes: 21 Practice Book: 32 Grammar Practice Book: 41</p> <p>Story Retelling Cards 1 - 6</p>
1:15 - 1:45	<p>PE</p> <p>Objective: We will practice hitting a baseball with a soft bat off of a tee</p> <p>Standard: PE.1.M.1.A: The student will strike a stationary object a short distance using a modified long-handled implement so that the object travels in an intended direction</p> <p>ESE: NONE ELL: E3: Games</p>	<p>Tee-Ball</p>
1:45 - 2:00	<p>SSR Sustained Silent Reading</p>	
Day	<p>Alignment of: Subject, Standard-Objective, HW, Assessment, ELL, and ESE Strategies</p>	
Wed.	<p>November 28th, 2012</p>	
8:00 - 8:15		<p>Pledge, Calendar, Announcements</p>
8:15 - 9:15	<p>Math</p> <p>Objective: We will use the problem solving skill use data from a graph to solve problems with 80% accuracy</p> <p>Standard: MA.E.3.2.1.2: The student will know appropriate methods to display and interpret information</p> <p>Homework: Below/At: Reteach: RW43: Problem Solving: Use Data from a Graph</p> <p>Above: Challenge: CW43: Graphing Sports</p> <p>ESE: NONE ELL: C4: Graphs</p>	<p>9.6 Problem Solving Skill: Use Data from a Graph</p> <p>Intro, Teach, Practice, Assess</p> <p>Materials:</p> <p>Teachers Guide: 147A - 148 Workbook: 147 - 148 Practice Book 9.6: PW43</p>
9:15 - 9:45	<p>Recess</p>	
9:45 - 10:15	<p>Social Studies</p> <p>Objective: We will recognize the democratic process of voting with 85% accuracy</p> <p>Standard: SC.1.1.4(1.1): The student will understand the democratic process of voting</p> <p>Homework: Work on President Project</p> <p>ESE: NONE ELL: AB: Modeling</p>	<p>Unit 2: Skills: Make a Choice by Voting</p> <p>Motivator: Why It Matters</p> <p>Teach: What You Need to Know, Practice the Skill-Answers</p> <p>Materials:</p> <p>Teachers Guide: 58A - 59 Student Text: 96 - 99 Activity Book: 17</p>
10:15 - 10:45	<p>Science</p> <p>Objective: We will explain that gravity pulls all objects down to the ground in the same way with 80% accuracy</p> <p>Standard: SC.N.2.1.1.1: The student will use information gathered to identify patterns in nature to make predictions</p> <p>Homework: NONE</p> <p>ESE: NONE ELL: D5: Manipulatives</p>	<p>Chapter 4: Lesson 3: How Does Gravity Make Things Move?</p> <p>Teach: Develop Science Vocabulary, Critical Thinking, Interpret Visuals, Main Ideas and Details, Inquiry Skills</p> <p>Assess and Extend: Graphic Organizer</p> <p>Materials:</p> <p>Teachers Guide: 138 - 139 Student Text: 138 - 139 Reading Support and HW: RS32 - 3A</p>
10:45 - 11:15	<p>Lunch</p>	
11:15 - 1:15	<p>Reading/Language Arts</p> <p>Objective: We will understand features of poetry with 75% accuracy</p> <p>Standard: LA.1.1.7.7: The student will identify the text structure an author uses</p> <p>Standard: LA.1.2.1.5: The student will respond to various literary</p>	<p>Theme 3: Lesson 11: Day 3</p> <p>Question of the Day, Read Aloud: Way Down Deep, Word Wall, Phonemic Awareness-</p> <p>Phonemic Blending, Phonics: r-Controlled Vowel /e/or, ee, Spelling: State the Generalization, High Frequency Words: review, Fluency: Phrasing, Comprehension: Compare and Contrast, Connections, Build Robust Vocabulary: adapt, intriguing, inhibit, Grammar: Special Names and Titles for People, Daily Proofreading, Shared Writing: Interview</p> <p style="text-align: right;">250</p>

	<p>selections</p> <p>Standard: LA.1.2.1.2: The student will identify characters, setting, and sequence of events and connections of text to self, text to world, and text to text</p> <p>Homework: All: Use each spelling word in a sentence</p> <p>Below/At: Extra Practice: 34; Comprehension: Compare and Contrast</p> <p>Above: Challenge: 34; Comprehension: Compare and Contrast</p> <p>ESE: NONE ELL: A1: Chunking</p>	<p>Questions, Writing Trait: Organization</p> <p>Materials:</p> <p>Teachers Guide: T452 - T453 Student Text: 204 - 207 Letter/Sound BB of Poems and Rhymes: 21 Practice Book: 33 - 34 Grammar Practice Book Transparency R21/Overhead</p>
1:15 - 1:45	<p>PE</p> <p>Objective: We will split into two teams and play dodge-ball</p> <p>Standard: PE.1.M.1.5: The student will demonstrate an overhead throwing motion for distance using correct technique</p> <p>ESE: NONE ELL: E1: Games</p>	<p>Dodge-Ball</p>
1:45 - 2:00	SSR Sustained Silent Reading	
Day	Alignment of: Subject, Standard-Objective, HW, Assessment, ELL, and ESE Strategies	
Thursday	November 29th, 2012*****	*****
8:00 - 8:15		Pledge, Calendar, Announcements
8:15 - 9:15	<p>Math</p> <p>Objective: We will find the range and mode of a set of data using a graph with 75% accuracy</p> <p>Standard: MA.E.1.2.1.1: The student will collect data from a survey with two or more categories or choices and create a class chart or pictograph</p> <p>Homework: All: Chapter 9 Review/Test and Extra Practice</p> <p>Below/At: Research: HW44: Interpret Graphs</p> <p>Above: Challenge: CW44: Across the Ages</p> <p>ESE: NONE ELL: C4: Graphs</p>	<p>9.7 Interpret Graphs</p> <p>Intro: Teach, Practice, Assess</p> <p>Materials:</p> <p>Teachers Guide: 149A - 150 Workbook: 149 - 150 Practice Book 9.7, P4</p>
9:15 - 9:40	Recess	
9:45 - 10:15	DEAR Draw Everything And Read	
10:10 - 10:45	<p>Science</p> <p>Objective: We will classify objects as magnetic or non-magnetic with 80% accuracy</p> <p>Standard: SC.2.2.1: The student understands various ways gravity affects the motion of objects</p> <p>Homework: NONE</p> <p>ESE: NONE ELL: F3: Demonstrations</p>	<p>Chapter 4: Lesson 4: How Do Magnets Make Things Move?</p> <p>Introduce: Build on Prior Knowledge</p> <p>Teach: Tips and Guided Inquiry, Expected Results, Time Conclusions</p> <p>Materials:</p> <p>Teachers Guide: 140 - 141 Student Text: 140 - 141 Magnet Experiment Kit</p>
10:45 - 11:15	Lunch	
11:15 - 1:15	<p>Reading/Language Arts</p> <p>Objective: We will spell and write known high-frequency words with 80% accuracy</p> <p>Standard: LA.1.1.4.6: The student will identify common irregular words, compound words, and contractions</p> <p>Standard: LA.1.1.4.9: The student will recognize high-frequency words</p> <p>Standard: LA.1.1.6.1: The student will use new vocabulary that is introduced and taught directly</p> <p>Homework: Below/At: Extra Practice: 35; Phonics: Compound Words</p> <p>Above: Challenge: 35; Phonics: Compound Words</p> <p>ESE: NONE ELL: E7: Peer Pair</p>	<p>Theme 3: Lesson 11: Day 4</p> <p>Question of the Day, Read Aloud: "My Fish Can Ride a Bicycle", Word Wall, Phonemic Awareness: Phoneme Segmentation, Phonics: Compound Words, Spelling: Review Spell Words, High-Frequency Words: review Fluency: Phrasing, Comprehension: Compare or Contrast, Connections: Build Robust Vocabulary: adapt, intriguing, whimsical, Grammar: Special Names and Titles for People, Daily Proofreading, Independent Writing: Interview Questions, Writing Trait: Organization</p> <p>Materials:</p> <p>Teachers Guide: T444 - T453 Student Text: 180 - 203 Letter/Sound Cards BB of Poems and Rhymes: 22 Practice Book: 53 - 54 Grammar Practice Book Transparency R22/Overhead</p>
1:15 - 1:45	<p>PE</p> <p>Objective: We will play SPUD</p> <p>Standard: The student will throw, kick, and dodge to avoid or catch others</p> <p>ESE: NONE ELL: E1: Games</p>	<p>SPUD</p>
1:45 - 2:00	SSR Sustained Silent Reading	
Day	Alignment of: Subject, Standard-Objective, HW, Assessment, ELL, and ESE Strategies	
Friday	November 30th, 2012*****	*****
8:00 - 8:15		Pledge, Calendar, Announcements
8:15 - 9:15	<p>Math</p> <p>Objective: We will check for understanding of concepts, skills, and problem solving presented in Chapter 9 with 80% accuracy</p> <p>Standard: MA.C.3.1.1.3: The student will compare, describe, and sort objects according to attributes</p> <p>Homework: NONE</p> <p>ESE: NONE ELL: C4: Graphs</p>	<p>Chapter 9 Review/Assessment</p> <p>We will review and then take Chapter 9 Assessment</p> <p>Materials:</p> <p>Teachers Guide: 151 - 152 Assessment Guide: A657 - A660</p>
9:15 - 9:45	Recess	

9:45 - 10:10	<p>Social Studies</p> <p>Objective: We will know past presidents with 70% accuracy</p> <p>Standard: SS.A.5.1.2(L1) The student will know the past leaders of the country</p> <p>Homework: NONE</p> <p>ESE: NONE ELL: E4: Projects</p>	<p>President Project Presentations</p> <p>Materials: NONE</p>
10:15 - 10:45	<p>Science</p> <p>Objective: We will describe magnets and their effects on some objects with 75% accuracy</p> <p>Standard: SC.H.1.1.3.1: The student will work with others to complete an experiment or to solve a problem</p> <p>Homework: NONE</p> <p>ESE: NONE ELL: 4B: Modeling</p>	<p>Chapter 4: Lesson 4: How Do Magnets Make Things Move?</p> <p>Teach: Develop Science Vocabulary, Critical Thinking, Interpret Visuals, Main Idea and Details</p> <p>Materials:</p> <p>Teachers Guide: 142 - 143 Student Text: 142 - 143 Magnet Experiment Kit</p>
10:45 - 11:15	Lunch	
11:15 - 1:15	<p>Reading/Language Arts</p> <p>Objective: We will write complete questions with 80% accuracy</p> <p>Standard: LA.1.3.3.1: The student will evaluation the direction for logical thinking and marking our repetitive text</p> <p>Standard: LA.1.3.4.2: The student will edit capital letters for the pronoun I, the beginning of a sentence, names, days of the week, and months of the year</p> <p>Standard: LA.1.1.5.2: The student will recognize high frequency words and familiar words in isolation and in context</p> <p>Homework: NONE</p> <p>ESE: NONE ELL: A16: Vary Complexity of Assignment</p>	<p>Theme 3: Lesson 11: Day 5</p> <p>Question of the Day, Read Aloud: "My Fish Can Ride A Bicycle", Word Wall, Phonemic Awareness: Phonemic Blending, Phonics: Compound Words, Spelling: Posttest, High Frequency Words: review Fluency: Phrasing, Comprehension: Compare and Contrast, Connectors, Build Robust Vocabulary: review, Grammar: Special Names and Titles for People, Daily Proofreading, Independent Writing: Interview Questions, Writing Trait: Organization</p> <p>Assessments: Spelling Test and Weekly Test</p> <p>Materials:</p> <p>Teachers Guide: T454- T463 Student Text: 182 - 203 Letter/Sound Cards 88 of Poems and Rhymes: 22 Practice Book: 35 - 36</p>
	<p>PE</p> <p>Objective: We will have Free Play Friday</p> <p>Standard: We will choose a game to play together. Games Vary</p> <p>ESE: NONE ELL: E3: Games</p>	Free Play Friday
1:45 - 2:00	SSR Sustained Silent Reading	

ELL 7
 4 B₂
 3 C₁

Name:	Ms. Reyno Second Grade		
Date:	November 26 - November 30, 2012 Week #15	Textbooks Used this Week:	
		Harcourt Math	Storytown Language Arts
		Harcourt Science	Harcourt: Horizons: Social Studies

Day	Alignment of: Subject, Standard-Objective, HW, Assessment, ELL, and ESE strategies	Activities/Assignments	
Monday	November 26, 2012*****	*****	*****
8:00 - 8:15		Pledge, Calendar, Announcements	
8:15 - 10:15	<p>Reading/Language Arts Objective: We will read high-frequency words with 80% accuracy. Standard: LA.2.1.4.5- recognize high-frequency words Standard: LA.2.1.7.1- identify text features Standard: LA.2.5.2.2- use appropriate language Homework: 4x each; Extra Support & Practice Workbook 76; Read for 20 minutes! ESE: <i>Nine</i> ELL: C2 - small group activities</p>	<ul style="list-style-type: none"> - Journal- Question of the Day, "What are some ways that farmers take care of the animals on their farm?" - Long Vowel /o/ oa, ow; pg. T424-425 (Teacher's Manual) - Review High-Frequency Words- ago, caught, clear, coming, enough, idea, learn, lose, though, understand pgs. 429 - read "A Trip to the Fire Station" pgs. 304-315 - Discuss Robust Vocabulary- minor, previous, priorities, extinguish, hazard, efficient, instantly, drench pg. T431 (Teacher's Manual) - Grammar- review Proper Nouns T432 (Teacher's Manual) - Writing-Publish T433 (Teacher's Manual) - Small Group Activity - Classwork- Practice Book pgs. 76-77 <p><u>*Spelling Words*</u> trace, jump, yours, building, fishing, practice, morning, island, dirty, scream, hugged, chairs, been, late, draw</p>	
10:15-10:45	<p>Social Studies Objective: We will compare the roles of mayor and governor with 80% accuracy. Standard: SS.C.1.1.3 (2.1)- understands there might be consequences for breaking rules Homework: ESE: ELL: F7- Read aloud</p>	<ul style="list-style-type: none"> - Lesson 4 - Our State Government - Go over Vocabulary Words pg. 64 (governor, legislature, property) - Read Our State Government pgs. 64-67 - Go over Lesson 4 Review #1-3 pg. 67 - Classwork- Activity Book pg. 18 	
10:45 - 11:15	<p>PE Objective: We will make sure the ball hits the other team to get the people out with 80% accuracy. Standard: PE.A.1.1.4- chases, flees, & dodges to avoid or catch other and maneuver around obstacles ESE: ELL: E3: Games</p>	<ul style="list-style-type: none"> - Game: Dodgeball - Split the class in two teams. The students with the balls will hit the opposing team to get them out. - If a ball is caught, the person who threw it is out and the person who caught the ball can get teammate back in. - The last person in the game, that team wins. 	
11:15 - 11:45	Lunch		
11:45 - 12:15	Recess		
12:15 - 1:15	<p>Math Objective: We will model adding 1-digit to 2-digit numbers with 80% accuracy. Standard: MA.A.2.1.1.2.2- demonstrate the place value groupings of numbers to 1000 or</p>	<ul style="list-style-type: none"> - Lesson 7.3- Regroup Ones as Tens - go over vocabulary words - regroup - Go over lesson together on pg. 111 - Students will work on pg. 112 - Getting Ready for FCAT- Transparency 7.3 	

	more using concrete materials, pictures, and symbols Homework: Practice Workbook 34 ESE: ELL: A4 - Whole Group Approach	- Materials: base-ten blocks	
1:15 - 1:45	Science Objective: We will review Chapter 4 to check understanding with 80% accuracy. Standard: S.C.H.1.1.1- the student knows that in order to learn, it is important to observe the same things often and compare them Homework: ESE: ELL: A4 - Whole Group Approach	- review Chapter 4 - Energy for Living pgs. 130-155 Classwork: Reading Support and Homework Workbook pgs. RS 29-34	
1:45 - 2:00	SSR Sustained Silent Reading		
Day	Alignment of: Subject, Standard-Objective, HW, Assessment, ELL, and ESE Strategies	Activities/Assignments	
Tuesday	November 27, 2012*****	*****	
8:00 - 8:15		Pledge, Calendar, Announcements	
8:15 - 10:15	Reading/Language Arts Objective: We will review spelling words with 80% accuracy. Standard: LA.2.1.4.5- recognize high-frequency words Standard: LA.2.1.7.1- identify text features Standard: LA.2.5.2.2- use appropriate language Homework: Spelling Pyramid; Extra Support & Challenge 78; Read for 20 minutes! ESE: ELL: C2 - small group activities	- Journal- Question of the Day, "What is the best way to learn to ride a bike?" - Long Vowel /a/ ai, ay; pg. T404-405 (Teacher's Manual) - review- Plot pgs. 437 - Review High- Frequency Words- ago, caught, clear, coming, enough, idea, learn, lose, though, understand pgs. 438 - read "A Trip to the Fire Station" pgs. 304-315 - Discuss Robust Vocabulary- minor, previous, priorities, extinguish pg. T409 (Teacher's Manual) - Grammar- review Nouns, Singular & Plural Nouns, Proper Nouns T440 (Teacher's Manual) - Writing- Present T441 (Teacher's Manual) -Small Group Activity - Classwork- Practice Book pgs. 78 *Spelling Words* trace, jump, yours, building, fishing, practice, morning, island, dirty, scream, hugged, chairs, been, late, draw	
10:15 - 10:45	ART - MS. COCO		
10:45 - 11:15	ART - MS. COCO		
11:15 - 11:45	LUNCH		
11:45 - 12:15	RECESS		
12:15 - 1:15	Math Objective: We will model adding 2-Digit numbers with 80% accuracy. Standard: M.A.A.3.1.1.2.4- adds and subtracts two-digit numbers with or without regrouping using models, concrete materials, and algorithms Homework: Practice Workbook 35 & 36 ESE:	- Lesson 7.4- Model 2-Digit Addition - go over vocabulary words - regroup - Go over lesson together on pg. 114 - Students will work on pg. 115 -Getting Ready for FCAT- Transparency 7.4 - Materials: base-ten blocks - Lesson 7.5- Problem Solving Strategy: Make a Model - Go over lesson together on pg. 115	

	ELL: A4 - Whole Group Approach	- Students will work on pg. 116 - Getting Ready for FCAT- Transparency 7,5 - Materials: base-ten blocks	
1:15 - 1:45	Science Objective: We will review Chapter 4 to check understanding with 80% accuracy. Standard: SC.H.1.1.1- the student knows that in order to learn, it is important to observe the same things often and compare them Homework: ESE: ELL: A4 - Whole Group Approach	- review Chapter 4 - Energy for Living pgs. 130-155 Chapter 4 - Review and Test Preparation pgs. 156-157	
1:45 - 2:00	SSR Sustained Silent Reading		
Day	Alignment of: Subject, Standard-Objective, HW, Assessment, ELL, and ESE Strategies	Activities/Assignments	
Wed.	November 28, 2012*****	*****	
8:00 - 8:15		Pledge, Calendar, Announcements	
8:15 - 10:15	Reading/Language Arts Objective: We will read high-frequency words with 80% accuracy. Standard: LA.2.1.4.5- recognize high-frequency words Standard: LA.2.1.7.1- identify text features Standard: LA.2.5.2.2- use appropriate language Homework: A Trip To The Fire Station Word Search; Extra Support 73&75; Read for 20 minutes! ESE: ELL: C2 - small group activities	- Journal- Question of the Day, "What nighttime animal would you like to be? Tell why" - r-Controlled Vowel ar; pg. T414-415 (Teacher's Manual) - review- Plot pgs. 416 - Review High- Frequency Words- ago, caught, clear, coming, enough, idea, learn, lose, though, understand pgs. 417 - read "A Trip to the Fire Station" pgs. 304-315 - Discuss Robust Vocabulary- minor, previous, priorities, extinguish, hazard, efficient, instantly, drench pg. T419 (Teacher's Manual) - Grammar- review Proper Nouns T420 (Teacher's Manual) - Writing- Proofread and Publish T421 (Teacher's Manual) -Small Group Activity - make sure Practice and Grammar Workbook pages are done <u>*Spelling Words*</u> trace, jump, yours, building, fishing, practice, morning, island, dirty, scream, hugged, chairs, been, late, draw	
10:15 - 10:45	Social Studies Objective: We will locate states and state capitals on a map with 80% accuracy. Standard: SS.8.1.1.1 (2.1)- knows the locations of the community, city, state, and country on a map and globe Homework: ESE: ELL: F7- Read aloud	- Skills - Find States and Capitals - Go over Vocabulary Words pg. 68 (border, capital) - read Skills - Find States and Capitals pgs. 68-69 - Go over Practice the Skill #1-3 - Classwork- Activity Book pg. 19	
10:45 - 11:15	PE Objective: We will make sure the ball hits the other team to get the people out with 80% accuracy. Standard: PE.A.1.1.4- chases, flees, & dodges to avoid or catch other and maneuver around obstacles ESE: ELL: E3: Games	- Game: Dodgeball - Split the class in two teams. The students with the balls will hit the opposing team to get them out. - If a ball is caught, the person who threw it is out and the person who caught the ball can get teammate back in. - The last person in the game, that team wins.	
11:15 - 11:45	Lunch		
11:45 - 12:15	Recess		

12:15 - 1:15	<p>Math Objective: We will check the understanding of concepts, skills, and problem solving presented in Chapter 7 with 80% accuracy. Standard: MA.A.3.1.2.2.1- solves problems involving addition and subtraction using a variety of strategies Homework: Big Math Book pgs. 117-120 ESE: ELL: A4 - Whole Group Approach</p>	- review Lessons 7.1-7.5 pgs. 105-116	
1:15 - 1:45	<p>Science Objective: We will complete the Chapter 4 Test with 80% accuracy. Standard: SC.H.1.1.4.2.2- analyzes information to make predictions, make sketches and diagrams to explain ideas, draws conclusions using information and prior knowledge Homework: ESE: ELL: A4 - Whole Group Approach</p>	- Chapter 4 Test - Energy for Living	
1:45 - 2:00	SSR Sustained Silent Reading		
Day	Alignment of: Subject, Standard-Objective, HW, Assessment, ELL, and ESE Strategies	Activities/Assignments	
Thursday	November 29, 2012*****	*****	*****
8:00 - 8:15		Pledge, Calendar, Announcements	
8:15 - 10:15	<p>Reading/Language Arts Objective: We will read high-frequency words with 80% accuracy. Standard: LA.2.1.4.5- recognize high-frequency words Standard: LA.2.1.7.1- identify text features Standard: LA.2.5.2.2- use appropriate language Homework: Study for Spelling Test; E5-73 & 75; Read for 20 minutes! <i>Thanksgiving</i>, ESE: <i>1621 w/2x1st</i> ELL: C2 - small group activities</p>	<ul style="list-style-type: none"> - r-Controlled Vowel ur; pg. T414-415 (Teacher's Manual) - review- Plot pgs. 416 - Review High-Frequency Words- ago, caught, clear, coming, enough, idea, learn, lose, though, understand pgs. 417 - read "A Trip to the Fire Station" pgs. 304-315 - Discuss Robust Vocabulary- minor, previous, priorities, extinguish, hazard, efficient, instantly, drench pg. T419 (Teacher's Manual) - Grammar- review Proper Nouns T420 (Teacher's Manual) - Writing- Proofread and Publish T421 (Teacher's Manual) <p>- make sure Practice and Grammar Workbook pages are done</p>	
10:15 - 10:45	<p>Social Studies Objective: We will locate states and state capitals on a map with 80% accuracy. Standard: SS.B.1.1.1 (2.1)- knows the locations of the community, city, state, and country on a map and globe Homework: ESE: ELL: F7- Read aloud</p>	<ul style="list-style-type: none"> - Skills - Find States and Capitals - Go over Vocabulary Words pg. 68 (border, capital) - read Skills - Find States and Capitals pgs. 68-69 - Go over Practice the Skill #1-3 <p>- Classwork- States and Capital worksheet</p>	
10:45 - 11:15	<p>PE Objective: We will make sure the ball hits the other team to get the people out with 80% accuracy. Standard: PE.A.1.1.4- chases, flees, & dodges to avoid or catch other and maneuver around obstacles ESE: ELL: E3: Games</p>	<ul style="list-style-type: none"> - Game: Dodgeball - Split the class in two teams. The students with the balls will hit the opposing team to get them out. - If a ball is caught, the person who threw it is out and the person who caught the ball can get teammate back in. - The last person in the game, that team wins. 	
11:15 - 11:45	LUNCH		

11:45 - 12:15	RECESS	
12:15 - 1:15	<p>Math Objective: We will check the understanding of concepts, skills, and problem solving presented in Chapter 7 with 80% accuracy. Standard: MA.A.3.1.2.2.1- solves problems involving addition and subtraction using a variety of strategies Homework: PS 32 & 34 ESE: ELL: A4 - Whole Group Approach</p>	<ul style="list-style-type: none"> - review Lessons 7.1-7.5 pgs. 105-116 - Chapter 7 Test - Explore 2-Digit Addition
1:15 - 1:45	<p>Science Objective: We will understand that things move at different speeds with 80% accuracy. Standard: SC.C.1.1.1.2.1- knows that objects exhibit different kinds of motion (for example, straight, circular, back and forth) Homework: ESE: ELL: A4 - Whole Group Approach</p>	<ul style="list-style-type: none"> - Introduce Chapter 5 - Motion - Lesson 1 - What Are Ways Things Move? - Review Investigate pg. 163 - Review Vocabulary Words on pg. 164 (motion, speed) - Read together and review pgs. 164-167 - Review and go over together #1-4 on pg. 167 <p>Classwork: Reading Support and Homework Workbook pgs. RS 37-38</p>
1:45 - 2:00	SSR Sustained Silent Reading	
Day	Alignment of: Subject, Standard-Objective, HW, Assessment, ELL, and ESE Strategies	Activities/Assignments
Friday	November 30, 2012*****	*****
8:00 - 8:15		Pledge, Calendar, Announcements
8:15 - 10:15	<p>Reading/Language Arts Objective: We will review spelling words with 80% accuracy. Standard: LA.2.1.4.5- recognize high-frequency words Standard: LA.2.1.7.1- identify text features Standard: LA.2.5.2.2- use appropriate language Homework: Read for 20 minutes! ESE: ELL: C2 - small group activities</p>	<ul style="list-style-type: none"> - r-Controlled Vowel ar; pg. T414-415 (Teacher's Manual) - review- Plot pgs. 416 - Review High-Frequency Words- ago, caught, clear, coming, enough, idea, learn, lose, though, understand pgs. 417 - read "A Trip to the Fire Station" pgs. 304-315 - Discuss Robust Vocabulary- minor, previous, priorities, extinguish, hazard, efficient, instantly, drench pg. T419 (Teacher's Manual) - Grammar- review Proper Nouns T420 (Teacher's Manual) - Writing- Proofread and Publish T421 (Teacher's Manual) <p>- make sure Practice and Grammar Workbook pages are done</p> <p>- Spelling Test</p> <p>- Reading Test- Lesson 10- "A Trip to the Fire Station"</p>
10:15 - 10:45	<p>Social Studies Objective: We will review previous lessons with 80% accuracy. Standard: SS.C.1.1.3 (2.1)- understands there might be consequences for breaking rules Homework: ESE: ELL: F7- Read aloud</p>	<ul style="list-style-type: none"> - review Unit 2 pgs. 40-69 <p>- Classwork- Activity Book pg. 12-19 are done</p>
10:45 - 11:15	<p>PE Objective: We will make sure the ball hits the other team to get the people out with 80% accuracy. Standard: PE.A.1.1.4- chases, flees, & dodges to avoid or catch other and maneuver around obstacles ESE: ELL: E3: Games</p>	<ul style="list-style-type: none"> - Game: Dodgeball - Split the class in two teams. The students with the balls will hit the opposing team to get them out. - If a ball is caught, the person who threw it is out and the person who caught the ball can get teammate back in. - The last person in the game, that team wins.

11:15 - 11:45	LUNCH	
11:45 - 12:15	RECESS	
12:15 - 1:15	<p>Math</p> <p>Objective: We will check the understanding of concepts, skills, and problem solving presented in Chapter 7 with 80% accuracy.</p> <p>Standard: MA.A.3.1.2.2.1- solves problems involving addition and subtraction using a variety of strategies</p> <p>Homework:</p> <p>ESE:</p> <p>ELL: A4 - Whole Group Approach</p>	<p>- review Lessons 7.1-7.5 pgs. 105-116</p> <p>- Chapter 7 Test - Explore 2-Digit Addition</p>
1:15 - 1:45	<p>Math</p> <p>Objective: We will check the understanding of concepts, skills, and problem solving presented in Chapter 7 with 80% accuracy.</p> <p>Standard: MA.A.3.1.2.2.1- solves problems involving addition and subtraction using a variety of strategies</p> <p>Homework:</p> <p>ESE:</p> <p>ELL: A4 - Whole Group Approach</p>	<p>- review Lessons 7.1-7.5 pgs. 105-116</p> <p>- Chapter 7 Test - Explore 2-Digit Addition</p>
1:45 - 2:00	SSR Sustained Silent Reading	

Materials for the week:

- white board, textbooks, workbooks, worksheets, journals, overhead projectors & transparencies, & Education City (on the computer)

ELL STUDENTS:

Daniel Fernandez
 Jasmine Ortiz
 Daniella Zamora

C₁ C₂
 C₁
 B₃

ELL: paired reading with another student & one-on-one instruction

NO ESE

Name:	Ms. Polaris Third Grade	Textbooks Used this Week: Time for Kids Go Math Social Studies Harcourt Science Harcourt FCAT Format Unit Assessment
Date:	November 26-30, 2012 Week # 14	

Day	Alignment of: Subject, Standard-Objective, HW, Assessment, ELL, and ESE strategies	Activities/Assignments
Monday	November 26, 2012	*****
8:00 - 8:15	Pledge, Calendar, Announcements, Agenda, Morning Work	
8:15 -8:45	PE Objective: We will play a team sport with 90% accuracy. Standard: PE.B.11. The student achieves and maintains a health-enhancing level of physical fitness. ELL: D4: Games	<ul style="list-style-type: none"> Dodge ball
8:45-10:45	Language Arts Objective: We will develop grade appropriate vocabulary and spelling with 85% accuracy. Standard: LA.3.1.6.1 Use new vocabulary taught directly Standard LA.2.2.2 Author's purpose Standard: LA.3.1.6.3 Use context clues to determine meanings Homework: Writing journal-Would you like to be a writer? Why or why not? Spelling- Context clues Vocabulary- p. 66 Author's purpose- p. 67 Read for 30 min and summarize. ELL: C1: Peer Buddy	<ul style="list-style-type: none"> Introduce weekly theme: "Being a Writer," p. 256-257 Introduce vocabulary (record in vocabulary journal) and spelling words (pre-test) Focus Question: Writing can be a lot of fun. What are your favorite kinds of things to write about? Read, "Talking to Luku Delacro, children's author," p. 258-259 Complete story map, "Clues, Author's Purpose" Discuss author's purpose Grammar-combining sentences p. 57
10:45-11:15	Science Objective: We will understand new vocabulary with 80% accuracy. Standard: SC.B.1.2.2.3.2 forms of energy Cb: Think/Pair/Share	<ul style="list-style-type: none"> Finish chapter 2 flash cards and clarify meanings
11:15-11:45	Lunch	
11:45-12:15	Recess	
12:15-12:45	Social Studies Objective: We will compare and contrast different culture groups in the community	<ul style="list-style-type: none"> Student book p. 25 chapter questions Workbook p. 4

	including their food, clothing, and customs with 85% accuracy. Standard: SS.A.1.2.1	
12:45-1:45	Math Objective: We will use multiplication and a tree diagram to find all the possible combinations with 85% accuracy. MA.3.A.1.1 Model multiplication and division including problems presented in context. ELL: E2: One-on-one instruction with teacher Homework: P91-92	<ul style="list-style-type: none"> • Quiz Multiplication 0-6 • Student workbook pg. 165-168
1:45 - 2:00	Sustained Silent Reading (SSS)	
Day	Alignment of: Subject, Standard-Objective, HW, Assessment, ELL, and ESE Strategies	
Tuesday	November 27, 2012	*****
8:00 - 8:15	Pledge, Calendar, Announcements, Agenda, Morning Work	<ul style="list-style-type: none"> • Pledge, Calendar, Announcements, Agenda
8:15 - 8:45	PE Objective: We will play a team sport with 90% accuracy. Standard: PE.B.11 The student achieves and maintains a health-enhancing level of physical fitness. ELL: D4: Games	<ul style="list-style-type: none"> • Kickball
8:45 - 10:45	Language Arts Objective: We will identify author's purpose with 80% accuracy. Standard: LA.3.2.2 Identify elements of non-fiction Standard: LA.1.2.2.1 Chronological order LA.3.1.7.2 Author's purpose Homework: Writing Journal-Make a prediction about what you think is going to happen next in the story? What questions would you ask Helen Lester? Author's Influence worksheets Spelling- Read for 30 min and summarize ELL: C1: Peer Buddy	<ul style="list-style-type: none"> • Review sight words and spelling words • Begin reading, "Author, A True Story," p. 260-267 • Focus question: Why does the author decide to write children's stories? • Complete graphic organizer together, p. 68 • Discuss author's purpose • Centers-Teacher, Word Web, Read story and complete story map, complete questions if finish early, Transition Words
10:15 - 10:45	Science Objective: We will gather temperature data over a period of time and present it in a graph with 85% accuracy. SC.B.1.2.23.2 forms of energy ELL: C6: Think/Pair/Share	<ul style="list-style-type: none"> • Vocabulary quiz • Student book 64-69 • Record temperature in the morning and throughout the day
11:15-11:45	Lunch	
11:45-12:45	Art	<ul style="list-style-type: none"> • Ms. Coco

12:45-1:45	<p>Math Objective: We will use the distributive property to find products with 85% accuracy. MA.3.A.1.2 Solve multiplication and division problems by using strategies that result from applying number properties. Homework: Distributive Property ELL: C6: Think/Pair/Share</p>	<ul style="list-style-type: none"> • Quiz 0-6 • Student book p. 169-172
1:45 - 2:00	SSR Sustained Silent Reading	
Day	Alignment of: Subject, Standard-Objective, HW, Assessment, ELL, and ESE Strategies	
Wed.	November 28, 2012	*****
8:00 - 8:15	Pledge, Calendar, Announcements, Agenda, Morning Work	<ul style="list-style-type: none"> • Pledge, Calendar, Announcements, Agenda • MA.3.A.6.1 Represent, compute, estimate and solve problems using numbers through hundred-thousands.
8:15 - 8:45	<p>PE Objective: We will play a team sport with 90% accuracy. Standard: PE.B.11. The student achieves and maintains a health-enhancing level of physical fitness. ELL: D4: Games</p>	<ul style="list-style-type: none"> • Dodge ball
8:45-10:45	<p>Language Arts Objective: We will show understanding of main ideas through summarizing with 85% accuracy. Standard: LA.3.1.4.1 Use knowledge of pronunciation of root words LA.3.1.7.3 Determine main idea and relevant details LA.3.1.7.2 Identify the author's purpose Homework: Writing journal- Write a friendly letter to Helen Lester. Tell her why her story is important or what you liked about it and why. Spelling- Grammar-p. 57</p>	<ul style="list-style-type: none"> • Finish reading, "Author, a true story" p. 268-272 • Summarize yesterday's writing • Grammar- p. 59 • Centers-Teacher, answer comprehension questions, p. 273 1-4, Read, "Josh's Discovery," p. 278-279 answer questions
10:45-11:15	<p>Science Objective: We will explain the difference between kinetic and potential energy with 85% accuracy. Standard: SC.B.1.2.2.3.2 forms of energy ELL: C6: Think/Pair/Share</p>	<ul style="list-style-type: none"> • Create a graph recording Monday's hourly temperature change • Student book p. 70-73 • Explain the difference between kinetic and potential energy
11:15-11:45	Lunch	
11:45-12:15	Recess	

12:15-12:45	<p>Social Studies</p> <p>Objective: We will understand why we have laws with 85% accuracy.</p> <p>SS.A.1.2.1</p> <p>ELL: C6: Think/Pair/Share</p>	<ul style="list-style-type: none"> • KWL Chart on rules • Student book p. 26-29
12:45-1:45	<p>Math</p> <p>Objective: We will multiply with the factor 8 and review distributive property with 80% accuracy.</p> <p>MA.3.A.1.2 Solve multiplication and division fact problems by using strategies that result from applying number strategies.</p> <p>Homework: P95-96</p> <p>ELL: C6: Think/Pair/Share</p>	<ul style="list-style-type: none"> • Quiz 0-6 • Make multiplication by 8 flash cards • Review Distributive Property • Book 173-174
1:45 - 2:00	SSR Sustained Silent Reading	
Day	Alignment of: Subject, Standard-Objective, H.W., Assessment, ELL, and ESE Strategies	
Thursday	November 29, 2012	*****
8:00 - 8:15	Pledge, Calendar, Announcements, Agenda, Morning Work	<ul style="list-style-type: none"> • Pledge, Calendar, Announcements, Agenda,
	<p>PE</p> <p>Objective: We will play a team sport with 90% accuracy.</p> <p>Standard: PE.B.11.The student achieves and maintains a health-enhancing level of physical fitness.</p> <p>ELL: D4</p>	<ul style="list-style-type: none"> • Kick ball
8:45-10:45	<p>Language Arts</p> <p>Objective: We will determine chronological order of events with 85% accuracy.</p> <p>Standard: LA.3.1.7.5 Identify how text structure impacts meaning</p> <p>Standard:LA.3.1.7 Use strategies to comprehend text</p> <p>Standard:LA.3.1.6.3 Use context clues to determine meanings</p> <p>Homework: Writing journal- write a persuasive letter to me and classmates trying to convince us that a certain type of animal would make a great pet. (p. 281B)</p> <p>Spelling-Study</p> <p>Literary elements- p. 70</p> <p>Author's purpose, "The Jackson Daily News"</p> <p>ELL: C6</p>	<ul style="list-style-type: none"> • Buzz • Chronological order of "Author: A True Story" using organizer • Read, "Where I Sit Writing," p. 274-275, discuss questions • Discuss persuasive writing, p. 281A • Centers: Teacher, Time for Kids, FCAT Packet
10:45-11:15	<p>Science</p> <p>Objective: We will explain the difference between kinetic and potential energy with 85% accuracy.</p>	<ul style="list-style-type: none"> • Review kinetic and potential energy • Workbook p. RS13-24

	Standard: SC.B.1.2.2.3.2 forms of energy ELL: C6	
11:15-11:45	Lunch	
11:45-12:15	Recess	
12:15-12:45	Novel Study Objective: We will discuss story elements with 85% accuracy. ELL: C6: Think/Pair/Share	<ul style="list-style-type: none"> • The Jungle Book review • Jungle Book quiz (may use book)
12:45-1:45	Math Objective: We will multiply with the factor 8 with 85% accuracy. Standard: MA.3.A.1.1 Model multiplication and division including problems presented in context. Homework: Multiplication by 8; study for mid-chapter quiz	<ul style="list-style-type: none"> • Student book p. 175-176 • Review Distributive Property- Workbook p. P93-P94
1:45 - 2:00	SSR Sustained Silent Reading	
Friday	November 30, 2012	*****
8:00 - 8:15	Pledge, Calendar, Announcements, Agenda, Morning Work	<ul style="list-style-type: none"> • Pledge, Calendar, Announcements, Agenda,
	PE Objective: We will play a team sport with 90% accuracy. Standard: PE.B.11.The student achieves and maintains a health-enhancing level of physical fitness. ELL: D4	<ul style="list-style-type: none"> • Kick ball
8:45-10:45	Language Arts Objective: We will take weekly assessments with 85% accuracy Standard: LA.3.1.7.5 Identify how text structure impacts meaning Standard:LA.3.1.7 Use strategies to comprehend text Standard:LA.3.1.6.3 Use context clues to determine meanings Homework: Writing journal- write a persuasive letter to me and classmates trying to convince us that a certain type of animal would make a great pet. (p. 281B) Spelling-Study Literary elements- p. 70 Author's purpose, "The Jackson Daily News" ELL: C6	<ul style="list-style-type: none"> • Review story of the week, vocabulary, etc • Take weekly assessments
10:45-11:15	Science Objective: We will explain the difference between kinetic and potential energy with 85% accuracy. Standard: SC.B.1.2.2.3.2 forms of energy	<ul style="list-style-type: none"> • Quiz on kinetic and potential energy • Finish workbook pgs

	ELL: C6	
11:15-11:45	Lunch	
11:45-12:15	Recess	
12:15-12:45	<p>Social Studies</p> <p>Objective: We will understand why we have laws with 85% accuracy.</p> <p>Standard: SS.A.1.2.1</p>	<ul style="list-style-type: none"> • Review lesson 4 • Workbook p. 8
12:45-1:45	<p>Math</p> <p>Objective: We will take mid-chapter checkpoint quiz with 80% accuracy</p> <p>Standard: MA.3.A.1.1 Model multiplication and division including problems presented in context.</p> <p>ELL: C6: Think/Pair/Share</p>	<ul style="list-style-type: none"> • Student book p. 158-160
1:45-2:00	SSR Sustained Silent Reading	<ul style="list-style-type: none"> • Pick tics and star student

ELL: C, (1 student)

Name:	Ms. Alarcon	
Date:	November 19-23 Week # 14	Textbooks Used this Week: Treasures Harcourt: Go Math Harcourt: Horizons: Social Studies Harcourt: Science Online Resources

Day	Alignment of: Subject, Standard-Objective, HW, Assessment, ELL, and ESE strategies	Activities/Assignments
Monday	November 19, 2012*****	*****
8:00 - 8:15		Pledge, Calendar, Announcements
8:15 - 10:15	<p>Reading / Language Arts</p> <p>Objective: We will identify and explain elements of plot structure with 80% accuracy. (LA. 4.2.1.2) We will make inferences with 80% accuracy. (LA.4.1.7.3) We will generate ideas using organizational strategies with 80% accuracy. (LA. 4.3.1.1, & LA.4.3.1.3.) Homework: <u>Reading</u>. Practice Book. PG> 70 <u>Grammar</u>: none <u>Spelling</u>: none</p> <p>ESE: Extended Time, one on one with the teacher. ELL: none</p>	<ul style="list-style-type: none"> • Review Spelling words Unit 2 PG>36 • Review Grammar Concepts Unit 2 PG> 63 • Introduce new expository topic: " Explain why everyone should learn how to read" • Organize ideas using a graphic organizer. • Choose correct transitions words.
10:15-11:15	<p>Math</p> <p>Objective: We will multiply multi digits whole numbers through four digits fluently, demonstrating understanding of the standard algorithm and checking for reasonableness of result, including solving real word problems with 80% accuracy. Standard: MA.4.A.1.2 Homework: Practice Book Pg. P 115-116 ESE: Extended Time, one on one with the teacher. ELL: none</p>	<ul style="list-style-type: none"> + Chapter 5. Lesson 5.8 TE. Pg. 211 • Unlock the Problem • Explain class activities and exercises. • Show and Share Pg. 212 (1-3) • Classwork. Pg. 213 (4-9)
11:15-11:45	<p>Science.</p> <p>Objective: We will explain how erosion affects rock with 80% accuracy. Standard: SC.D.1.2.4.4.1 & SC.H.2.2.1.4.2 Homework: Practice Book PG RS 56-57 ESE: Extended Time, one on one with the teacher. ELL: none</p>	<ul style="list-style-type: none"> • Read and discuss Pg. 260-262 • Answer Cause and Effect Questions PG> 261,262
11:45-12:15	Lunch	

12:15-12:45	PE Objective: We will play a basketball game keeping scores with 90 % accuracy Standard: PE.4.M.1.9	<ul style="list-style-type: none"> Basketball
12:45-1:15	Social Studies Objective: We will identify the reasons for the decline of Spain's missions in Florida with 90% accuracy. Standard: SS.4.A.3.2 Homework: Practice Book Pg. 35-36 ESE: Extended Time, one on one with the teacher. ELL: none	<ul style="list-style-type: none"> Read and discuss Pg. 128-129 Answer Q. Lesson 5 review Pg. 129
1:15 - 1:45	Intervention	<ul style="list-style-type: none"> Help with any material that the student didn't understand during the lesson.
11:45 - 2:00	SSR Sustained Silent Reading	
Day	Alignment of: Subject, Standard-Objective, HW, Assessment, ELL, and ESE Strategies	
Tuesday	November 20, 2012*****	*****
8:00 - 8:15		Pledge, Calendar, Announcements
8:15 - 10:15	Reading/ Language Arts Objective: We will identify and explain elements of plot structure with 80% accuracy. (LA. 4.2.1.2) We will make inferences with 80% accuracy. (LA.4.1.7.3) We will use the prewriting plan to start our essay with 80% accuracy. (LA.4.3.2.1) Homework: <u>Reading</u> : none Spelling: none Grammar: none ESE: Extended Time, one on one with the teacher. ELL: none	<ul style="list-style-type: none"> Continue Practicing the spelling words of Unit 2 Continue Practicing with the Grammar Concepts of Unit 2 Using the organizational graph start introduction paragraph and body paragraphs.
10:15-11:15	Math Objective: We will multiply multi digits whole numbers through four digits fluently, demonstrating understanding of the standard algorithm and checking for reasonableness of result, including solving real word problems with 80% accuracy. Standard: MA.4.A.1.2 Homework: Practice book Pg. P 117-118 ESE: Extended Time, one on one with the teacher. ELL: none	<ul style="list-style-type: none"> Chapter 5 Lesson 5.9. (TE. PG> 215) Do unlock the problem Explain activities and class. Share and Show 1-4 On your own 5-17
11:15-11:45	Science Objective: We will describe what soil is with 80% accuracy. Standard: SC.D.1.2.1.4.1 & SC.H.1.2.2.4.1	<ul style="list-style-type: none"> Introduce Vocabulary words PG> 266 Read and Discuss TE, PG> 266-269 Answer Compare and Contrast PG> 267, 269

	Homework: none ESE: Extended Time, one on one with the teacher. ELL: none	
11:45-12:15	Lunch	
12:15-12:45	PE Objective: We will play and compete in a relay and obstacles race with 95% accuracy. Standard: PE.4.M.1.9	Relay and Obstacle Race Competition
12:45-1:45	Art (Ms. Coco)	
1:45- 2:00	SSR Sustained Silent Reading	
	Alignment of: Subject, Standard-Objective, HW, Assessment, ELL, and ESE Strategies	
Wednesday	November 21, 2012*****	*****
8:00 - 8:15		Pledge, Calendar, Announcements
8:15 - 10:15	Reading/Language Arts Objective: We will identify and explain elements of plot structure with 80% accuracy. (LA. 4.2.1.2) We will make inferences with 80% accuracy, (LA.4.1.7.3) We will vary language techniques and word choice, creating clarity. (LA. 4.3.3.3 & LA.4.3.3.2) Homework: <u>Reading</u> : none <u>Spelling</u> : none <u>Grammar</u> : none ESE: Extended Time, one on one with the teacher. ELL: none	<ul style="list-style-type: none"> • FCAT Unit 2 Assessment • Unit 2 Spelling Assessment • Unit 2 Grammar Concept Assessment • Using the organization patterns will start writing body paragraphs • Guide and check the use of Transitions words. • Continue writing and bring it back after Thanksgiving holiday.
10:15-11:15	Math Objective: We will multiply multi-digits whole numbers through four digits demonstrating understanding of the standards algorithm and checking for reasonableness of results, including solving real-world problems with 90% accuracy Standard: MA. 4.A.1.2 Homework: Practice Book P. 119-120 ESE: Extended Time, one on one with the teacher. ELL: none	<ul style="list-style-type: none"> • Chapter 5 Lesson 5.10 PG> 219 • Unlocked the problem • Share and Show Pg. 220-221 (1-4) • On your own Pg. 221 (5-18)
11:15-11:45	Science Objective: We will explain how soil forms, and how soils differ with 80% accuracy. Standard: SC.D.1.2.1.4.1. & SC.H.1.2.2.4.2. Homework: Practice Book PG> R5 58-59 ESE: Extended Time, one on one with the teacher. ELL: none	<ul style="list-style-type: none"> • Read and Discuss TE. PG. 270-271 • Answer Reading Review Pg. 271
11:45-12:15	Lunch	
12:15-12:45	PE Objective: We will be able to practice our moving	<ul style="list-style-type: none"> • Kickball game

	and responses through kickball with 80% accuracy. Standard: PE.4.M.1.9	
12:45-1:15	Social Studies Objective: We will apply critical thinking skills to interpret and use information on a historical time line with 90% accuracy. Standard: SS.4.A.3.2 & SS.4.A.3.3 Homework: none ESE: Extended Time, one on one with the teacher. ELL: none	• Chapter 3 Test
1:15 - 1:45	Intervention	Help with writing process
11:45 - 2:00	SSR Sustained Silent Reading	
	Alignment of: Subject, Standard-Objective, HW, Assessment, ELL, and ESE Strategies	
Thursday	November 22, 2012*****	*****THANKSGIVING HOLIDAY*****
8:00 - 8:15		Pledge, Calendar, Announcements
Friday	November 23, 2012*****	*****THANKSGIVING HOLIDAY*****
8:00 - 8:15		Pledge, Calendar, Announcements

ESE STUDENT: ~~NICOLAS COLE~~

Progress Monitoring Program (Tuesday and Thursday) 30 minutes each day

Reading: L.A.4.1.7.3: Identifying inferences in written text in addition to extended time and one-one-one instruction with teacher.

Triumph intervention Reading Practice Book

Mathematics: M.A.4.A.1.2. Multiply multi-digits whole numbers through four digits demonstrating understanding of the standards algorithm and checking for reasonableness of results (includes solving real-world problems)

Go Math

Technological Based Program: Educational City, Brainchild, FCAT Explorer

Student is pulled out 5 x a week in addition to receiving Speech Services once a week

Name:	Mrs. Hernandez Fifth Grade	
Date:	October 15-19, 2012 Week # 9	Textbooks Used this Week: Reading/LA: Florida Treasure Math: Harcourt Go Math FL Science: Fusion Social Studies: Harcourt Horizon Online Resources: thinkcentral.com Brain Pop

Day	Alignment of: Subject, Standard-Objective, HW, Assessment, ELL, and ESE strategies	Activities/Assignments
Monday	October 15 th , 2012*****	*****
8:00 - 8:15		Pledge, Calendar, Announcements
8:15 - 10:15	<p>Reading/Language Arts Objective: We will: We will determine main idea with 80% accuracy. Student applies listening and speaking strategies with 70% accuracy. Demonstrate knowledge of characteristics of genres with 80% accuracy. Use context clues to determine word meanings with 90% accuracy. Standard: LA. 5.5.2, LA.5.2.1.1, LA.5.1.6.3, LA.5.1.7.3</p> <p>Homework: Writing Journal Topics- TE- 90C Students must write everyday! Reading Log 15-30 min Everyday Comprehension: Spelling: SB. Pg. 39-40- Voc SB. Pg45 Grammar: SB. Pg 39</p> <p>ESE: extended time, one-on-one with teacher ELL: visual, modify language</p>	<p>Reading Weekly Theme: Slithery Snakes FCAT Skill- Main Idea and Details Comprehension: Strategy Summarize Writing: Narrative/ Pourquoi Story Science: Living Things and Their Environment Focus Question: TE-170 C- What do you know about snakes? Discuss weekly theme and essential question. (Look at the Poster) Build Background: TE-170 Read Aloud: "Snakebite" Pgs- 43-47 Read: " Poisonous Snakes" TE-172-173- Review questioning Strategy while reading/ Discuss Main Idea and Details/ Use context clues to determine meaning of the words Review Main Idea and Details- Provide definition and explain Review Context Clues- Strategy Restatements-TE-170 Introduce new vocabulary words and definitions, TE-191C Language Arts Spelling: Plurals TE-1916- Day 1 Pretest Grammar: Introduce Singular and Plural Nouns- TE-191 I Provide definition, discuss examples Writing: Write a Pourquoi Story- TE-190- Use Idea Web- TE-191 Plot Diagram</p> <p>Centers: TE- 170I-170J- Fluency, Independent Reading, Words Study (Spelling words) Context Clues</p> <p>Materials: SB. Pgs. 39-40-Spelling Grammar-Pg39</p>
10:15-11:15	<p>Math Objective: We will demonstrate knowledge of lesson 3.1-3.4 with 80% accuracy.</p> <p>Standard: MA. 5. A.1.1 Homework:</p> <p>ESE: extended time ELL: visuals</p>	<p>Chapter 3- Divide By 2-Digit Divisors Review lesson 3.1-3.4 Concepts before giving them the test Lesson 3.1-3.4- Mid-Chapter Checkpoint Go over the answers with the students</p> <p>Essential question: TE- About the Math: TE- Teach and Talk: TE- Unlock the problem: TE- Practice: Share and Show- TE- On your Own TE-87 Problem # Problem Solving- ALL- Discuss</p>

11:15-11:45	Social Studies Objective: We will demonstrate knowledge of previous lessons with 80% accuracy. Standard: SS.5.6.2.1 Homework: Current event due on Friday ESE: extended time ELL: one-on-one	Lesson 2- 4 Quiz- Vocabulary Test Main Idea Questions from the book
11:45-12:15	Lunch	
12:15 - 12:45	Physical Education Objective: We will play a relay game. Standard: PE.5.M.1.9	Relay Game Material: Outside equipment (balls, cones, hula hoops)
12:45-1:15	Science Objective: We will describe the work of hydrologist with 80% accuracy. Demonstrate knowledge of weather, Climate and the Water cycle with 80% accuracy. Standard: SC.5.E. 7.2, SC.5.E.7.4 Homework: Study for Unit Test tomorrow	Big Idea 7- Earth System and Patters Unit 3- Weather, Climate, and Water Cycle Career in Science- TE-157-158 Show what you know about Hydrologists Complete Sb. Pgs 157-158 Complete Benchmark Review- SB pg 159-161- Review Content as needed / Review for Unit Test on Friday Materials: Science Voc. (copies)
1:45 - 2:00	SSR Sustained Silent Reading	
Day	Alignment of: Subject, Standard-Objective, HW, Assessment, ELL, and ESE Strategies	
Tuesday	October 16th , 2012*****	*****
8:00 - 8:15		Pledge, Calendar, Announcements
8:15 - 10:15	Reading/Language Arts Objective: We will determine main idea through identifying relevant details with 80% accuracy. We will identifies, analyze and applies knowledge of elements of non-fiction with 70% accuracy. Standard: LA.5.1.7.3, LA.5.2.2 Homework: Writing Journal Students must write everyday! Reading Log 15-30 min Everyday Comprehension: SB. Pg 48 Spelling: SB. Pg 41- Complete a word map with the first 5 vocabulary word. Grammar: SB. Pg 40 ESE: extended time, one-on-one with teacher ELL: visual, modify language	Reading Focus Question: TE-170C How do rattlesnakes catch their prey? Read: "Rattlers!" TE-174 Discuss Genre: Nonfiction Article- Question strategy while reading FCAT Skill: Main Idea and details- TE-174 Follow Comprehension questions as guided on TE- STOP -pg. 181 Complete Main Idea and Details- Sb.pg 47 Language Arts Spelling: Word Sort-Day 2- TE-1916 Provide student with examples of how to sort plurals Grammar: Review Singular and Plural Nouns TE-191I Introduce Special Forms of Plural Nouns Writing: Writer's Craft- A Strong Conclusion-TE-190 Continue working on Plot Diagram Materials: Sb. Pg 41-Spelling --Grammar-SB. Pg40
10:15-11:15	Math Objective: We will adjust the quotient if the estimate is too high or too low with 70% accuracy. Standard: MA.5.A.1.1, MA.5.A.1.2-4	Lesson 3.5 Adjusting Quotients Daily Routine- Problem of the Day-TE-103A About the Math- TE-103A Engage TE-103 Teach and Talk TE-103

	<p>Homework: SB.pg 57-58/ Complete Student book if not finish in class (SB.pg105-106)</p> <p>ESE: extended time/One-on-one with teacher ELL: visual, modify vocabulary</p>	<p>Unlock the Problem TE-103 Share and Show- TE-SB.pg 90-# 3 & 6 On your Own-Problems #7,11,15 - Practice: 16, 22, 23, 24 Problem Solving TE-106- ALL- Discuss with the class Use ITEMS SPEC examples for benchmarks taught this week</p> <p>Materials: Student book/TE</p>
11:15 - 11:45	<p>Science</p> <p>Objective: We will demonstrate knowledge of weather, climate and the water cycle with 80% accuracy.</p> <p>Standard: SC.5.E.7.3., SC.5.E.7.4, SC.5.E.7.5</p> <p>Homework:</p>	<p>Unit 3- Benchmark Review Assessment- Sb. Pgs 159-162 Go over as a class, discuss based on students' need</p> <p>Materials: Computer / Student Book</p>
11:45 - 12:15	Lunch	
12:15 - 12:45	<p>Physical Education</p> <p>Objective: We will play a relay game</p> <p>Standard: PE.5.M.1.9</p>	<p>Relay Game</p> <p>Materials: balls, Hula-hoops, bouncy ball</p>
12:45-1:45	Art (Ms Coco)	
1:45 - 2:00	SSR Sustained Silent Reading	
Day	Alignment of: Subject, Standard-Objective, HW, Assessment, ELL, and ESE Strategies	
Wed.	October 17th , 2012*****	*****
8:00 - 8:15		Pledge, Calendar, Announcements
8:15-10:15	<p>Reading/Language Arts</p> <p>Objective: We will identifies and analyze main idea of a nonfiction article with 80% accuracy, We will use context clues to determine meaning of the words with 90% accuracy.</p> <p>Standards: LA.5.2.1.2, LA.5.2.2.1</p> <p>Homework: Reading: Writing Journal (Any topic) between the student and the teacher) Students must write everyday! Reading Log 15-30 min Everyday</p> <p>Comprehension: SB. Pg. 41</p> <p>Spelling: SB. Pg 42 Complete vocabulary word map for the rest of the vocabulary words</p> <p>Grammar: SB. Pg 41</p> <p>ESE: extended time/One-on-one with teacher ELL: visual, modify vocabulary</p>	<p>Focus Question: Day 3- Te-170 D Read: " Rattlers" TE-182-187 Ask student to summarize the story up to this point- Ask questions to engage and assess comprehension- Review FCAT Skill- Main Idea and Details Continue reading the story and follow guided questions on TE Continue completing Main Idea Web Connect to the Author-TE-186-Complete comprehension Check Discuss Author Purpose Language Arts Spelling: Day 3-TE-191H- Word Meanings- Categories Grammar: Day 3- TE-191J- Review Plural Nouns/ Proofread Writing: Write a Pourquoni Story-Writer's Checklist</p> <p>Materials: S-pg42 G-pg 41</p>
10:15-11:15	<p>Math</p> <p>Objective: We will solve problems using the strategy guess, check, and revise with 70% accuracy.</p> <p>We will check the reasonableness of the quotients found using a calculator with 80% accuracy.</p> <p>Standard: MA.5.A.6.5, MA.5.A.1.4</p> <p>Homework: PB. Pgs-59-60 PB. 61-62</p>	<p>Lesson 3.6 Guess, Check, and Revise</p> <p>Daily routines: Check Homework Do Problem of the Day/Fluency Builder TE-107A About the Math: TE-103A Engage: TE- 107 Teach and Talk: TE- 107 Big Deeper: TE-107 Unlock the problem: TE- 107-108 Provide Examples Practice: Share and Show- TE-109 # 2,3</p>

	<p>Enrichment and Re-teach based on students' need</p> <p>ESE: extended time ELL: visuals</p>	<p>On your Own: TE- 110# 5,7, 9 Go over as a class Lesson 3.7-Check Reasonableness Do Problem of the Day/Fluency Builder TE-11A About the Math: TE-111A Engage: TE -112 Teach and Talk: TE- 111 Unlock the problem: TE- 111 Provide Examples Practice: Share and Show- TE-112 # 8& 8 On your Own: TE- 113 # 11, 14, 16, 17, 20 Problem Solving- ALL-TE- 114 Go over as a class</p> <p>Materials: PB. Pgs 59-62</p>
11:15- 11:45	<p>Social Studies Objective: We will understand how people use the land and its resources to meet their needs with 80% accuracy. Standard:SS.5.G.2.1 Homework:</p> <p>ESE: extended time ELL: one-on-one</p>	<p>Lesson 5- Where people live and work- TE-44 Introduce vocabulary words and definitions Read -TE-44-49 Discuss Table on TE-49- The Ten largest Cities in the U.S Review Questions- TE-49</p> <p>Materials: Sb. Pg 11 (copies)</p> <p>Materials: Student Book/ Elmo</p>
11:45-12:15	Lunch	
12:15-12:45	<p>Physical Education Objective: We will play and compete in a relay and obstacles race. Standard: PE.5.M.1.9</p>	Relay and Obstacle Race Competition
11:15 - 1:45	<p>Science Objective: We will describe some physical properties of matter with 70% accuracy. Relate the states of matter to temperature and the arrangement and movement of particles with 70% accuracy. Compare and liquids, and gases based on their physical properties with 70% accuracy. Standard:SC.5.P.8.1, SC.5.P.9.1 Homework: Sum it up! Brain Check SB. Pgs 176-178 ESE: extended time ELL: one-on-one</p>	<p>Unit 3- Benchmark Test- Practice Book Pgs-A628-A631 Go over the answer with the class</p> <p>Unit 4- The Nature of Matter Big Idea 8- Properties of Matter Lesson 1- What Are Solids, Liquids, and Gases? Essential question: TE-163B Introduce Unit- TE-163 Engage and explore- TE-165.Introduce New Vocabulary Words and definitions (Use Building Vocabulary Pgs-16-17) Copies Virtual Lesson- Thinkcentral.com</p> <p>Materials: Benchmark Test (copies)</p>
1:45 - 2:00	SSR Sustained Silent Reading	
Day	Alignment of: Subject, Standard-Objective, HW, Assessment, ELL, and ESE Strategies	
Thursday	October 18th , 2012*****	*****
8:00 - 8:15		Pledge, Calendar, Announcements

8:15 - 10:15	<p>Reading/Language Arts Objective: We will demonstrate knowledge of characteristics of genres 80% accuracy. We will explain author's use of personification with 70% accuracy. Standard: LA.5.2.1.1. LA.5. 2.1.7. Homework: Writing Journal - Students must write everyday! Reading Log 15-30 min Everyday Comprehension: SB, Pg. 49- Personification Spelling: SB, Pg 43- Study Vocabulary Words and definitions- Spelling words Grammar: Practice Book Pg 42 ESE: extended time ELL: visuals</p>	<p>Focus Question: TE- 170D- Day 4- Exit ticket for class Review Vocabulary Words/ Review HW Read: "How Poison Came Into The World" TE-188-189 Language Arts- Legends- TE-188 Introduce Literary Elements: Hero and Personification TE-188 Connect and Compare Activity- TE-189 Time for Kids: Pgs-54-59 Language Arts Spelling: Spiral review TE:191H Give SB- Pg 44 Pre-Quiz for Spelling words test tomorrow Grammar: Review and Proofread TE-191J Writing: Start Working in Final draft- TE-190-191 Finish Plot Diagram Do Centers Materials: Spelling PB.43 Grammar -SB.pg.42</p>
10:15-11:15	<p>Math Objective: We will adjust the quotient if the estimates are too high or too low 70% accuracy. Standard: MA. 5. A.1.4 Homework: PB. Pgs. 63-64 Review Chapter Test Tomorrow Connect to Reading Activity SB. Pg 118 ESE: extended time ELL: visuals</p>	<p>Lesson 3.8- Multistep Problems Essential question: TE-115A About the Math: TE-115A- Problem of the Day/Fluency Builder TE-1115A Engage: TE-115 Teach and Talk: TE-115 Unlock the problem: TE-115 Practice: Share and Show- TE-116 Problems # 2,3 On your Own TE-105 Problem #4,6,7- Discuss with the class Test Prep- Review for Chapter3 TEST Materials: Student Book/TE PB. Pg 63-64</p>
11:15-11:45	<p>Social Studies Objective: We will use latitude and longitude to locate places 80% accuracy. Standard:SS.5.6.1.2 Homework: Review Ch.1 Review Questions Study you will have your Chapter 1 Test tomorrow ESE: extended time ELL: visuals</p>	<p>Lesson 6-Use Latitude and Longitude Introduce new vocabulary words and definitions Read- Te- pgs 50-51 Use map to practice latitude and Longitude Materials: SB. Pg-12 (copies)</p>
11:45-12:15	Lunch	
12:15-12:45	<p>Physical Education Objective: We will be able to practice our moving and responses through kickball. Standard:PE.5.M.1.9</p>	Kickball game
12:45-1:15	<p>Science: Objective: We will compare and contrast physical changes and chemical changes with 70% accuracy. Understand how temperature can affect physical changes and chemical changes with 80% accuracy. Standard: SC.5.P.9.1 Homework: Brain Check Pgs-189-192</p>	<p>Lesson 2- How does Matter Changes? Engage and Explore- TE-179 Classify Changes- TE-180 View virtual lesson and apply concepts on student book</p>

1:15 - 1:45	Novel Study	
1:45 - 2:00	SSR Sustained Silent Reading	
Day	Alignment of: Subject, Standard-Objective, HW, Assessment, ELL, and ESE Strategies	
Friday	October 19 th , 2012*****	*****
8:00 - 8:15		Pledge, Calendar, Announcements
8:15 - 10:15	<p>Reading/Language Arts Objective: We will demonstrate comprehension of vocabulary words, spelling words and skills learned this week with 80% accuracy. We will demonstrate correct use of plural and singular nouns with 80% accuracy. Standard: LA. 5.1.7.3, LA.5.1.6.3, LA.5.3.4.4. Homework: Reading: Complete a book report Writing Journal (Any topic: between the student and the teacher) Students must write everyday! Reading Log 15-30 min Everyday</p> <p>ESE: extended time ELL: modify vocabulary</p>	<p>Focus Question: Day 5- TE-170D Read: FCAT weekly Assessment- Pgs- 81-92 Assessed Skills- Main Idea and Details/ Vocabulary Words/ Context Clues: Restatements/ Plurals/ Singular and Plural Nouns Unit Test- Slithery Snakes Questions: 1-10 Language Arts Spelling: TEST - Spellings words Vocabulary Words and definitions Grammar: Test- Singular and Plural Nouns- Writing: Writer's Craft Final Draft</p> <p>Materials: FCAT weekly assessment copies(7) Unit Test copies Grammar Test- Pgs 43-44 (copies)</p>
10:15-11:15	<p>Math Objective: We will demonstrate knowledge of all concepts learned on chapter 3 with 80% accuracy. Standard: MA.5.A.1.1, MA.A.1.3, MA.5.A.1.4 Homework:</p> <p>ESE: extended time ELL: visuals</p>	<p>Chapter 3 Review/Test - TE119-120</p> <p>Check with class discuss answers Check Homework About the Math- TE- Engage TE- Unlock the Problem TE- Share and Show- TE- Problem Solving-ALL- - Discuss with the class Use ITEMS SPEC examples for benchmarks taught this week</p> <p>Materials: Student book/TE</p>
11:15-11:45	<p>Social Studies Objective: We will assess knowledge from chapter 1 with 80% accuracy. Standards: SS.5.6.1.2 SS.5.6.2.1 Homework:</p>	<p>Chapter 1- TEST SB. Pg 53</p> <p>Materials: SB. Pg 53 (copies)</p> <p><i>Project</i></p>
11:45-12:15	Lunch	
12:15-12:45	<p>Physical Education Objective: We will play and compete with an obstacle and relay race. Standard: PE.5.M.1.9</p>	<p>Obstacle race Run a lap</p>

12:45-1:45	<p>Science</p> <p>Objective: We will experiment with chemical changes and temperatures with 70% accuracy.</p> <p>Standards: SC.5.P.9.1</p> <p>Homework:</p>	<p>Lesson 3- Guided Inquiry TE-193A-194</p> <p>Virtual LAB- thinkcentral.com</p> <p>How can Temperature Change Matter?</p> <p><i>Experiment</i></p> <p>Materials: SB/ TE/</p>
1:45 - 2:00	SSR Sustained Silent Reading	

ESE Student: ~~Kyle Williams~~

Progress Monitoring Program (Tuesday and Thursday) 30 minutes each day

Reading: L.A. 5.2.1.2: Analyze elements of plot structure in addition to Extended Time and one-on-one with teacher

Triumph Intervention (Grammar Book)

Mathematics: M.A.S.A.1.1: Describe the process of finding quotients involving multi-digit dividends using models, place value, properties and the relationship of division to multiplication

Go Math Reteach Book

Technological Based Program: Educational City and Brainchild

Student is pulled out 5 x a week in addition to receiving Speech Services once a week

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Action Steps for a Guaranteed and Viable Curriculum

Marzano (2003) believes that opportunity and viability, two key in the assurance of an effective learning environment can be obtained by following and taking five action steps:

Action Step 1: Identify and communicate the content, considered essential for all student versus that considered supplemental.

Action Step 2: Ensure that the essential content can be addressed in the time allotted for instruction.

Have you ever designed a curriculum guide? _____

Have you ever used a focus calendar? _____

How would you define a focus calendar? _____

A focus calendar is _____

To be done by grade level

Action Step 3: Sequence and organize that essential content in such a way that students have ample opportunity to learn. This is where your focus calendar based on the Next Generation Sunshine Standards hold great importance.

What are three weakest skills you have noticed in your class over the past year?

To be indicated on your focus calendar

Action Step 4: Ensure that teachers address the essential content. You will be observed throughout the year, from various perspectives and looking for different items in correlation to this Action Step. Some of these observations will be informal and others will be formal. You will be notified in advance of the formal observation. It is important that it be understood that observations are simply a constructive form of feedback to help teach our students better.

In your opinion, what makes an effective and engaging lesson?

Think about when you go to workshops, which are the most memorable? Why do you think that the presenter left an impression on you?

Action Step 5: Protect the instructional time that is available. Lesson plans and time management are just two of the many key components in running an effective and engaging classroom.

What do you already implement in your classroom to help transition from one subject to the other?

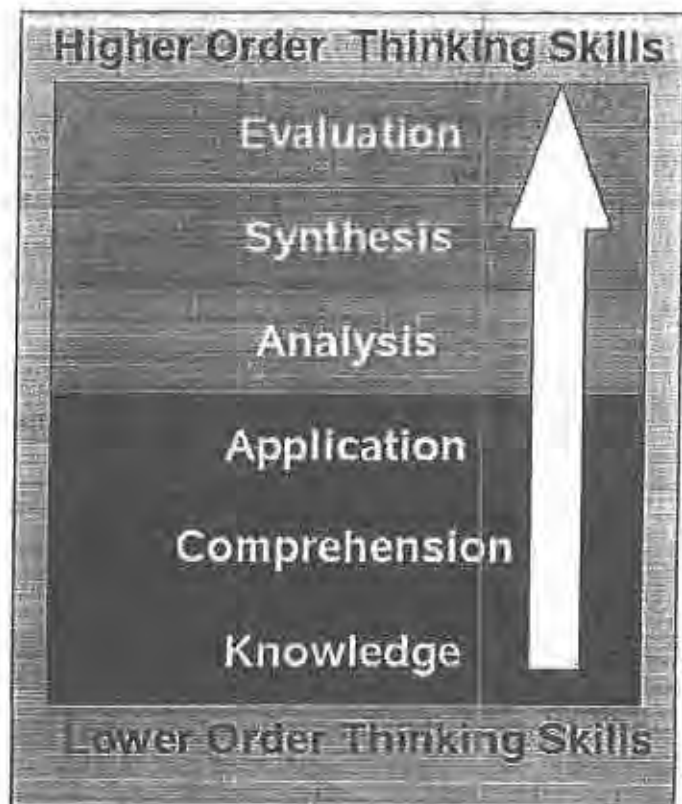
What is one thing you would like to improve upon when it comes to lesson planning?

How do you transition from one subject to the other?

Challenging Goals and Effective Feedback

When a person is able to know what is expected from them in terms of the final product or outcome, the facilitator increases the ability for students to achieve the desired outcome greatly. As educators, the importance of sharing the learning expectations and tools, which will be used to evaluate the expectations, is equal to the importance of the instruction itself. Students, of any age, must understand why they are learning the content, and what the importance of the material outside the confines of the classroom. Connecting the classroom to the student's nonacademic life is a key component in helping students to take responsibility and interest in their education.

In addition to students being made aware of and what is expected and its importance, an educator must also help facilitate the students to learn application on several different levels. There are many times in life, where mere recall is not enough. For example, a student not only needs to have the ability to recall the three times table, but they also must know how to manipulate the use of that knowledge to help figure out real world applications. In order to assure that students are able to go beyond simple recall, teachers are expected to measure students' ability of thinking skills through Bloom's Taxonomy. It is important that when planning for the opportunity to learn, that the all levels of knowledge be addressed through Bloom's Taxonomy.



Action Steps for Challenging Goals and Effective Feedback

Marzano (2003) has three action steps to help schools create an environment where students can meet challenging goals and receive effective feedback.

Action Step 1: Implement an assessment system that provides timely feedback on specific knowledge and skills for specific students.

The Next Generation Sunshine State Standards includes three levels of assessment achievement they are called "Access Points"; the chart below compares Marzano's categories to the Florida Standard Access Points.

Different Levels of Assessment

Marzano's Performance Standards	Florida's Access Points for Assessment
Novice	Participatory
Apprentice	Supported
Proficient	Independent

Each teacher will be given the Next Generation Sunshine State Standards, which is organized by "Big Ideas", however, instructional staff is highly encouraged to go to the official state website to download and print out the Access Points of Assessment for each core subject area.

The website for standards and access points is:
<http://www.floridastandards.org/downloads.aspx>

While the diagnostic and baseline exams are designed to help determine the strength and weaknesses of the overall ability of students in the participatory/proficient level, all levels of assessment must be measured. At Kidz Choice Charter, baseline assessment in combination with innovative evaluation techniques are to be used to ensure that stakeholders (students, parents, guardians, administration) receive accurate feedback to help monitor their own growth.

Have you ever worked hard on an assignment only to receive a less than flattering grade? How did your teacher explain the grade and how did the entire incident make you feel about your effort, your knowledge, the teacher and the class?

What is your return time for graded assignments in the following categories?

<u>Type of Assessment</u>	<u>Return Time</u>	<u>Suggested Return Time</u>
End of chapter test		
Mini-Benchmark		
Writing Assignments		
Homework Assignment		
Freeform Maps		
Classwork Assignment		
Diagnostics		
Reading Journals		
End of Unit Exams		
Mid Chapter Quizzes		

It is also important to review how assignments are graded. Are rubrics used? Multiple choice with an answer key? Specific item grading? Etc.

Action Step 2: Establish specific challenging achievement goals for the school as a whole.

Kidz Choice Charter has a vision and mission to enable each student with an innovative learning environment that enables students to grow socially and academically; achieving high standards.

Kidz Choice Charter has a vision and mission to create a bridge between the home and the classroom through community involvement and a holistic learning experience.

Kidz Choice Charter has a vision and mission to use technology inside the classroom to allow students to experience science, history, and real life experiences in a safe and interactive venue from the comfort of the learning environment.

Action Step 3: Establish specific goals for individual students.

At Kidz Choice Charter it is important that each student be treated as the unique individual they are, this includes creating and adapting the state program to fit the student.

Each teacher is to create a progress-monitoring program for students that are struggling. This plan is to be updated each term, with input from the following elements:

- | | |
|------------------------------------|---|
| a. Parent | f. Gifted coordinator (if applicable) |
| b. Student | g. County curriculum guide |
| c. Test/data results | h. Next Generation Sunshine State Standards |
| d. ESE specialist (if applicable) | |
| e. ELL coordinator (if applicable) | |

In order to be sure that the student feels their social and educational wants and needs are being considered, the teacher/facilitator employs the use of PMP Questionnaires, Student Consultation, and the Bonus Ending Suggestions.

- **PMP Questionnaires** will be used 1st term. These will go home to parent/guardian
- **Student Consultation** will be used 2nd and 3rd term
- **Bonus Ending Suggestions sheet** is to be used for the 4th term. Its purpose is to have the student and the parent to decide what skills will need to be focused upon and what skills during the summer the student should work on. (This form should be used for students going into 4th and 5th grades only.)

Marzano (2003) believes that there are three features, which define effective and beneficial community and parent involvement. These are communication, participation, and governance.

At Kidz Choice Charter all parents are required to fulfill a certain number of volunteer hours, which assures that there is participation of parents in the learning environment.

At Kidz Choice Charter there is a strong Parent-Teacher Organization. Parents must serve 20 hours/person or family per academic year.

At Kidz Choice Charter all instructional staff are required to demonstrate and encourage students to use the daily agenda books that are supplied by the school.

This helps to encourage communication on a daily basis between the teacher and parent/guardian.

Teachers are required to schedule two mandatory conferences per academic year.

Please remember to log down all parent communication on the correct forms. The forms are to be filled out and kept up-to-date in the student's portfolio.

Note: There are limitations in the use of these reports. To understand their use, please read "How should use of Content Focus Reports be limited?" provided on page 9 of this report.

2011 FCAT 2.0 Reading Grade 3		
NGSSS Benchmark	Content Focus	Number of Points Possible
Reporting Category 1. Vocabulary		
LA.3.1.6.3	Context clues	2
LA.3.1.6.8	Synonyms	3
LA.3.1.6.9	Analyze words in text	3
Reporting Category Point Total		8
Reporting Category 2. Reading Application		
LA.3.1.7.2	Author's purpose	2
LA.3.1.7.3	Chronological order; Conclusions/inferences; Relevant details	8
LA.3.1.7.4	Cause and effect	3
LA.3.1.7.5	Text structures/organizational patterns	1
LA.3.1.7.7	Compare	2
Reporting Category Point Total		16
Reporting Category 3. Literary Analysis: Fiction and Nonfiction		
LA.3.2.1.2	Character development; Character point of view; Plot development; Problem/resolution	12
Reporting Category Point Total		12
Reporting Category 4. Informational Text/Research Process		
LA.3.6.1.1	Locate, interpret, organize information; Text features	9
Reporting Category Point Total		9

Note: There are limitations in the use of these reports. To understand their use, please read "How should use of Content Focus Reports be limited?" provided on page 9 of this report.

2011 FCAT 2.0 Reading Grade 4		
NGSSS Benchmark	Content Focus	Number of Points Possible
Reporting Category 1. Vocabulary		
LA.4.1.6.3	Context clues	3
LA.4.1.6.7	Base words	1
LA.4.1.6.8	Antonyms; Synonyms	3
Reporting Category Point Total		7
Reporting Category 2. Reading Application		
LA.4.1.7.2	Author's perspective; Author's purpose	3
LA.4.1.7.3	Chronological order; Main idea; Relevant details	7
LA.4.1.7.4	Cause and effect	7
LA.4.1.7.7	Compare	2
Reporting Category Point Total		19
Reporting Category 3. Literary Analysis: Fiction and Nonfiction		
LA.4.2.1.2	Character point of view; Plot development; Problem/resolution	6
LA.4.2.1.7	Descriptive language; Figurative language	3
LA.4.2.2.1	Text features	2
Reporting Category Point Total		11
Reporting Category 4. Informational Text/Research Process		
LA.4.6.1.1	Locate, interpret, organize information	8
Reporting Category Point Total		8

Note: There are limitations in the use of these reports. To understand their use, please read "How should use of Content Focus Reports be limited?" provided on page 9 of this report.

2011 FCAT 2.0 Reading Grade 5		
NGSSS Benchmark	Content Focus	Number of Points Possible
Reporting Category 1. Vocabulary		
LA.5.1.6.3	Context clues	2
LA.5.1.6.8	Synonyms	4
LA.5.1.6.9	Analyze words in text; Multiple meanings	2
Reporting Category Point Total		8
Reporting Category 2. Reading Application		
LA.5.1.7.2	Author's perspective; Author's purpose	3
LA.5.1.7.3	Main idea; Relevant details	8
LA.5.1.7.4	Cause and effect	5
LA.5.1.7.7	Compare	1
Reporting Category Point Total		17
Reporting Category 3. Literary Analysis: Fiction and Nonfiction		
LA.5.2.1.2	Character development; Character point of view; Plot development; Problem/resolution	11
LA.5.2.1.7	Descriptive language	1
Reporting Category Point Total		12
Reporting Category 4. Informational Text/Research Process		
LA.5.6.1.1	Locate, interpret, organize information	8
Reporting Category Point Total		8

Kidz Choice Charter Reading Improvement Plan

In order to help achieve the school's goal of minimum of 65% of the population making adequate yearly progress (AYP) each year, the following programs have been implemented.

Each student will have 15 – 20 minutes of silent reading each day with an accountability assignment; these assignments will range from graphic organizers to actual writing samples.

Each student will take part in the EducationCity Reading Program. Students will read a minimum of five additional books a term independently outside of the assigned book reading. Students will take a comprehension test on line to test their ability to comprehend what was read.

Students will apply interactive reading strategies to help understand the passages that they are learning, for example:

- Labeling paragraphs
- Underlining unfamiliar words
- Highlighting interesting words
- Writing notes in the column of the passage
- Using graphic organizers to keep track of events in the passages

Teachers in the intermediate grades will work on at least two novel studies a year as a class.

Teachers in the intermediate grades will assign students independent novel studies or book reports at least once a term.

Teachers will assess reading skills periodically throughout the year in conjunction with the reading focus calendar.

CURRICULA

Also Available:

**Chapter
Books
and Big
Book**

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Math

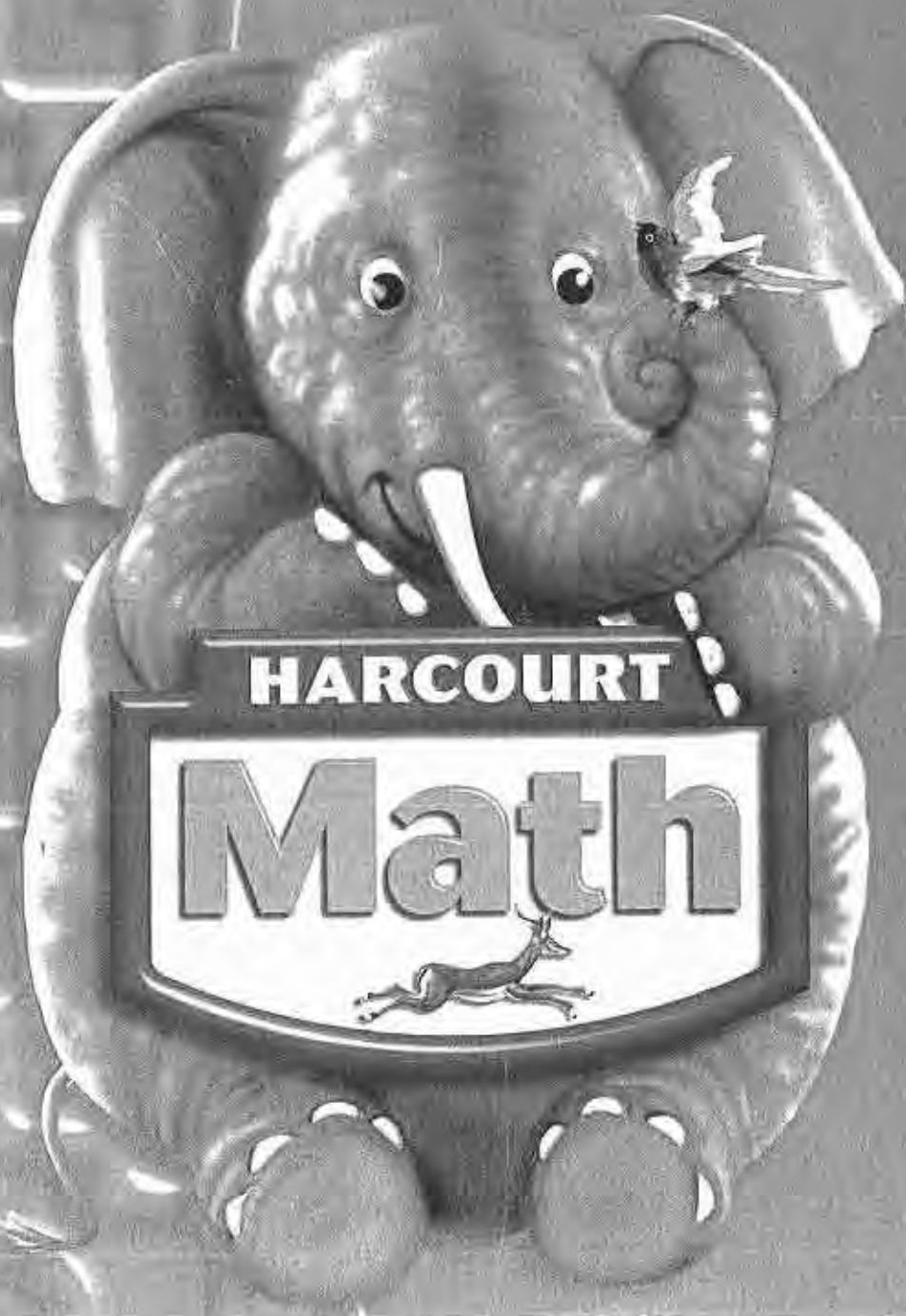
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K9

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for every lesson.



K9



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ALL ABOUT ME

K9

TIME FOR KIDS READERS

TEACHER'S GUIDE



K9

Activity Book



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- Science Safety
- Inquiry Skills Practice
- Concept Review
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K9

Phonics Practice Book

Kindergarten



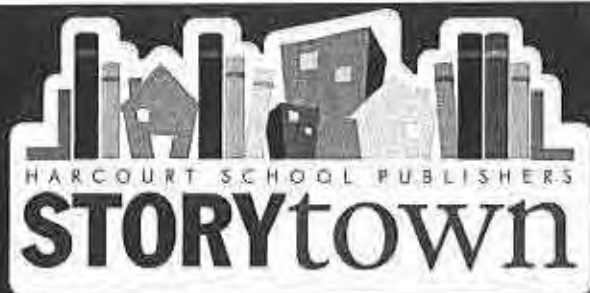
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Strategic Intervention Assessment Book

Kindergarten

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Leveled Readers Assessment

Primary
Grades K-3

• GRADES K-3 •

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180 Thematic Poems and Activities
That Teach and Delight All Year Long

SUNDAY MONDAY TUESDAY WEDNESDAY THURSDAY FRIDAY SATURDAY



By Helen H. Moore

268



Kindergarten Assessments



CD-7318

Grades K-3

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Ideas and Activities for the Classroom

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Respect

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Grade 1

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ABOUT MY WORLD



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Grade 1



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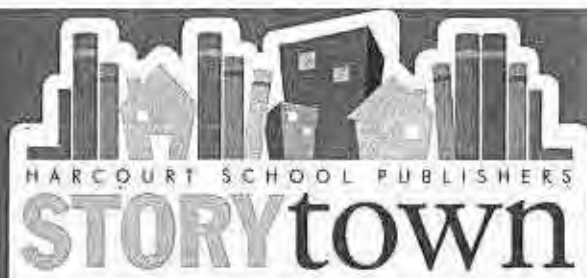
Grammar Practice Book

Grade 1



273

Grade 1 Practice Book



Practice Book

Grade 1



274

FLORIDA EDITION

1 Grade

Reading Support and Homework



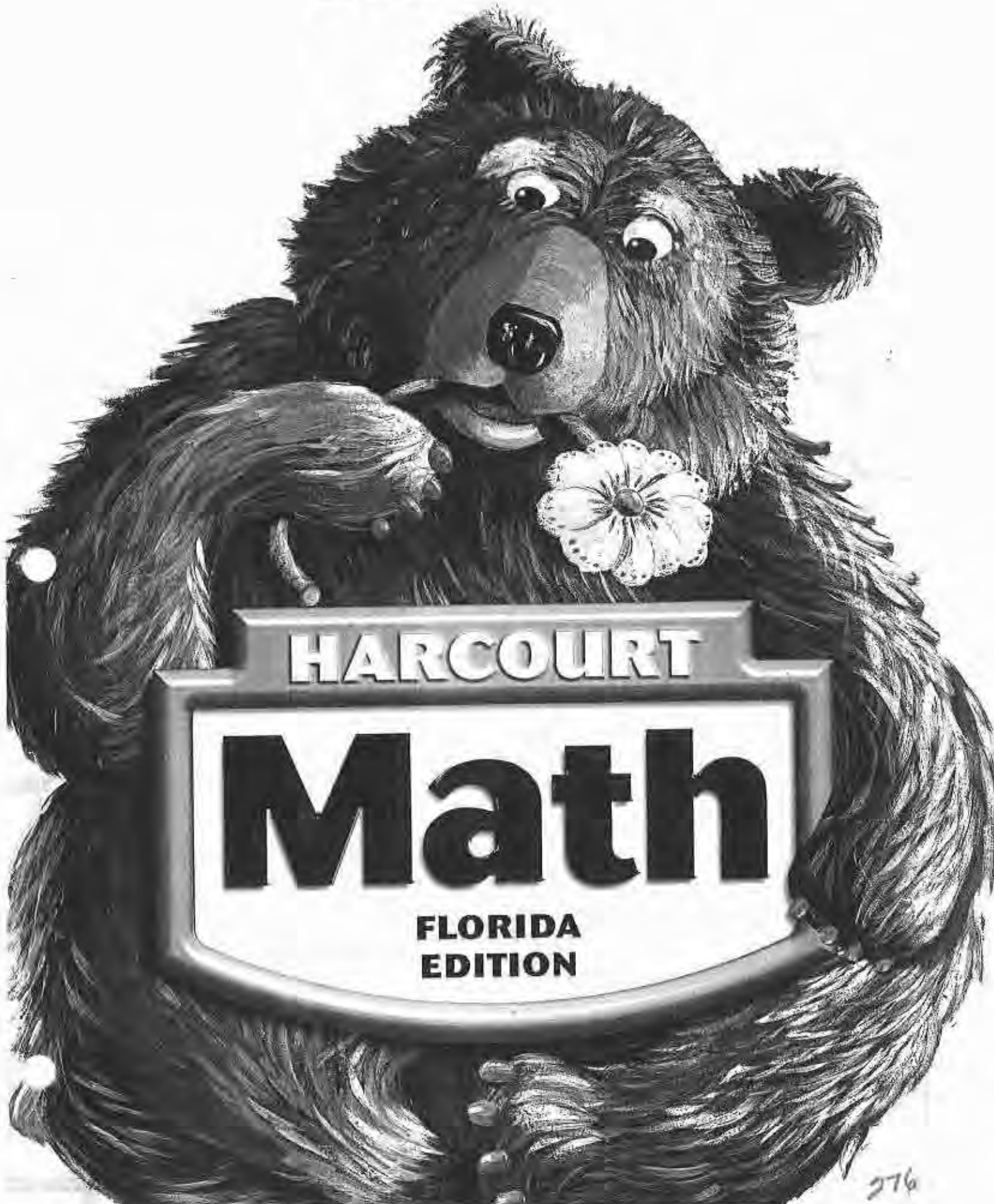
INCLUDES:

- Getting to Know Your Textbook
- Vocabulary Power
- Lesson Quick Study
- FCAT Writing Practice
- Vocabulary Games
- Vocabulary Cards

275

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Grade 1

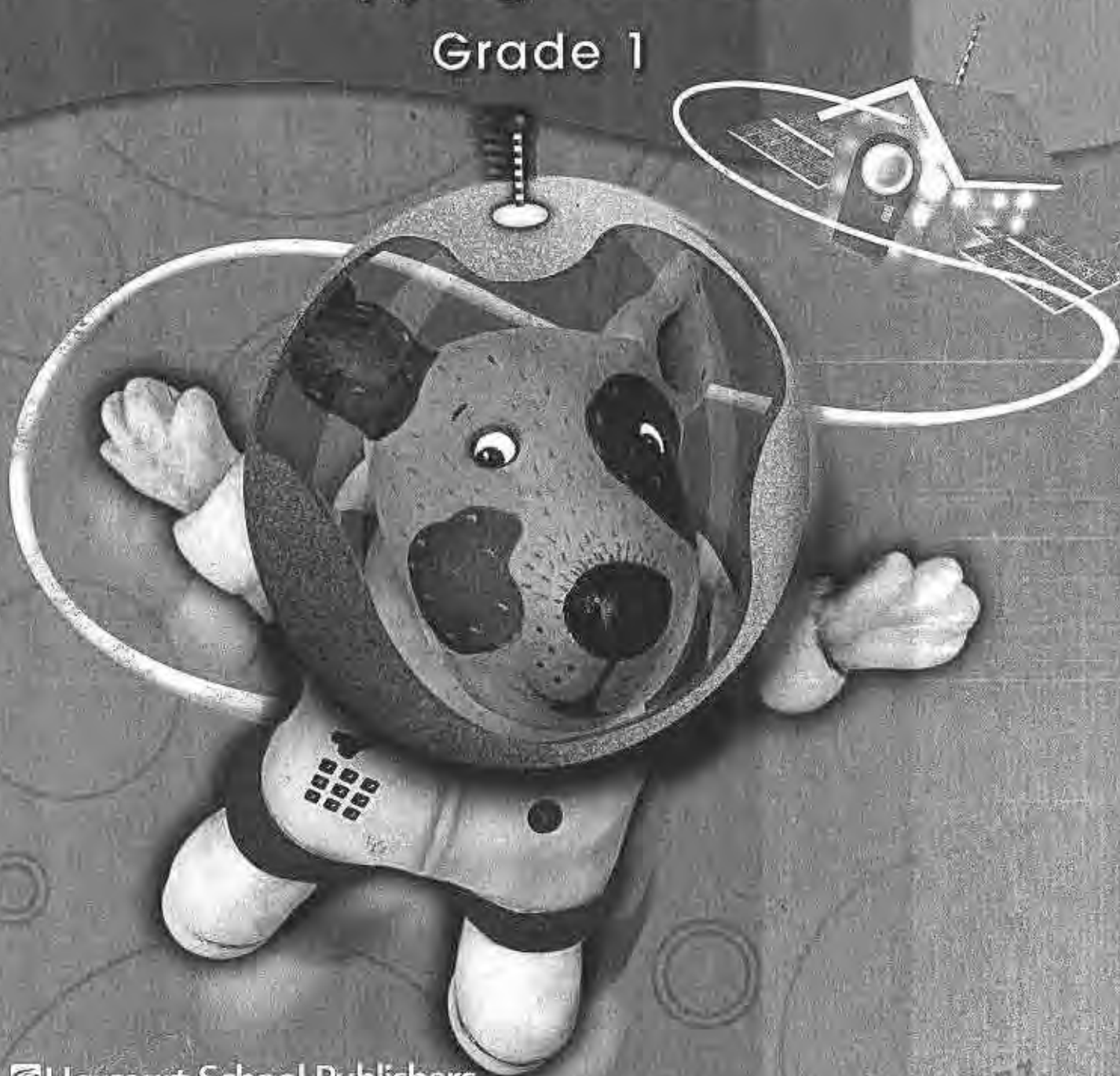


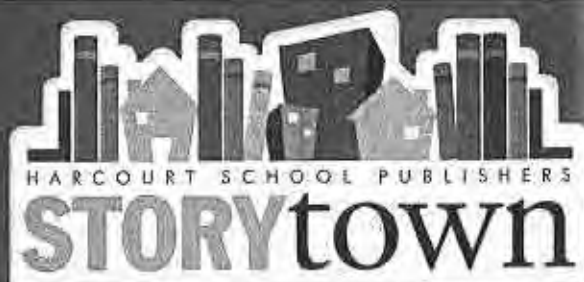


Extra Support

Copying Masters

Grade 1





Challenge

Copying Masters

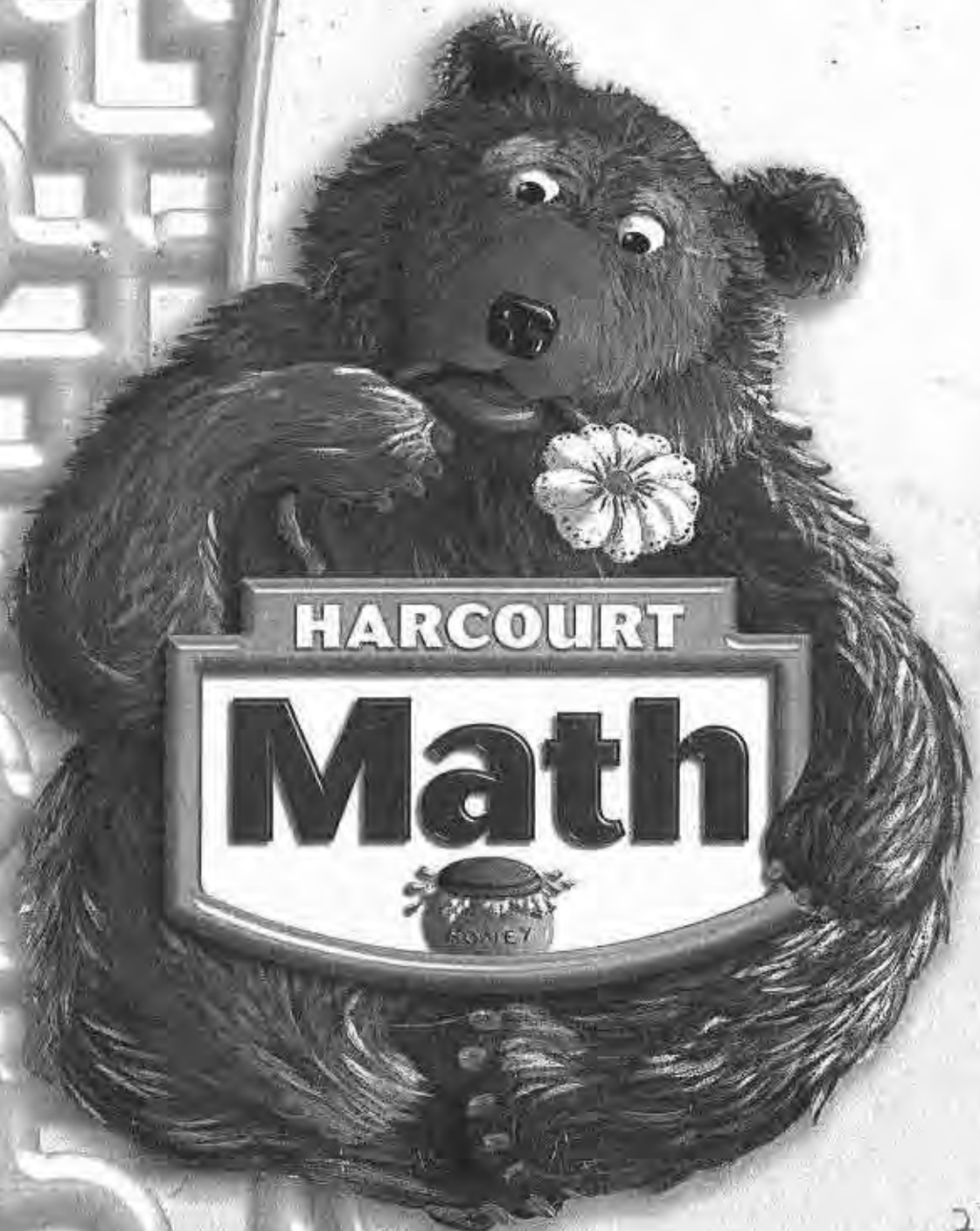
Grade 1



1 Grade

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for every lesson.



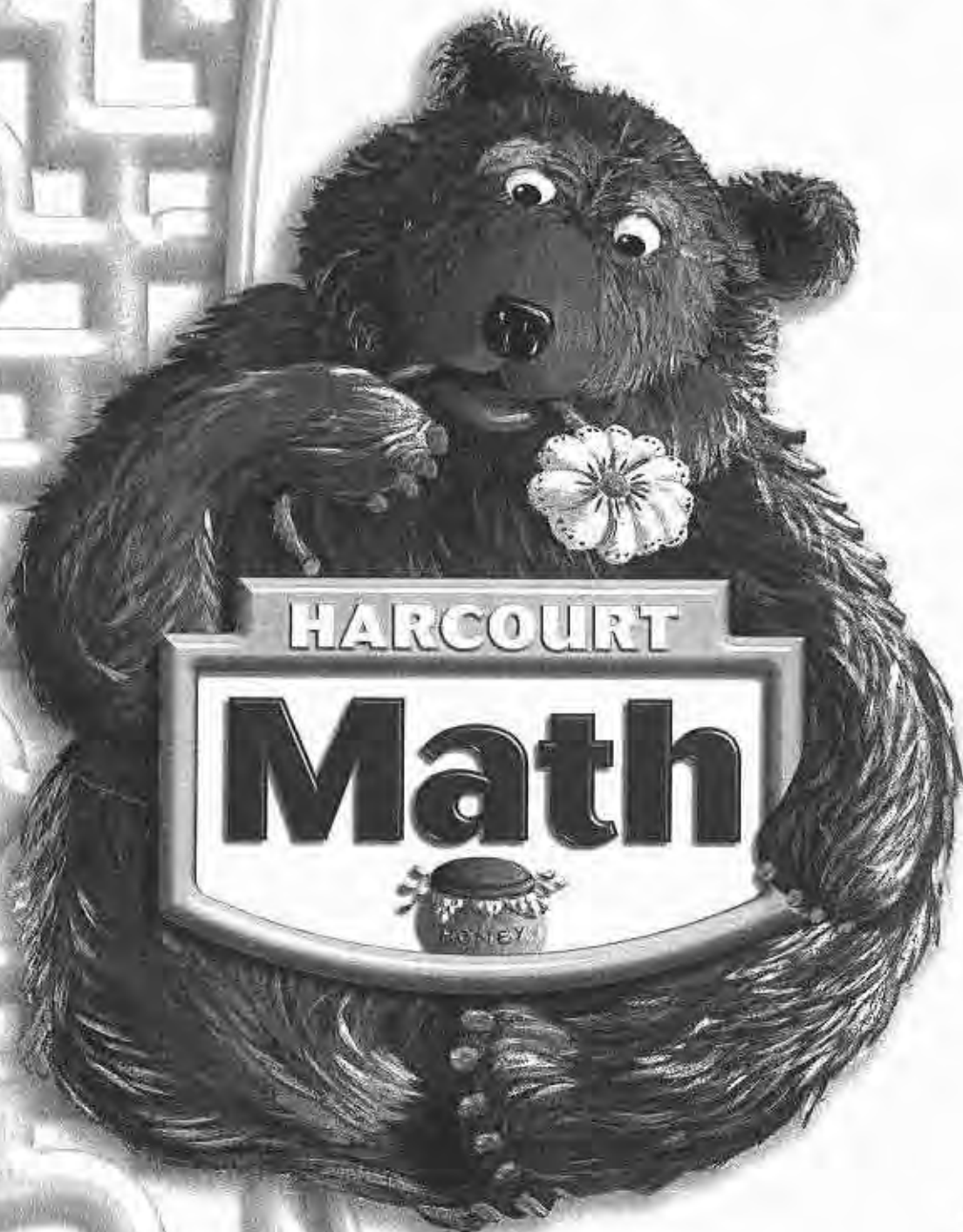
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Challenge Workbook

1 Grade

Reteach Workbook

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alternative concept development
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1st Grade

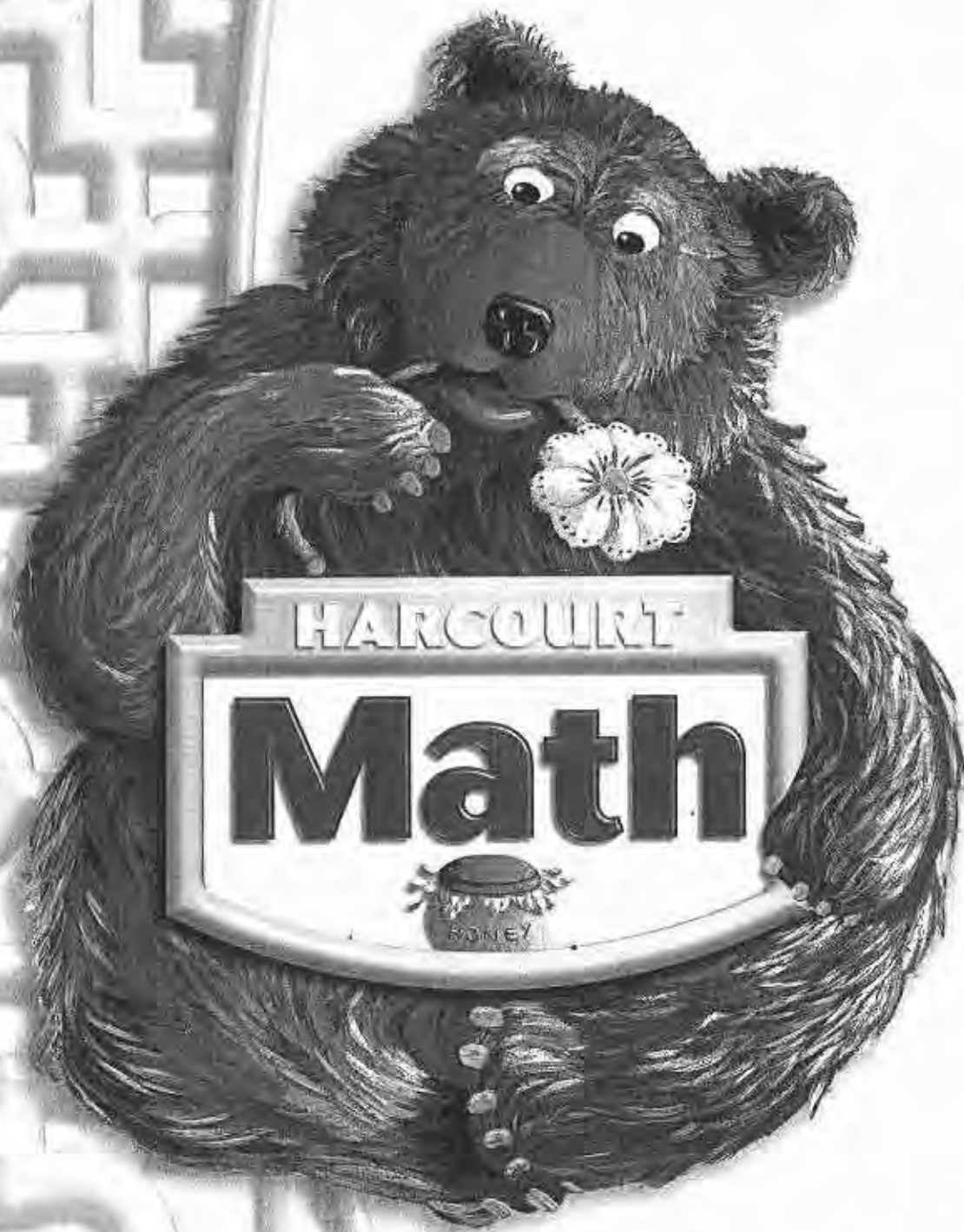
Test Preparation Book Practice for Stanford 10

Grade 1

1 Grade

Practice Workbook

**Provides one independent
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Grammar Practice Book

Grade 2



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Grade 2

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- Vocabulary Power
- Lesson Quick Study
- FCAT Writing Practice
- Vocabulary Games
- Vocabulary Cards

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Grade 2

Activity Book



HORIZONS

ABOUT MY COMMUNITY

295

2 Grade

FLORIDA



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Grade 2



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2 Grade

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- Chapter and Unit Tests with Answer Keys
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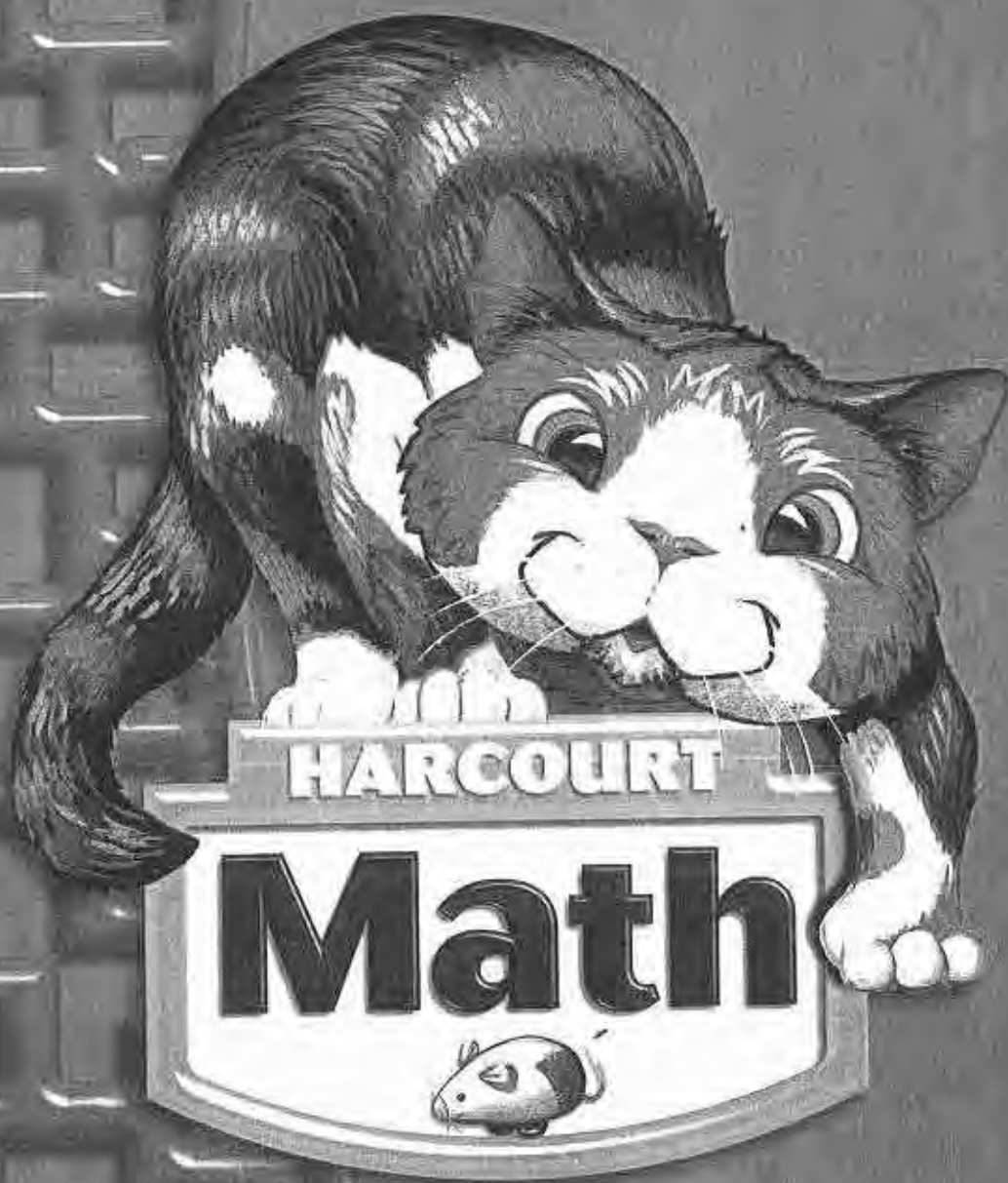
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2 Grade

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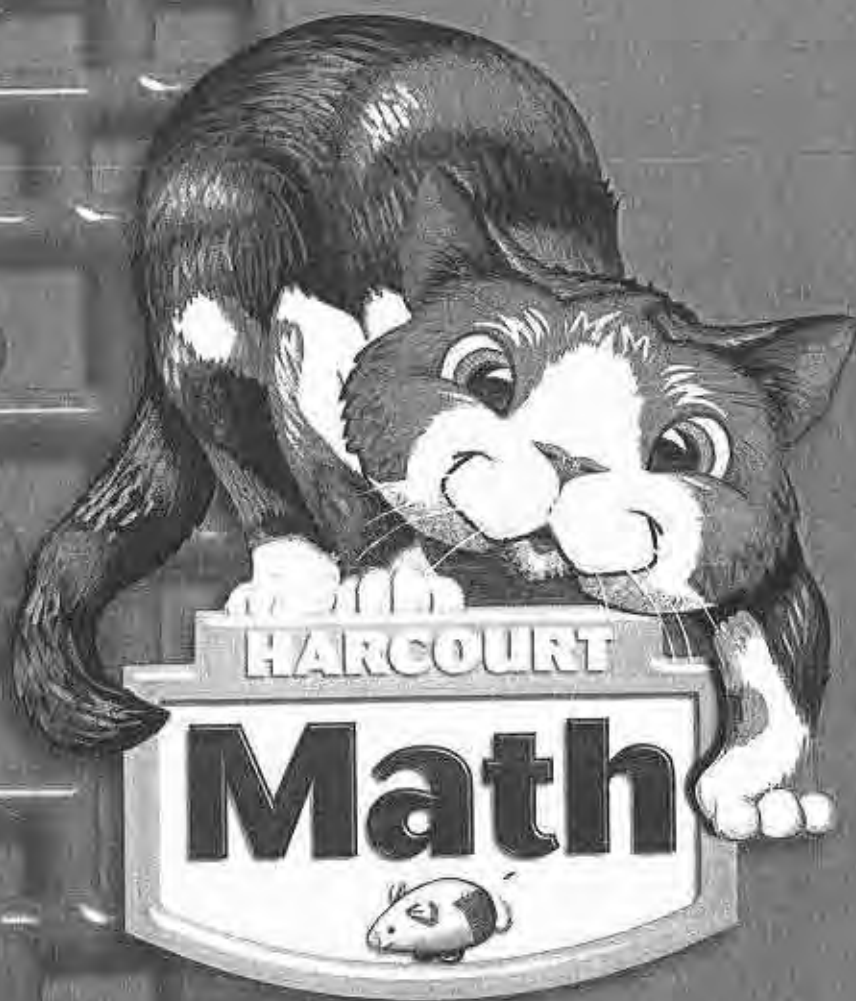


2 Grade

Problem Solving and Reading Strategies Workbook

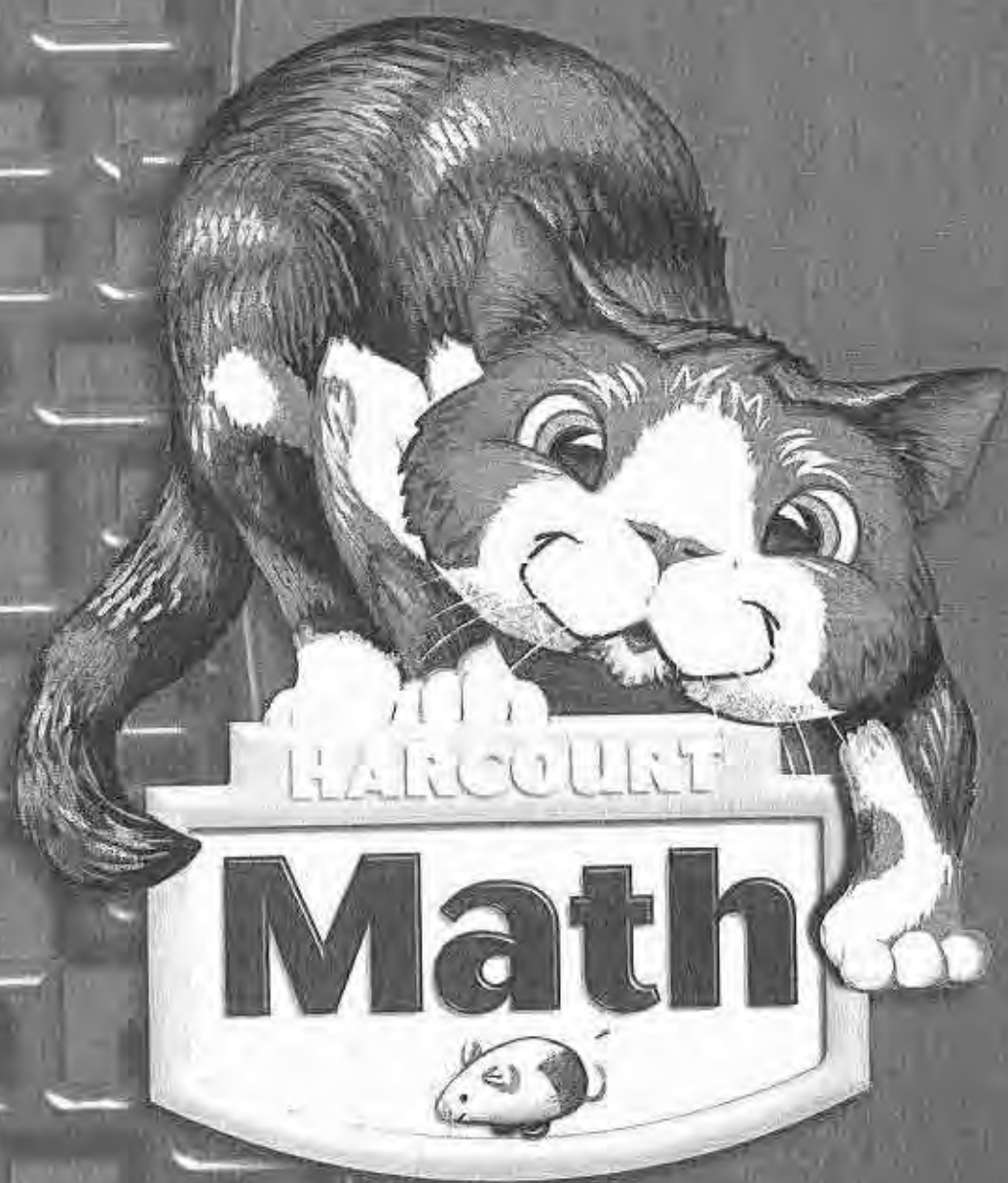
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Grade 2

Beginning-of-Year Test

Mid-Year Test

End-of-Year Test



2 Grade



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FLORIDA

Treasures

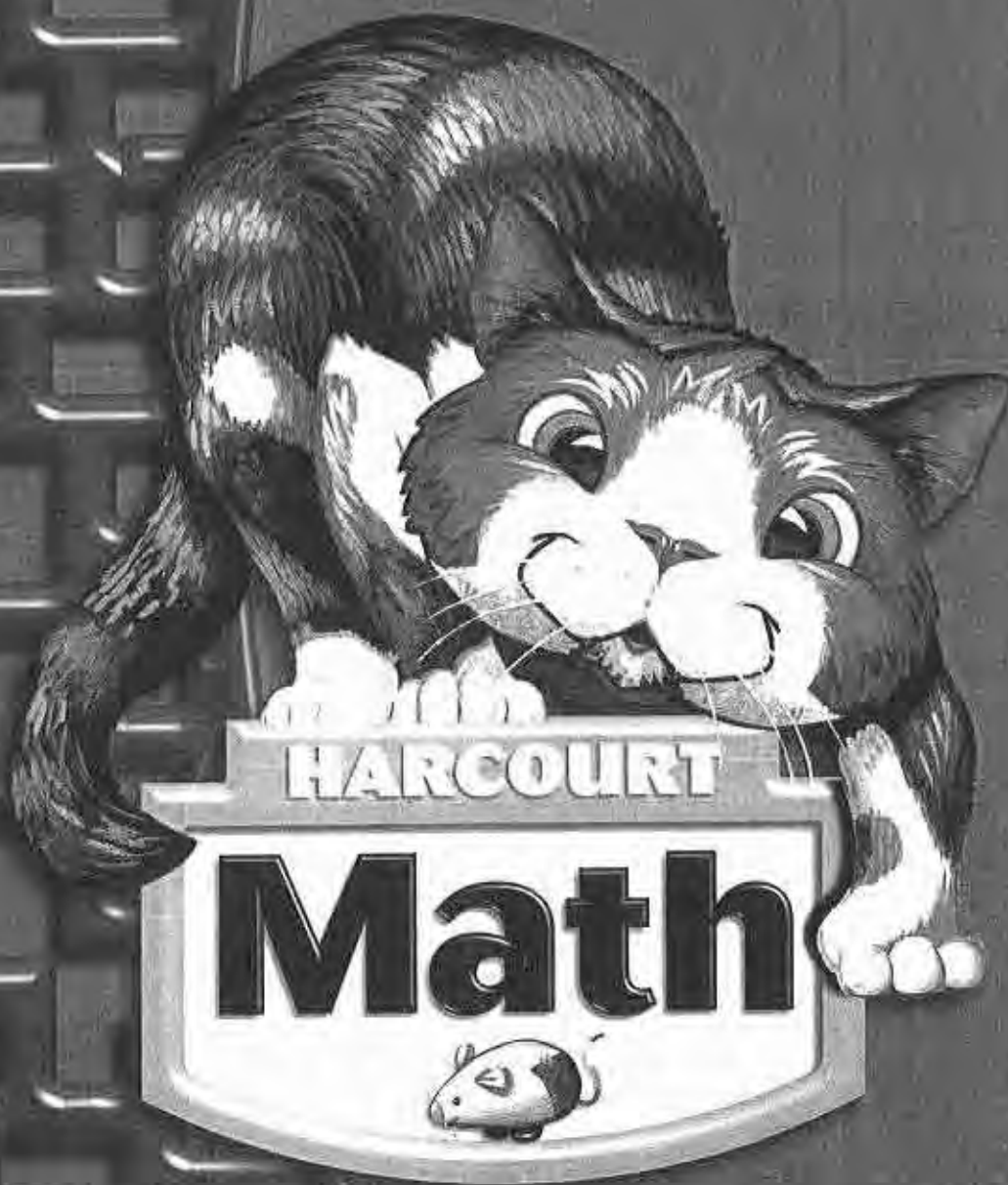
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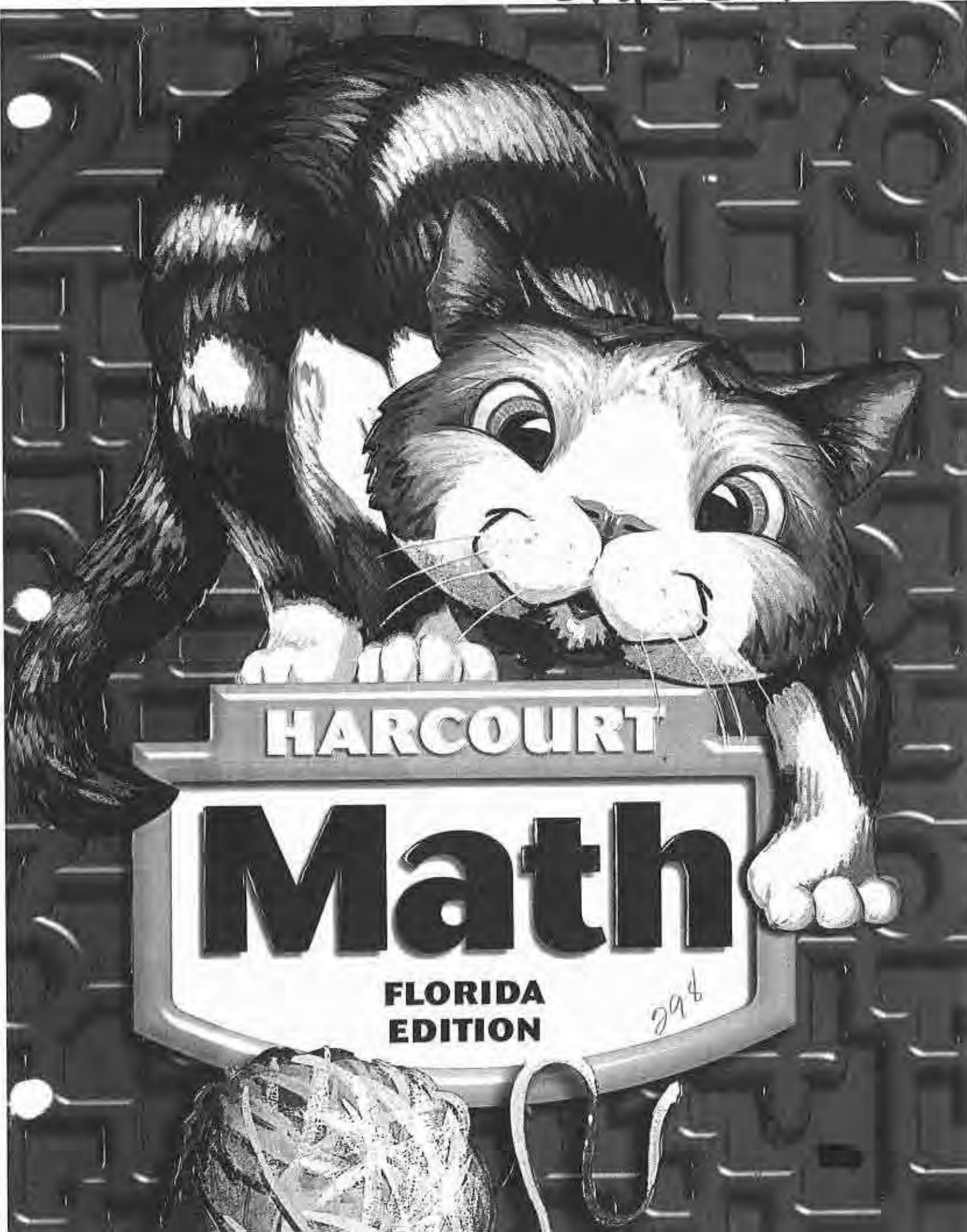
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Grade 2



HARCOURT

Math

FLORIDA
EDITION

294



GRADE
2

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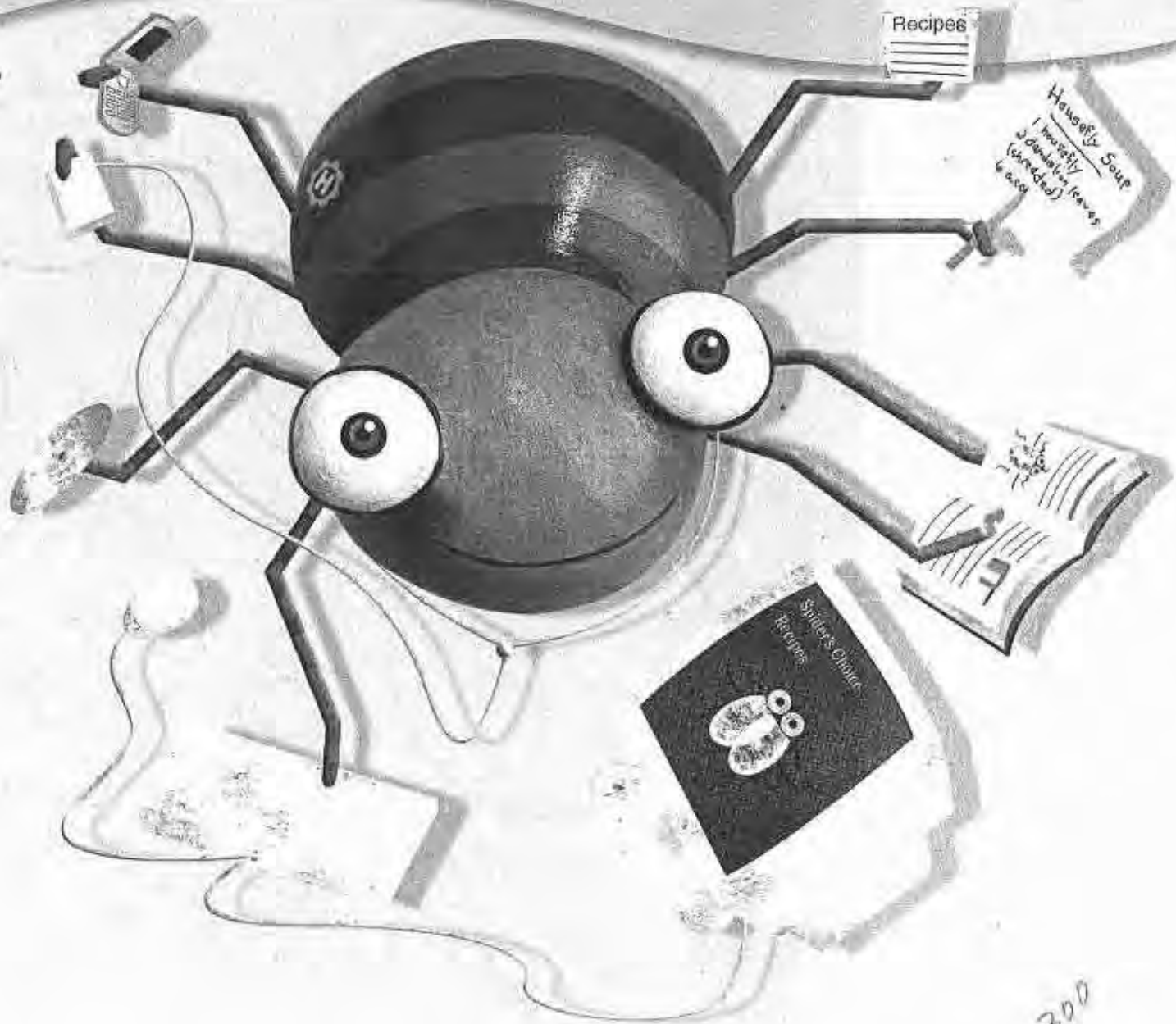
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2 Grade

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3rd Grade

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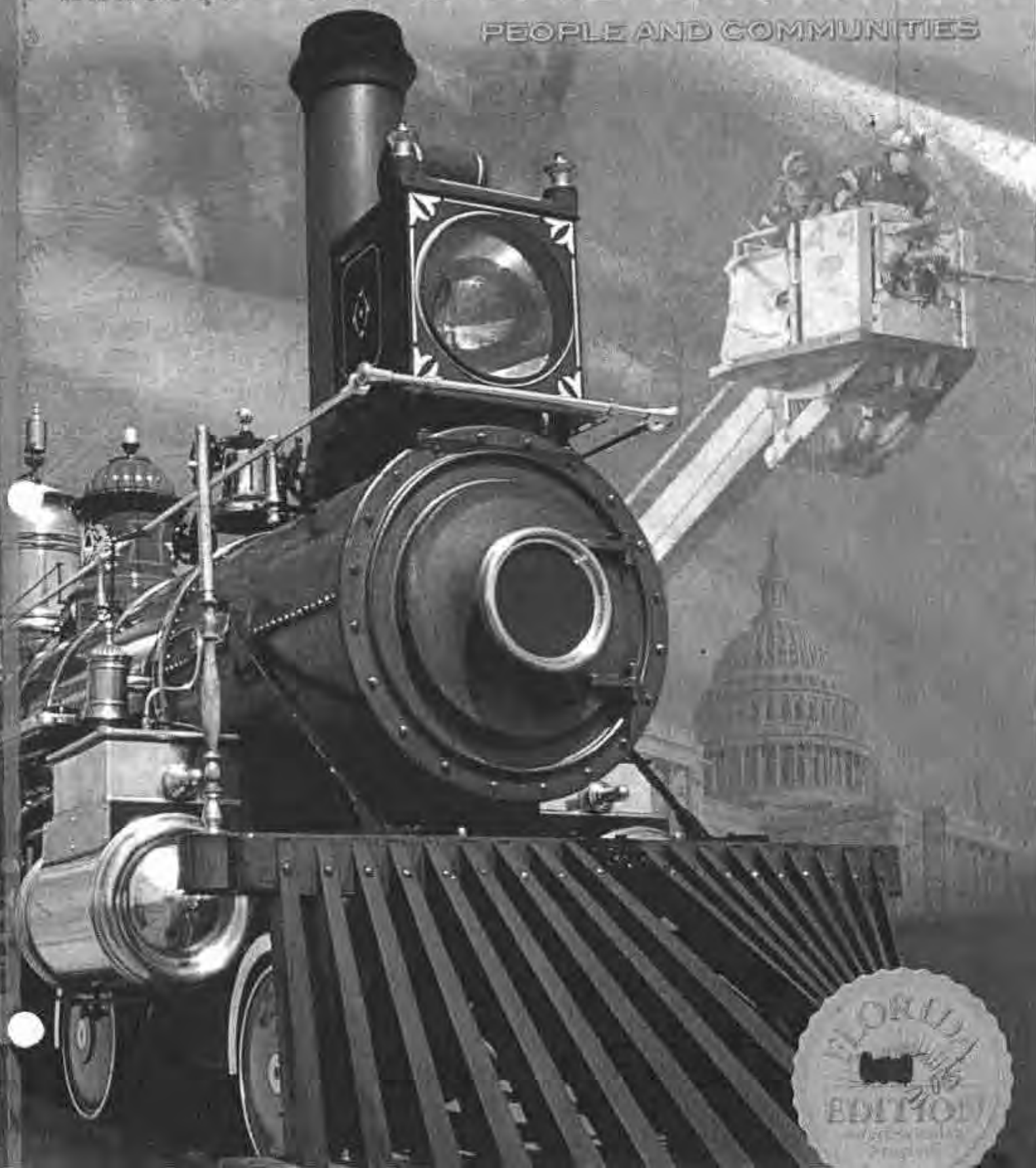


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HARCOURT

PEOPLE AND COMMUNITIES



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3rd Grade

Science

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Grade 3



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Grammar
AND
Writing
Handbook

312

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Grade 3



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Student Book

313
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Grade 3



Home-School Connection

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Approaching
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GRADE

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Reading and Mathematics



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3

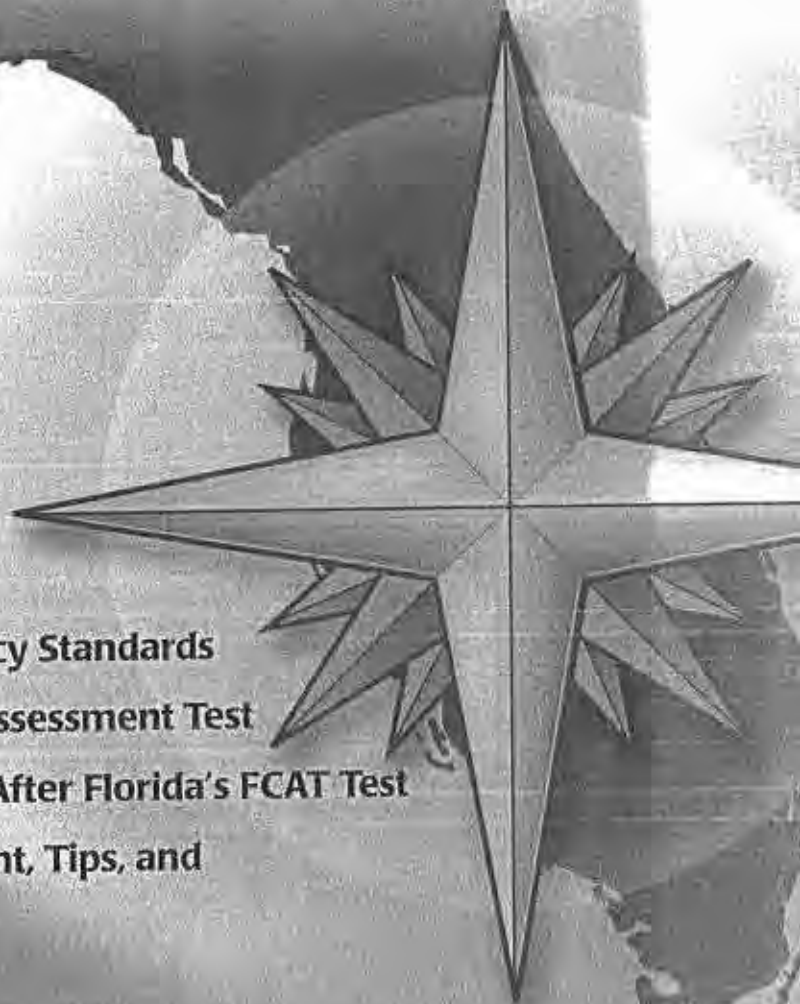


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Grade 3



FCAT Format
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Assessment**

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Grades K-5



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3rd Grade



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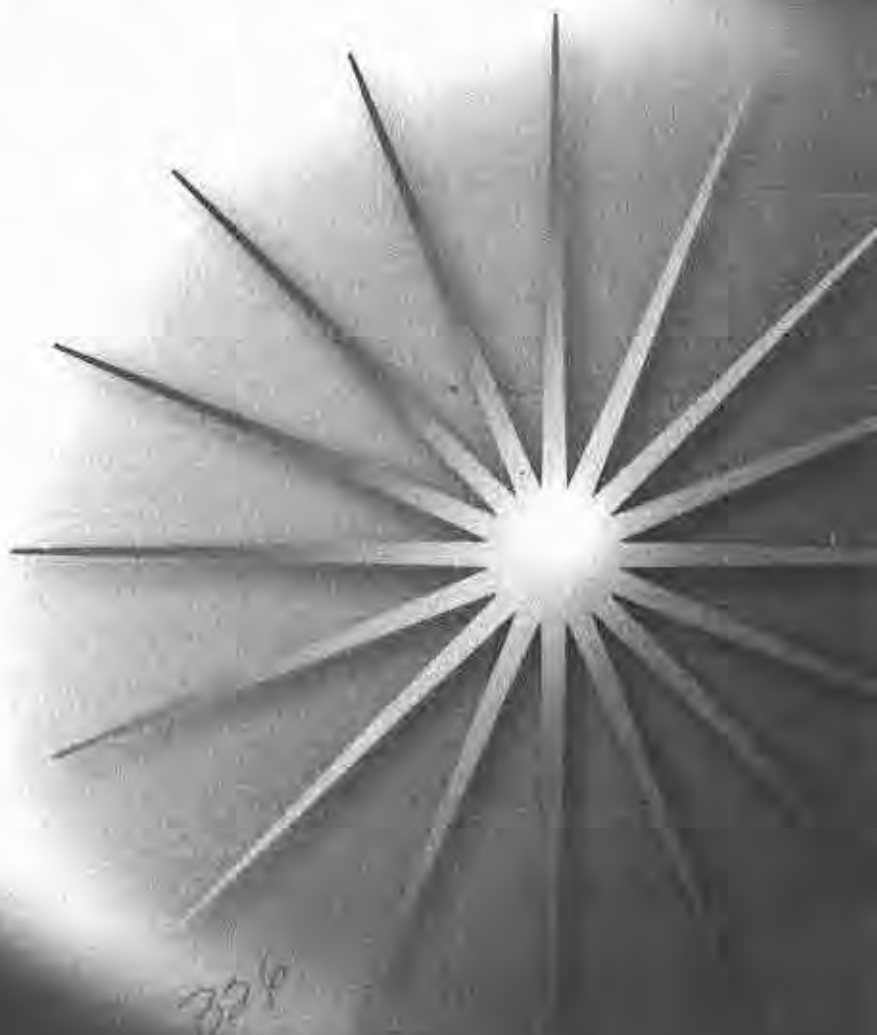
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A CLOSER LOOK

Technology

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4 Grade

Grade 4



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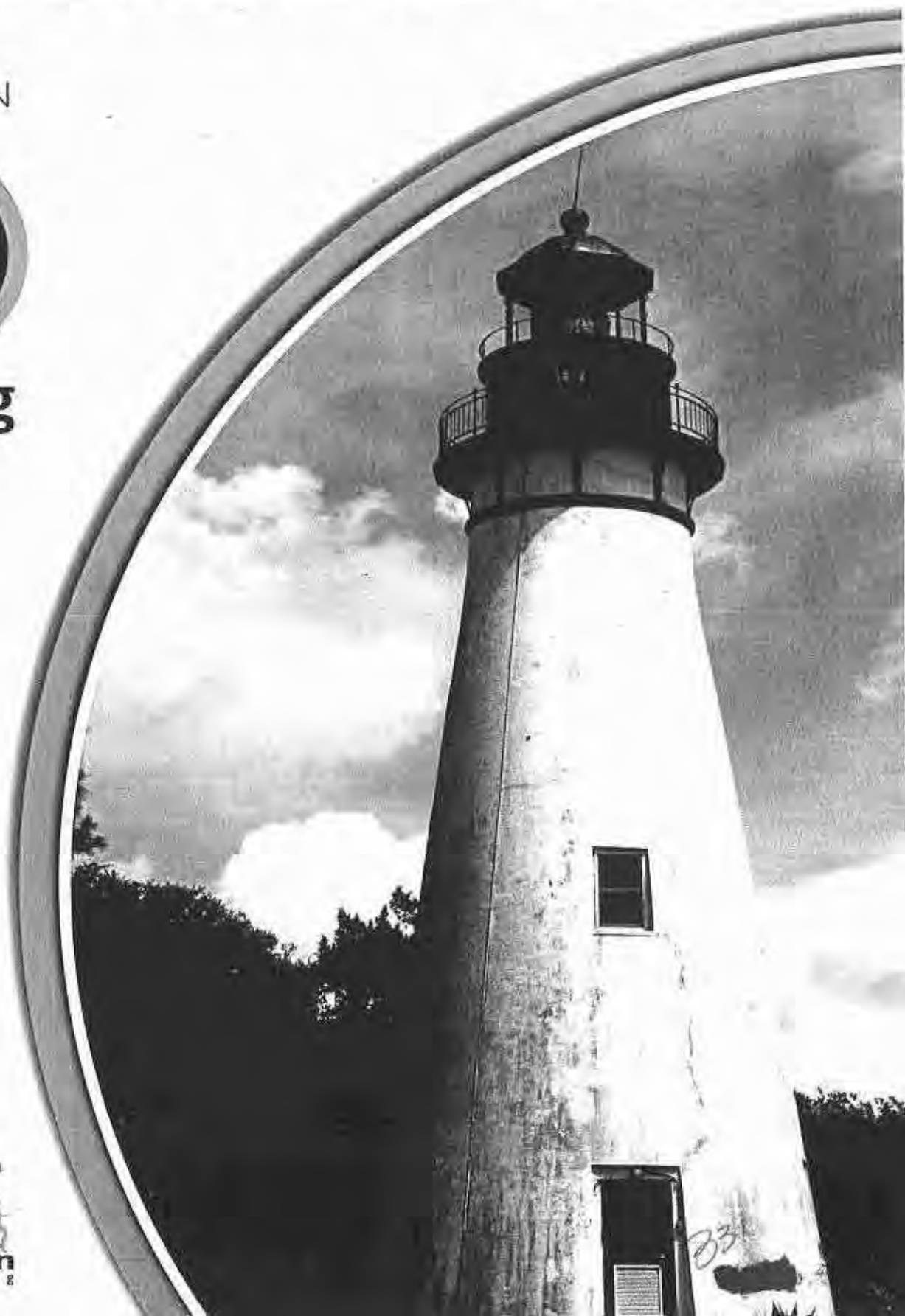
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Reading



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Writing



Grade 4



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Practice and Assessment



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READING
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INTERVENTION

Assessment

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Grade 4



Home-School Connection

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- **Homework Activities**
- **Take-Home Stories**

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Grade 4



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Grade 4



Grammar

PRACTICE BOOK

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Grade 4

4 Grade

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Phonics/Spelling
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A CLOSER LOOK



Technology

A Closer Look



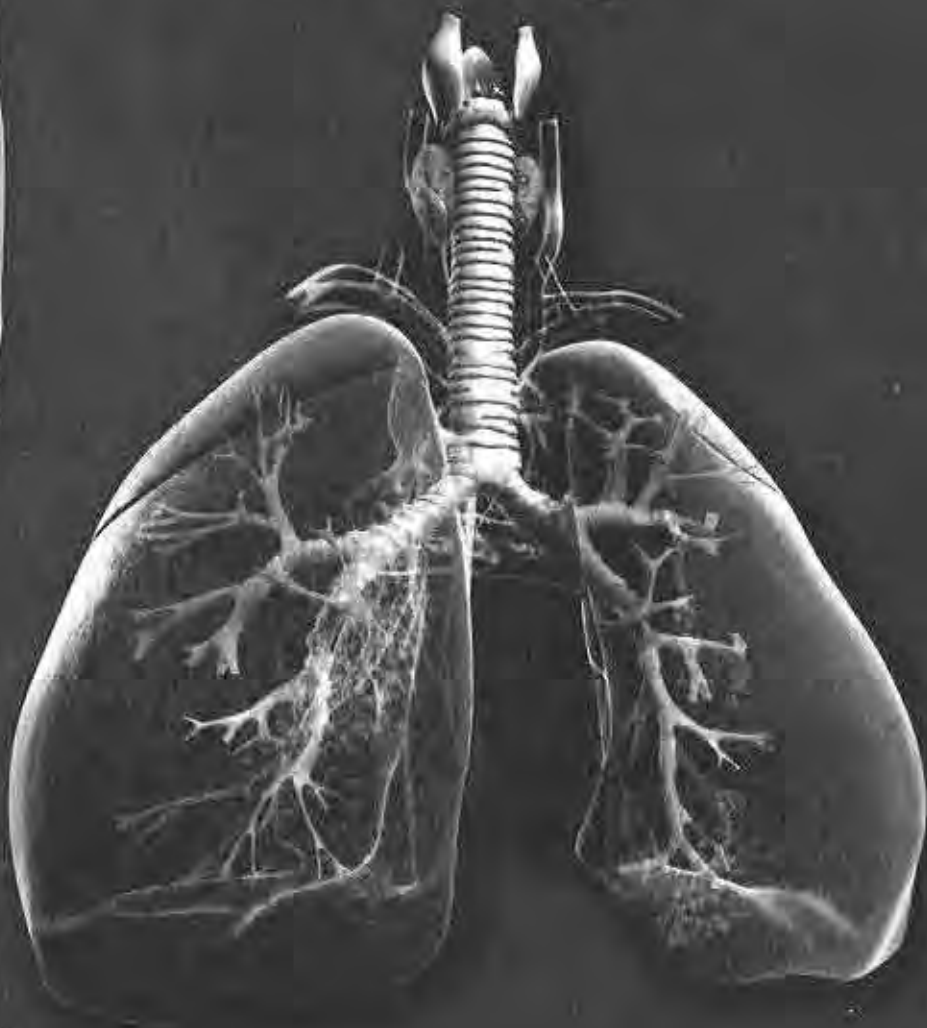
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GRADES 3-4

SCIENCE

A CLOSER LOOK

The Human Body



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TIME FOR KIDS



FCAT
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INSIDE

- Science Discoveries
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INSIDE

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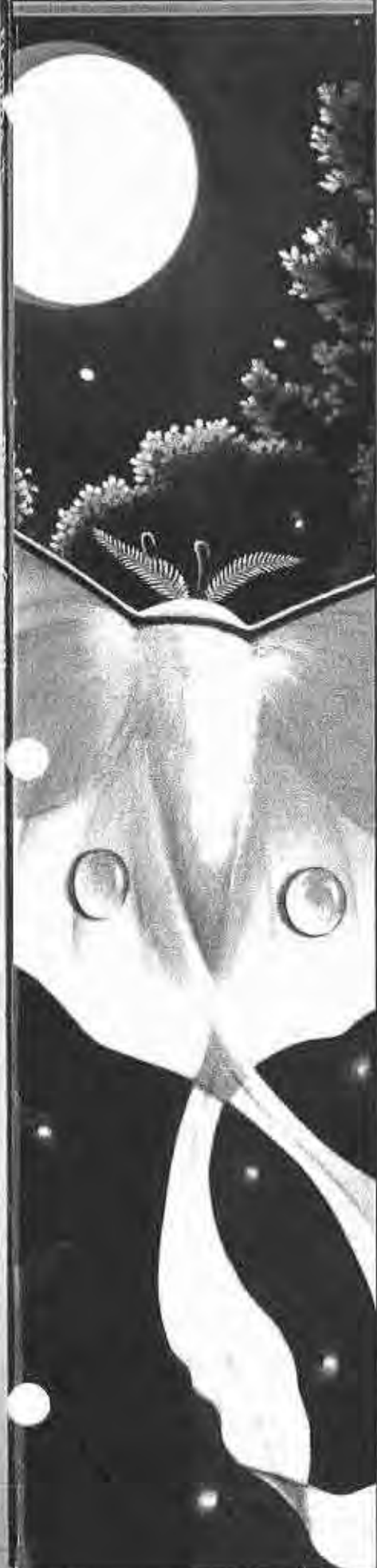


Grammar

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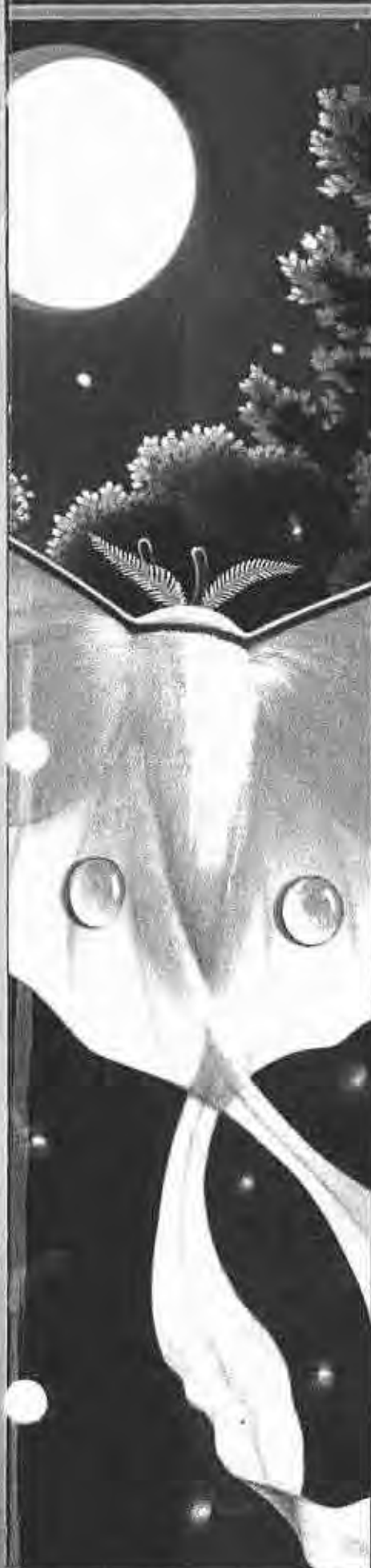
Grade 5



Phonics/Spelling
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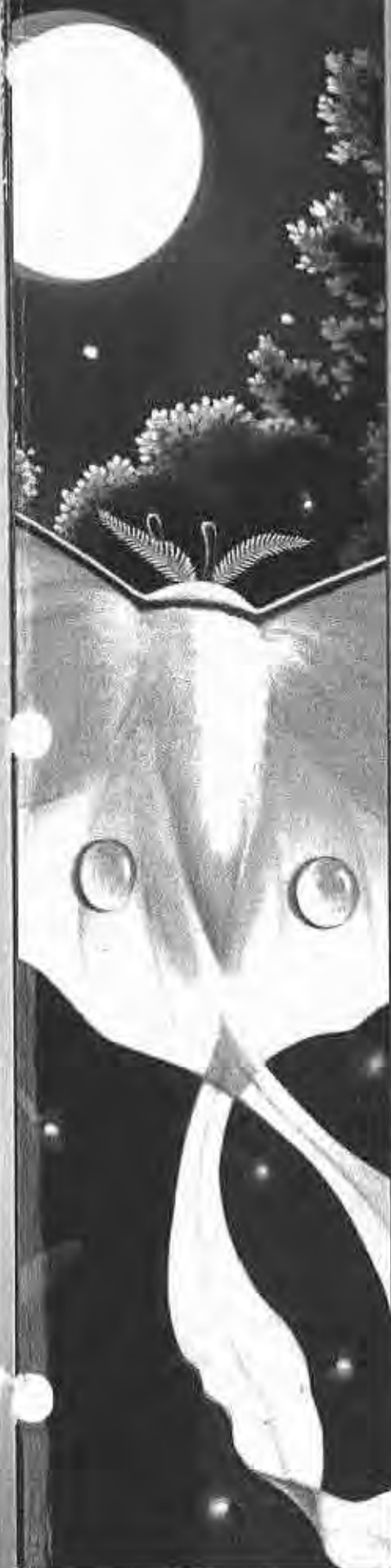


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A

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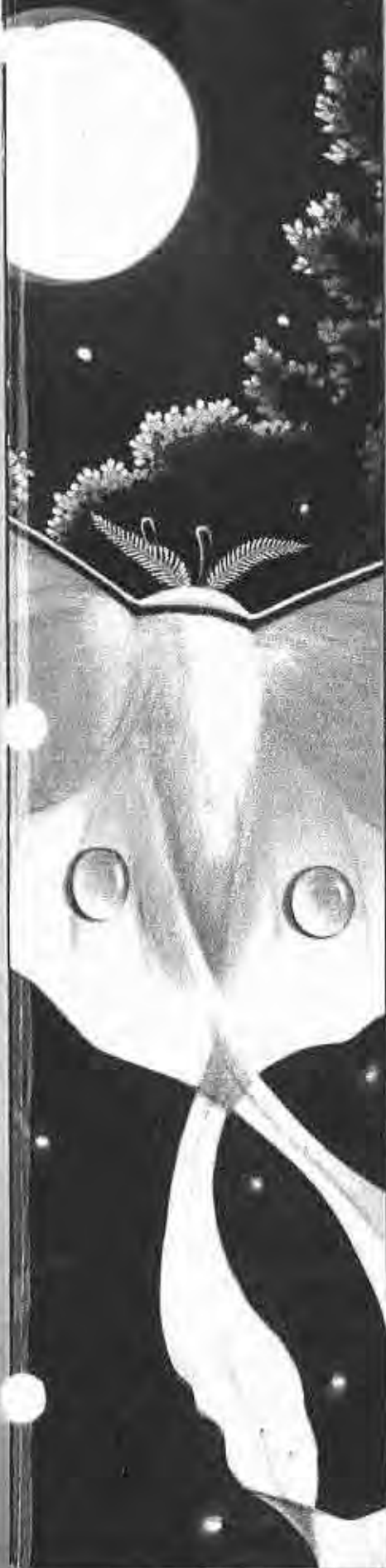


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Practice Book



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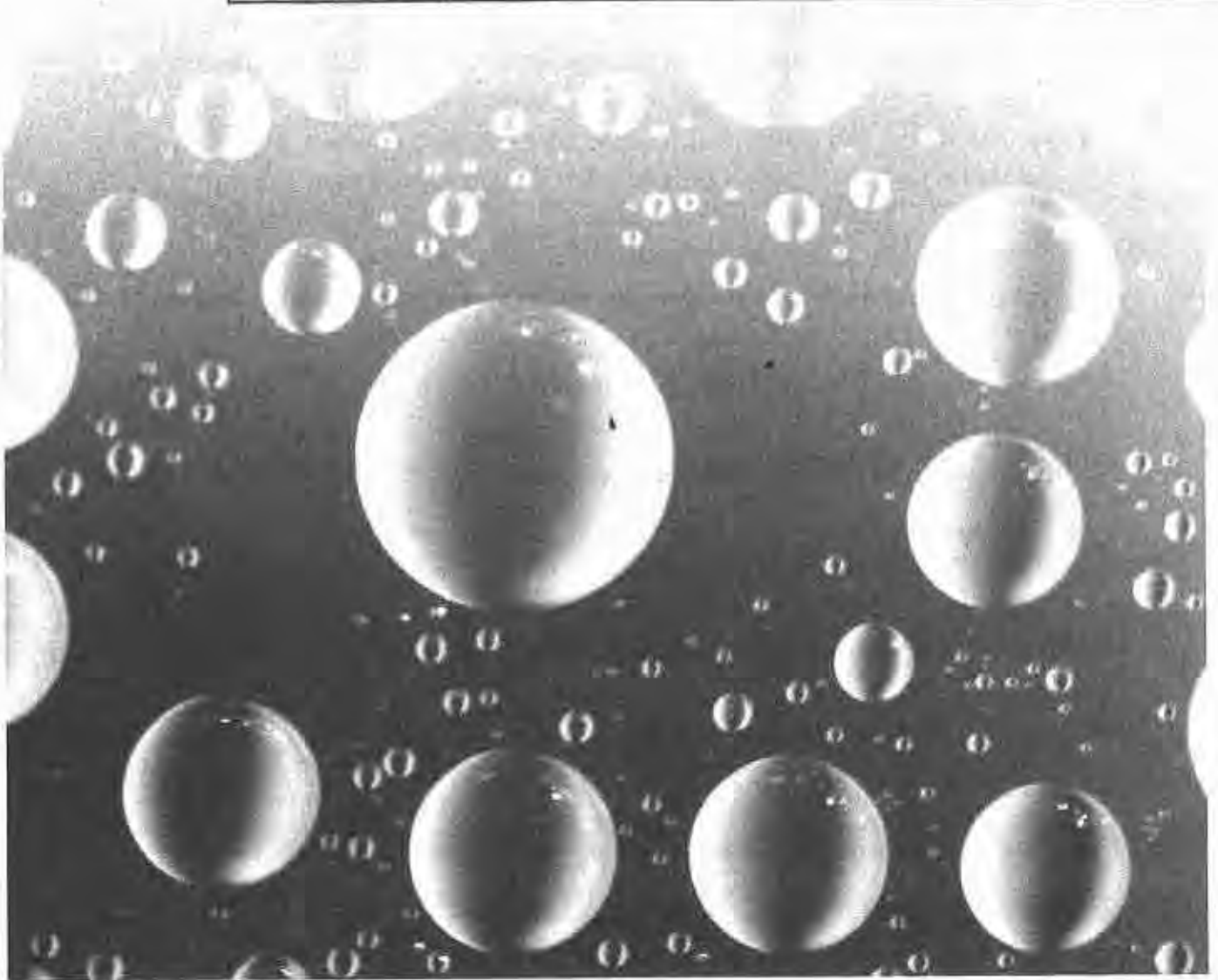
FOCUS on

COMPARING AND
CONTRASTING



FOCUS^{4th/5th} on

UNDERSTANDING
MAIN IDEA AND DETAILS



READING
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FCAT

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5th Grade



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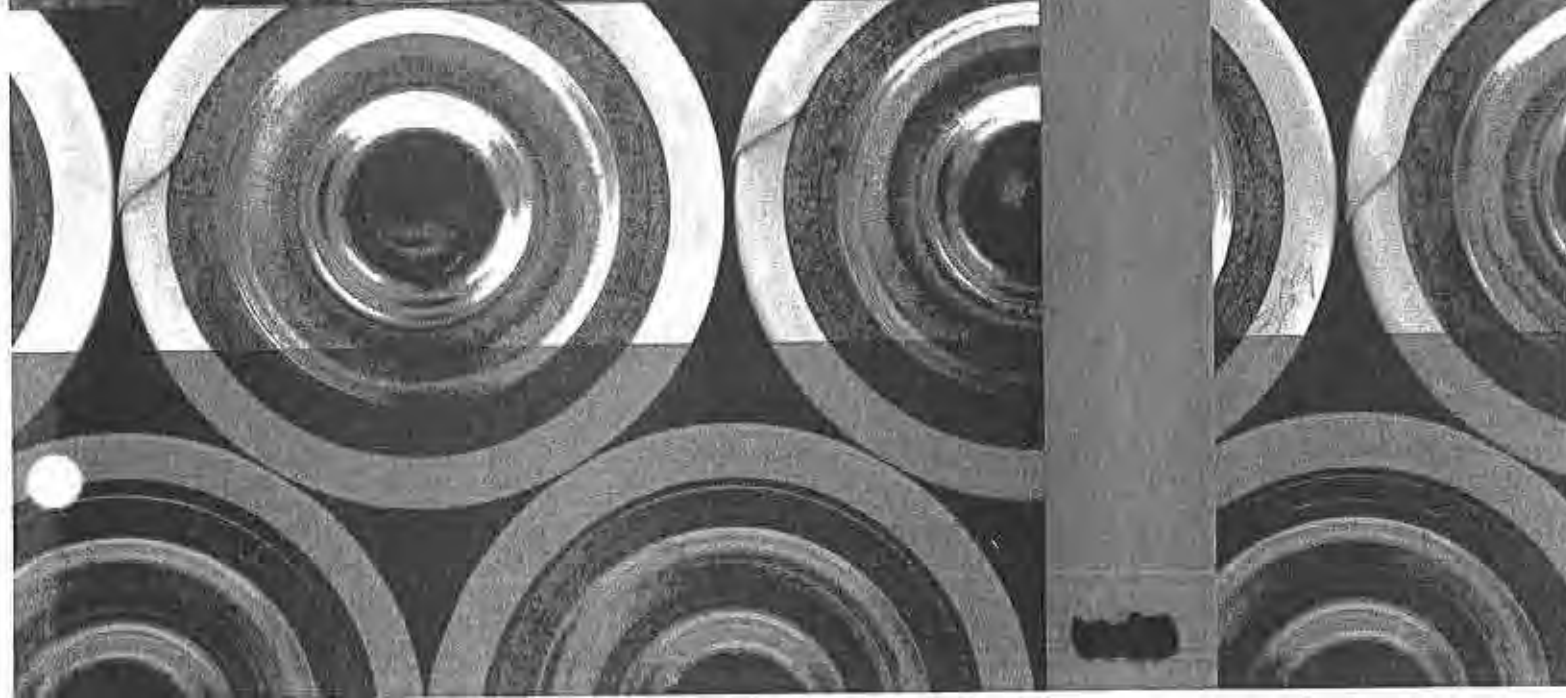
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Mathematics Grade 5

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for the Common Core State Standards



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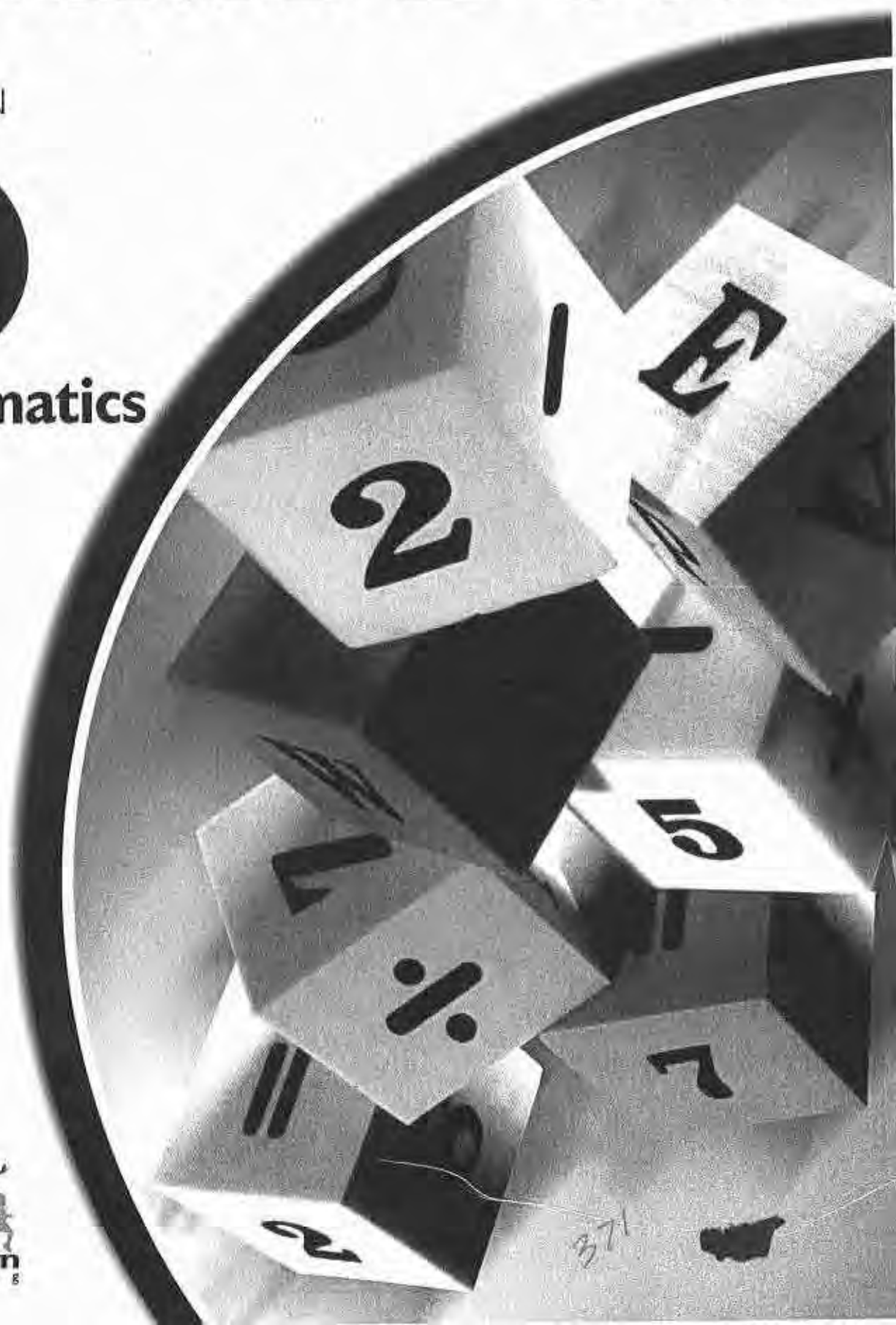
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SCIENCE
FUSION
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5th Grade

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SCIENCE

5th Grade

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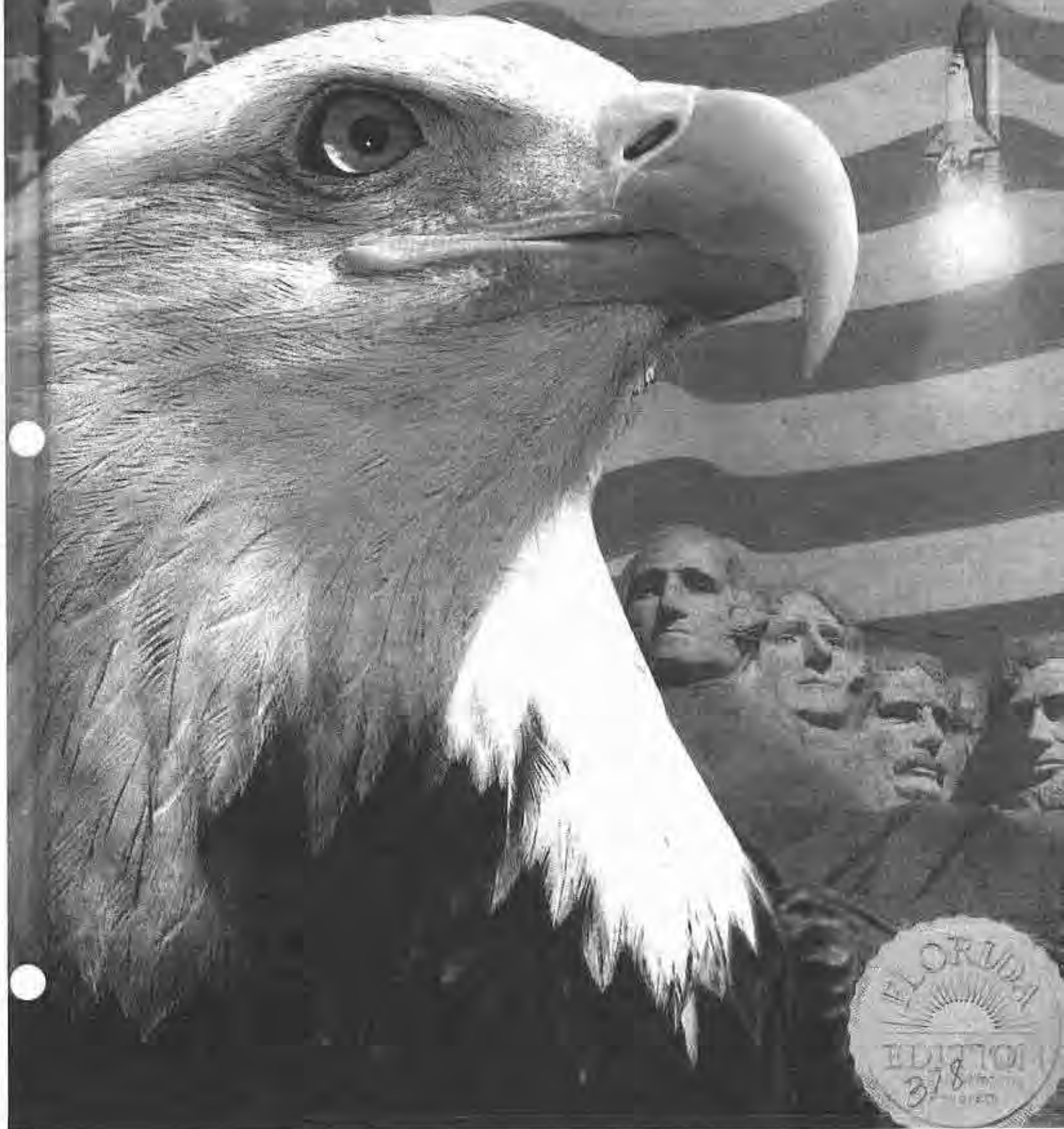
UNITED STATES HISTORY

311

HARCOURT

HORIZONS

UNITED STATES HISTORY



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GRADE

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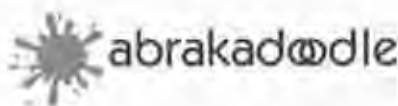
- Inbox 28
- Conversations
- Drafts 13
- Sent
- Spam 98
- Trash 103
- Folders
- Amazon
- Online Contacts
- Show Top Contacts
- Facebook Friends
- You are signed out of Facebook Chat. Click the to sign in.
- Applications
- All My Purchases
- Attach Large Files
- Automatic Organizer
- Calendar
- Edit Photos
- Evite
- Flickr
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AbraKadoodle: Art Helps Kids Innovate

Show Details

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In this issue...

Can Innovation be Taught?

Future Focus: What does a model employee bring to the workplace?

Visit our online resources:



Splat's Pages for Kids
[Activities for Children](#)

Discover AbraKadoodle Art



AbraKadoodle is helping kids discover their imaginations! Find out how your child can be a part of this creativity-boosting program!



How can you AbraKadoodle?

Inspired

[A Newsletter from AbraKadoodle](#) View

Art Helps Students Innovate!

Get doodling this fall!

What's New?

Join us this fall for NEW art and creativity lessons! Students will learn about favorite artists like Monet, Whistler and Hokusai, while developing such art techniques as molding, origami or impasto painting. Students will enjoy exploring intriguing materials such as Paper Mache, clay, liquid watercolors or moldable aluminum. You can count on each class to be FUN, education and original! Be a part of AbraKadoodle's creativity-boosting programs this fall and see amazing results as your child demonstrates innovation in bringing new artistic creations into the world.



Our parents say it best! "It is my favorite part (of AbraKadoodle classes) is the pride my son in the art work he is creating, loves coming to art class. I tried to get him involved in activities and his response is always it was ok. But he LC

his art classes."
- Tina Rakes, North Carolina

Splat Explores the Art of China
In celebration of AbraKadoodle's expansion to China, Chinese children will soon be learning AbraKadoodle's award-winning art programs. Splat (AbraKadoodle's a dog mascot) enjoyed an amazing summer adventure in colorful and culturally-rich country. Check out Splat's some spectacular locations during his journey.

Art on the Go!
Get AbraKadoodle's ArtDoodle App for your iPhone or

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Can Innovation be Taught?

The United States was formerly #1 in the World



**Art In Our World
Innovations - Gold Series**

School: Kidz Choice Charter
School Year: 2011-2012
Grade: K

Lesson	Type	Element	Culture	National Standard	Sunshine State Standard	Date
1. Kandinsky	Painting: abstract expressionism	Shape Color	Russian	1, 5	VA.K.C.1.1: Create and share personal works of art with others. VA.K.H.1.3: Explain how art-making can help people express ideas and feelings.	01/04
2. Durer (Square 1 art Fundraiser)	Painting Drawing	Texture Form	Germany	1, 5	VA.K.C.1.1: Create and share personal works of art with others. VA.K.F.2.1: Describe where art ideas or products can be found in stores. VA.K.F.3.1: Create artwork that communicates an awareness of self as part of the community.	01/13
3. Lizard	Drawing Modeling Biometric	Form	Haitian	4, 5	VA.K.H.1.1: Describe art from selected cultures and places. VA.K.O.1.1: Explore the placement of the structural elements of art in personal works of art.	01/18
4. Freedom Quilts	Paper Cutting: Quilts Geometrics	Shape	United States	1, 5	VA.K.H.2.2: Explore everyday objects that have been designed and created by artists.	02/01
5. Nicole Etienne	Printing: Tertiary Colors	Color Value Texture	United States	2, 5	VA.K.S.1.1: Explore art processes and media to produce artworks.	02/08
6. Mimbres Bowl	Pottery Biometric and Geometric Design	Form	United States: Native Americans	4, 5	VA.K.H.2.1: Compare selected artworks from various cultures to find differences and similarities. VA.K.S.3.1: Develop artistic skills through the repeated use of tools, processes, and media.	02/17
7. James Michalopoulos	Drawing: Distortion	Form Space	United States	2, 5, 6 Architecture	VA.K.F.1.1: Experiment with art media for personal satisfaction and perceptual awareness.	03/01

Lesson	Type	Element	Culture	National Standard	Sunshine State Standard	Date
8. Rodrigue Blue Dog	Pop Art: Oil Pastels	Shape Color Value	United States	3, 5	VA.K.C.1.1: Create and share personal works of art with others. VA.K.F.1.2: Identify real and imaginary subject matter in works of art.	03/08
9. Starry Night	Painting: Watercolor Wax resist	Color Value Texture	Netherlands	1, 5	VA.K.H.2.3: Describe where artwork is displayed in school or other places. VA.K.S.1.1: Explore art processes and media to produce artworks.	03/29
10. Norval Morriseau	Oil Pastels Blomorphic	Shape	Canada	1, 5	VA.K.C.1.1: Create and share personal works of art with others. VA.K.H.1.2: Follow directions for suitable behavior in an art audience. VA.K.S.1.2: Produce artwork influenced by personal decisions and ideas.	04/15
11. Cloisonne'	Cloisonne	Shape Form	China	4, 5	VA.K.F.2.1: Describe where art ideas or products can be found in stores. VA.K.S.3.2: Practice skills to develop craftsmanship.	04/19
12. Hopper	Painting: Watercolor Wax resist	Space Color Value	United States	1, 5	VA.K.O.2.1: Generate ideas and images for artworks based on memory, imagination, and experiences. VA.K.S.1.1: Explore art processes and media to produce artworks.	04/26
13. Bryant	Mixed Media Seascape	Space Texture Color	United States	3, 5, 6 Science	VA.K.H.3.1: Express ideas related to non-art content areas through personal artworks. VA.K.O.2.1: Generate ideas and images for artworks based on memory, imagination, and experiences.	05/03
14. Oak Tree	Collage: Blow Painting and Paper Cutting	Shape Texture	NA	1, 5	VA.K.F.1.1: Experiment with art media for personal satisfaction and perceptual awareness. VA.K.S.1.2: Produce artwork influenced by personal decisions and ideas. VA.K.S.3.3: Handle art tools and media safely in the art room.	05/10
15. Arpilleras	Fabric Design	Texture Form	Peru and Bolivia	1, 5	VA.K.H.1.1: Describe art from selected cultures and places. VA.K.O.3.1: Create works of art to document experiences of self and community.	05/17



**Art In Our World
Innovations - Gold Series**

School: Kidz Choice Charter
School Year: 2011-2012
Grade: 1

Lesson	Type	Element	Culture	National Standard	Sunshine State Standard	Date
1. Kandinsky	Painting: abstract expressionism	Shape Color	Russian	1, 5	VA.1.O.2.1: Create imagery and symbols to express thoughts and feelings. VA.1.S.1.2: Use varied processes to develop artistic skills when expressing personal thoughts, feelings, and experiences.	01/04
2. Durer (Square 1 art Fundraiser)	Painting Drawing	Texture Form	Germany	1, 5	VA.1.F.2.1: Explain how artists impact the appearance of items for sale in stores. VA.1.S.2.2: Describe the steps used in art production.	01/13
3. Lizard	Drawing Modeling Biometric	Form	Haitian	4, 5	VA.1.F.3.2: Follow directions for completing classroom tasks in a specified time frame to show early development of 21st-century skills. VA.1.O.1.1: Identify and use the structural elements of art and organizational principles of design to support artistic development. VA.1.S.3.1: Practice skills and techniques to create with two- and/or three-dimensional media.	01/18
4. Freedom Quilts	Paper Cutting: Quilts Geometrics	Shape	United States	1, 5	VA.1.F.3.1: Describe the use of art to share community information. VA.1.H.1.3: Describe ways in which artists use their work to share knowledge and life experiences. VA.1.H.2.2: Identify objects of art that are used every day for utilitarian purposes.	02/01
5. Nicole Etienne	Printing: Tertiary Colors	Color Value Texture	United States	2, 5	VA.1.F.1.1: Use various art media and real or imaginary choices to create artwork. VA.1.F.3.2: Follow directions for completing classroom tasks in a specified time frame to show early development of 21st-century skills. VA.1.S.2.2: Describe the steps used in art production.	02/08

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Lesson	Type	Element	Culture	National Standard	Sunshine State Standard	Date
6. Mimbres Bowl	Pottery Biometric and Geometric Design	Form	United States Native Americans	4 , 5	VA.1.C.3.2: Distinguish between artwork, utilitarian objects, and objects from nature. VA.1.H.2.1: Compare artworks from different cultures, created over time, to identify differences in style and media. VA.1.H.2.2: Identify objects of art that are used every day for utilitarian purposes. VA.1.S.3.1: Practice skills and techniques to create with two- and/or three-dimensional media.	02/17
7. James Michalopoulos	Drawing: Distortion	Form Space	United States	2 , 5, 6 Architecture	VA.1.H.3.1: Identify connections between visual art and other content areas. VA.1.S.1.4: Use accurate art vocabulary to communicate ideas about art.	03/01
8. Rodrigue Blue Dog	Pop Art: Oil Pastels	Shape Color Value	United States	3 , 5	VA.1.F.1.1: Use various art media and real or imaginary choices to create artwork. VA.1.H.1.2: Discuss suitable behavior expected of audience members.	03/08
9. Starry Night	Painting: Watercolor Wax resist	Color Value Texture	Netherlands	1 , 5	VA.1.C.1.2: Gather clues to help interpret and reflect on works of art. VA.1.C.2.2 Use various media or techniques to learn how changes affect the completed artwork. VA.1.H.2.3: Identify places in which artworks may be viewed by others.	03/29
10. Norval Morriseau	Oil Pastels Biomorphic	Shape	Canada	1 , 5	VA.1.F.1.2: Identify how classmates solve artistic problems. VA.1.S.3.4: Identify and be respectful of artwork that belongs to others and represents their ideas.	04/15
11. Cloisonne'	Cloisonne	Shape Form	China	4 , 5	VA.1.C.1.1: Create and discuss works of art that convey personal interests. VA.1.S.3.2: Discuss the qualities of good craftsmanship.	04/19
12. Hopper	Painting: Watercolor Wax resist	Space Color Value	United States	1 , 5	VA.1.C.2.1: Describe visual imagery used to complete artwork. VA.1.C.3.1: Identify vocabulary that is used in both visual art and other contexts.	04/26

Lesson	Type	Element	Culture	National Standard	Sunshine State Standard	Date
13. Bryant	Mixed Media Seascape	Space Texture Color	United States	3, 5, 6 Science	VA.1.C.3.1: Identify vocabulary that is used in both visual art and other contexts. VA.1.H.3.1: Identify connections between visual art and other content areas.	05/03
14. Oak Tree	Collage: Blow Painting and Paper Cutting	Shape Texture	NA	1, 5	VA.1.S.2.1: Practice correct use of tools with various art media, techniques, and processes. VA.1.S.3.3: Demonstrate safety procedures for using art tools and materials.	05/10
15. Arpilleras	Fabric Design	Texture Form	Peru and Bolivia	1, 5	VA.1.H.1.1: Discuss how different works of art communicate information about a particular culture. VA.1.H.1.3: Describe ways in which artists use their work to share knowledge and life experiences. VA.1.O.3.1: Use personal symbols in artwork to document surroundings and community. A.1.S.1.3: Create works of art to tell a personal story.	05/17

Lesson	Type	Element	Culture	National Standard	Sunshine State Standard	Date
1. Senecio	Painting: abstract watercolor	Shape Color	Switzerland	1 , 5	VA.1.C.1.1: Create and discuss works of art that convey personal interests. VA.1.C.2.2: Use various media or techniques to learn how changes affect the completed artwork. VA.1.H.1.2 Discuss suitable behavior expected of audience members.	09/13
2. Magic Birds	Modeling	Form Shape	NA	2 , 5	VA.1.O.1.1: Identify and use the structural elements of art and organizational principles of design to support artistic development. VA.1.S.3.1: Practice skills and techniques to create with two- and/or three-dimensional media.	09/20
3. Russell	Mixed Media: Landscape Silhouette	Shape Color Space	United States	2 , 5	VA.1.F.1.1: Use various art media and real or imaginary choices to create artwork. VA.1.F.3.2 Follow directions for completing classroom tasks in a specified timeframe to show early development of 21st-century skills. VA.1.S.2.1: Practice correct use of tools with various art media, techniques, and processes.	09/27
4. Hicks (Square 1 art Fundraiser)	Oil Pastels	Color Texture Space	United States	5 , 6 Science: Geological Environments	VA.1.C.3.1: Identify vocabulary that is used in both visual art and other contexts. VA.1.S.2.2: Describe the steps used in art production. VA.1.H.3.1: Identify connections between visual art and other content areas.	10/11
5. Matisse	Paper Cutting: Abstract	Shape Form Space	France	4 , 5	VA.1.O.2.1: Create imagery and symbols to express thoughts and feelings. VA.1.S.1.4: Use accurate art vocabulary to communicate ideas about art. VA.1.S.3.4: Identify and be respectful of artwork that belongs to others and represents their ideas.	10/18

Lesson	Type	Element	Culture	National Standard	Sunshine State Standard	Date
6. Natasha Wescoat	Painting: Tempera	Shape Line	United States	1 , 5	VA.1.C.2.1: Describe visual imagery used to complete artwork. VA.1.C.1.2: Gather clues to help interpret and reflect on works of art.	10/25



**Art In Our World
Innovations - Gold Series**

School: Kidz Choice Charter
School Year: 2011-2012
Grade: 2

Lesson	Type	Element	Culture	National Standard	Sunshine State Standard	Date
1. Kandinsky	Painting: abstract expressionism	Shape Color	Russian	1, 5	VA.2.C.1.1 Use the art-making process to communicate personal interests and self-expression. VA.2.C.1.2 Reflect on and discuss various possible meanings in works of art. VA.2.O.2.1 Use personal experience to convey meaning or purpose in creating artworks. VA.2.H.1.2 Distinguish between appropriate and inappropriate audience behavior.	01/04
2. Durer (Square 1 art Fundraiser)	Painting Drawing	Texture Form	Germany	1, 5	VA.2.C.2.1 Use appropriate decision-making skills to meet intended artistic objectives. VA.2.S.2.2 Follow sequential procedures focused on art production.	01/13
3. Lizard	Drawing Modeling Biometric	Form	Haitian	4, 5	VA.2.F.1.2 Explore the advantages of having multiple solutions to solve an artistic problem. VA.2.S.3.1 Manipulate art materials and refine techniques to create two- and/or three-dimensional personal works.	01/18
4. Freedom Quilts	Paper Cutting: Quilts Geometrics	Shape	United States	1, 5	VA.2.H.2.2 Identify objects from everyday life that have been designed and created using artistic skills. VA.2.S.3.3 Follow directions for safety procedures and explain their importance in the art room.	02/01
5. Nicole Etienne	Printing: Tertiary Colors	Color Value Texture	United States	2, 5	VA.2.S.1.1 Experiment with tools and techniques as part of art-making processes. VA.2.C.2.1 Use appropriate decision-making skills to meet intended artistic objectives.	02/08

Lesson	Type	Element	Culture	National Standard	Sunshine State Standard	Date
6. Mimbres Bowl	Pottery Biometric and Geometric Design	Form	United States Native Americans	4, 5	VA.2.C.3.2 Compare artworks with utilitarian objects and use accurate art vocabulary to describe how they are the same and how they are different. VA.2.H.2.1 Identify differences or similarities in artworks across time and culture. VA.2.H.2.2 Identify objects from everyday life that have been designed and created using artistic skills. VA.2.S.3.1 Manipulate art materials and refine techniques to create two- and/or three-dimensional personal works.	02/17
7. James Michalopoulos	Drawing: Distortion	Form Space	United States	2, 5, 6 Architecture	VA.2.H.3.1 Describe connections made between creating with art ideas and creating with information from other content areas. VA.2.S.1.4 Use accurate art vocabulary to discuss art. VA.2.O.1.1 Employ structural elements of art and organizational principles of design in personal work to develop awareness of the creative process.	03/01
8. Rodrigue Blue Dog	Pop Art: Oil Pastels	Shape Color Value	United States	3, 5	VA.2.S.1.2 Use diverse resources to inspire expression of personal ideas and experiences in works of art. VA.2.S.2.1 Develop artistic skills through repeated experiences with art media, techniques, processes, and tools. VA.2.H.1.2 Distinguish between appropriate and inappropriate audience behavior.	03/08
9. Starry Night	Painting: Watercolor Wax resist	Color Value Texture	Netherlands	1, 5	VA.2.C.2.1 Use appropriate decision-making skills to meet intended artistic objectives. VA.2.F.2.1 Identify work created by artists and designers. VA.2.S.1.1 Experiment with tools and techniques as part of art-making processes. VA.2.S.1.3 Explore art from different time periods and cultures as sources for inspiration.	03/29
10. Norval Morrisseau	Oil Pastels Biomorphic	Shape	Canada	1, 5	VA.2.F.1.1 Use imagination to create unique artwork incorporating personal ideas and selected media. VA.2.H.1.2 Distinguish between appropriate and inappropriate audience behavior. VA.2.O.1.1 Employ structural elements of art and organizational principles of design in personal work to develop awareness of the creative process.	04/15

Lesson	Type	Element	Culture	National Standard	Sunshine State Standard	Date
11. Cloisonne'	Cloisonne	Shape Form	China	4 , 5	VA.2.C.2.2 Identify skillful techniques used in works by peers and others. VA.2.O.1.1 Employ structural elements of art and organizational principles of design in personal work to develop awareness of the creative process.	04/19
12. Hopper	Painting: Watercolor Wax resist	Space Color Value	United States	1 , 5	VA.2.C.2.1 Use appropriate decision-making skills to meet intended artistic objectives. VA.2.S.1.1 Experiment with tools and techniques as part of art-making processes.	04/26
13. Bryant	Mixed Media Seascape	Space Texture Color	United States	3 , 5, 6 Science	VA.2.H.1.2 Distinguish between appropriate and inappropriate audience behavior. VA.2.H.3.1 Describe connections made between creating with art ideas and creating with information from other content areas. VA.2.C.3.1 Use accurate art vocabulary to identify connections among visual art and other contexts.	05/03
14. Oak Tree	Collage: Blow Painting and Paper Cutting	Shape Texture	NA	1 , 5	VA.2.S.1.1 Experiment with tools and techniques as part of art-making processes. VA.2.S.3.3 Follow directions for safety procedures and explain their importance in the art room.	05/10
15. Arpilleras	Fabric Design	Texture Form	Peru and Bolivia	1 , 5	VA.2.F.3.3 Use time effectively while focused on art production to show early development of 21st-century skills. VA.2.H.1.1 Identify examples in which artists have created works based on cultural and life experiences. VA.2.S.3.3 Follow directions for safety procedures and explain their importance in the art room.	05/17

Lesson	Type	Element	Culture	National Standard	Sunshine State Standard	Date
1. Senecio	Painting: abstract watercolor	Shape Color	Switzerland	1 , 5	VA.2.C.1.1: Use the art-making process to communicate personal interests and self-expression. VA.2.H.1.2: Distinguish between appropriate and inappropriate audience behavior. VA.2.F.1.1: Use imagination to create unique artwork incorporating personal ideas and selected media.	09/13
2. Magic Birds	Modeling	Form Shape	NA	2 , 5	VA.2.C.2.2: Identify skillful techniques used in works by peers and others. VA.2.F.1.2: Explore the advantages of having multiple solutions to solve an artistic problem. VA.2.S.3.1: Manipulate art materials and refine techniques to create two and/or three-dimensional personal work.	09/20
3. Russell	Mixed Media: Landscape Silhouette	Shape Color Space	United States	2 , 5	VA.2.H.1.1: Identify examples in which artists have created works based on cultural and life experiences. VA.2.S.2.2: Follow sequential procedures focused on art production. VA.2.S.2.1: Develop artistic skills through repeated experiences with art media, techniques, processes, and tools.	09/27
4. Hicks	Oil Pastels	Color Texture Space	United States	5 , 6 Science: Geological Environments	VA.2.H.3.1: Describe connections made between creating with art ideas and creating with information from other content areas. VA.2.C.2.1: Use appropriate decision-making skills to meet intended artistic objectives.	10/11

Lesson	Type	Element	Culture	National Standard	Sunshine State Standard	Date
5. Matisse	Paper Cutting: Abstract	Shape Form Space	France	4 , 5	VA.2.O.2.1: Use personal experience to convey meaning or purpose in creating artworks. VA.2.O.1.1: Employ structural elements of art and organizational principles of design in personal work to develop awareness of the creative process. VA.2.S.1.4: Use accurate art vocabulary to discuss art.	10/18
6. Natasha Wescoat	Painting: Tempera	Shape Line	United States	1 , 5	VA.2.C.2.2: Identify skillful techniques used in works by peers and others. VA.2.S.3.4: Describe the differences between using one's own ideas, using someone else's ideas as one's own, and drawing inspiration from the works of others.	10/25

Lesson	Type	Element	Culture	National Standard	Sunshine State Standard	Date
1. Kandinsky	Painting: abstract expressionism	Shape Color	Russian	1 , 5	VA.3.C.1.1 Use the art-making process to develop ideas for self-expression. VA.3.H.1.2 Describe the importance of displaying suitable behavior as part of an art audience. VA.3.S.1.2 Use diverse resources to inspire artistic expression and achieve varied results.	01/04
2. Durer (Square 1 art Fundraiser)	Painting Drawing	Texture Form	Germany	1 , 5	VA.3.C.2.1 Assess personal artworks for completeness and success in meeting intended objectives. VA.3.F.3.3 Demonstrate the skills needed to complete artwork in a timely manner, demonstrating perseverance and development of 21st-century skills.	01/13
3. Lizard	Drawing Modeling Biometric	Form	Haitian	4 , 5	VA.3.C.2.3 Use constructive criticism to improve artwork. VA.3.H.2.1 Compare differences or similarities in artworks across time and culture. VA.3.S.2.1 Integrate the structural elements of art and organizational principles of design with sequential procedures and techniques to achieve an artistic goal.	01/18
4. Freedom Quilts	Paper Cutting: Quilts Geometric	Shape	United States	1 , 5	VA.3.H.3.1 Discuss how knowledge gained in the visual art classroom can serve as prior knowledge in other classrooms. VA.3.H.2.2 Examine artworks and utilitarian objects, and describe their significance in the school and/or community.	02/01
5. Nicole Etienne	Printing: Tertiary Colors	Color Value Texture	United States	2 , 5	VA.3.S.1.4 Choose accurate art vocabulary to describe works of art and art processes. VA.3.S.2.1 Integrate the structural elements of art and organizational principles of design with sequential procedures and techniques to achieve an artistic goal.	02/08

Lesson	Type	Element	Culture	National Standard	Sunshine State Standard	Date
6. Mimbres Bowl	Pottery Biometric and Geometric Design	Form	United States: Native Americans	4, 5	VA.3.C.3.3 Explain the similarities and differences between artworks and utilitarian objects. VA.3.H.1.1 Describe cultural similarities and differences in works of art. VA.3.S.3.1 Use materials, tools, and processes to achieve an intended result in two- and/or three-dimensional artworks.	02/17
7. James Michalopoulos	Drawing: Distortion	Form Space	United States	2, 5, 6 Architecture	VA.3.C.3.2 Describe the connections between visual art and other contexts through observation and art criticism. VA.3.S.1.1 Manipulate tools and media to enhance communication in personal artworks. VA.3.O.2.1 Use creative and innovative ideas to complete personal artworks.	03/01
8. Rodrigue Blue Dog	Pop Art: Oil Pastels	Shape Color Value	United States	3, 5	VA.3.C.2.2 Compare techniques used by peers and established artists as a basis for improving one's own work. VA.3.H.1.2 Describe the importance of displaying suitable behavior as part of an art audience. VA.3.O.2.1 Use creative and innovative ideas to complete personal artworks.	03/08
9. Starry Night	Painting: Watercolor Wax resist	Color Value Texture	Netherlands	1, 5	VA.3.H.1.2 Describe the importance of displaying suitable behavior as part of an art audience. VA.3.H.2.3 Describe various venues in which artwork is on display for public viewing. VA.3.O.2.1 Use creative and innovative ideas to complete personal artworks.	03/29
10. Norval Morriseau	Oil Pastels Biomorphic	Shape	Canada	1, 5	VA.3.F.1.2 Explore the effects and merits of different solutions to solve an artistic problem. VA.3.O.1.1 Demonstrate how the organizational principles of design are used to arrange the structural elements of art in personal work.	04/15
11. Cloisonne'	Cloisonne	Shape Form	China	4, 5	VA.3.S.1.2 Use diverse resources to inspire artistic expression and achieve varied results. VA.3.S.3.2 Develop craftsmanship skills through repeated practice.	04/19

Lesson	Type	Element	Culture	National Standard	Sunshine State Standard	Date
12. Hopper	Painting: Watercolor Wax resist	Space Color Value	United States	1, 5	VA.3.S.2.2 Follow procedures, focusing on the art-making process. VA.3.S.1.2 Use diverse resources to inspire artistic expression and achieve varied results.	04/26
13. Bryant	Mixed Media Seascape	Space Texture Color	United States	3, 5, 6 Science	VA.3.H.3.1 Discuss how knowledge gained in the visual art classroom can serve as prior knowledge in other classrooms. VA.3.H.1.2 Describe the importance of displaying suitable behavior as part of an art audience.	05/03
14. Oak Tree	Collage: Blow Painting and Paper Cutting	Shape Texture	NA	1, 5	VA.3.F.1.1 Manipulate art media and incorporate a variety of subject matter to create imaginative artwork. VA.3.O.2.1 Use creative and innovative ideas to complete personal artworks.	05/10
15. Arpilleras	Fabric Design	Texture Form	Peru and Bolivia	1, 5	VA.3.F.3.2 Collaborate to complete a task in art. VA.3.H.1.3 Identify and be respectful of ideas important to individuals, groups, or cultures that are reflected in their artworks. VA.3.S.1.3 Incorporate ideas from art exemplars for specified time periods and cultures.	05/17

**Art In Our World
Innovations - Purple Series**

School: Kidz Choice Charter
School Year: 2011-2012
Grade: 3

Lesson	Type	Element	Culture	National Standard	Sunshine State Standard	Date
1. Senecio	Painting: abstract watercolor	Shape Color	Switzerland	1, 5	VA.3.C.1.1 Use the art-making process to develop ideas for self-expression. VA.3.C.1.2 Reflect on and interpret works of art, using observation skills, prior knowledge, and experience. VA.3.S.2.2 Follow procedures, focusing on the art-making process.	09/13
2. Magic Birds	Modeling	Form Shape	NA	2, 5	VA.3.C.2.3 Use constructive criticism to improve artwork. VA.3.F.1.2 Explore the effects and merits of different solutions to solve an artistic problem. VA.3.S.3.1 Use materials, tools, and processes to achieve an intended result in two- and/or three-dimensional artworks.	09/20
3. Russell	Mixed Media: Landscape Silhouette	Shape Color Space	United States	2, 5	VA.3.S.2.2 Follow procedures, focusing on the art-making process. VA.3.S.1.3 Incorporate ideas from art exemplars for specified time periods and cultures.	09/27
4. Hicks (Square 1 Art Fundraiser)	Oil Pastels	Color Texture Space	United States	5, 6 Science: Geological Environments	VA.3.C.2.1 Assess personal artworks for completeness and success in meeting intended objectives. VA.3.F.3.3 Demonstrate the skills needed to complete artwork in a timely manner, demonstrating perseverance and development of 21st-century skills. VA.3.H.3.1 Discuss how knowledge gained in the visual art classroom can serve as prior knowledge in other classrooms.	10/11
5. Matisse	Paper Cutting: Abstract	Shape Form Space	France	4, 5	VA.3.C.1.1 Use the art-making process to develop ideas for self-expression. VA.3.S.1.2 Use diverse resources to inspire artistic expression and achieve varied results. VA.3.O.1.1 Demonstrate how the organizational principles of design are used to arrange the structural elements of art in personal work.	10/18



ART IN OUR WORLD

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Dance



KIDZ CHOICE CHARTER SCHOOL
9063-69 TRAFF STREET
PEMBROKE PINES, FL 33024

Dear Parents,

October 2012

Education City and Brainchild demonstrates that early intervention during the academic year can made a strong positive difference and is a factor in the highly accelerated learning of the students.

- Education City and Brainchild meet the criteria of an excellent all round
- e-learning resource
- Boots attainment levels
- Is an accurate indicator of attainment levels (tests)

On Tuesdays and Thursdays, all our students who receive additional intervention are provided with the opportunity to take part in Education City and Brainchild computer programs at their own pace. We can then tract their levels of proficiency as they improve performance.

Thank you for allowing us the opportunity to help your child reach his/her academic goals.



Lily Swanson

November 2, 2012

Jungle Island brought some of their animals to our school and we all had a great time watching and learning about them this week. Now let's show what we have learned about them.

Mike, the python snake, is poisonous	Yes	No
Snakes use their tongues to smell and find small animals to eat	Yes	No
Mike eats rats and mice	Yes	No
Mike eats whales and lions	Yes	No
Jazmine the Gekko can climb walls like spiderman	Yes	No
Animals like Spike the bearded dragon are from Florida	Yes	No
Spike likes to drink lots of water	Yes	No
Armadillos carry their own house on their back	Yes	No
Skunks can spray from miles away	Yes	No
Tomato juice is the best way to get rid of skunk smell	Yes	No
Rabbits do not know how to swim	Yes	No
Tarantulas can grow new legs if they lose any	Yes	No

Kidz Choice Charter



Announces an Exciting Program We build Black Belts with Character™

by Park's TaekwonDo!

Welcome!!!

Park's TaekwonDo Federation would like to thank Kidz Choice Charter School for introducing the Olympic Sport of TaekwonDo to its students & Families. TaekwonDo is an exciting form of Martial Arts that improves your child's Physical Coordination, Balance, Agility and most importantly their Developing Mind. The Park's TaekwonDo program focuses on "Character Development" along with its traditional values of FOCUS, SELF-ESTEEM, RESPECT and DISCIPLINE. Our program is designed by Grand Master Jung Soo Park, 9th Degree Black Belt & the founder of Park's TaekwonDo Federation, which is headed by his two sons Master Shick Park & Master Cheong Park.

About Park's TaekwonDo:

The Park's Family has been established in south Florida for over 25 years and has combined Family knowledge in the art of TaekwonDo for over 100 years. The Park sons are members of the United States TaekwonDo Olympic Committee and oversee all operations of Park's TaekwonDo Federation. Their lineage to TaekwonDo goes directly to South Korea (the birth place of TaekwonDo) and their family is certified through the World TaekwonDo Federation.

What Your Child Will Experience:

Park's TaekwonDo Children's Program is a specific guideline curriculum catered for students. The many benefits your child will learn are:

FOCUS TEAMWORK CONTROL BALANCE RESPECT DISCIPLINE FITNESS COORDINATION SELF DEFENSE

(Ages 3 & up)

WED. @ 2:15PM AT KIDZ CHOICE CHARTER

LIMITED TO ONLY 50 STUDENTS - REGISTER TODAY!

For More Information Please Contact Park's TaekwonDo:

954.885.4999 or email info@nicksparks.com

Pembroke Pines Location: 11040 Pines Blvd., Pembroke Pines 33026

In "The Plaza" ; Near TJ Maxx and Bahama Breeze





Master Shick Park

Program Starts
April 20th !!

Taekwondo teaches life values and parental participation is very important to each child's development. We ask parents to participate in our life skills homework to create a consistent habit within your child so he/she can improve in the areas that you feel they need to improve on. This also helps us to know HOW we can best serve your child's individual needs. By doing this a stronger bond is created not only in Taekwondo but in your family as well. A unique benefit of the Park's Taekwondo program is our Attitude Stripe Curriculum. We will be awarding an "ATTITUDE STRIPE" to each student when they effectively complete each project. One stripe will be given for each project. To earn a stripe the student must bring in the project paper signed by a parent and on it describe the task that was accomplished and how. Students will earn stripes for the belts based on the following tasks: "Show Respect", "Respect Your Teachers", "Keep Your Room Clean", "Say Thank You & I Love You", "Do It the First Time!" and "Go the Extra Mile!" Extra stripes may be earned by performance in class. The student with the most stripes will win a trophy!


Please Print Clearly and Fill Out This Form Completely in order to participate!

Child's Name: _____ Age: _____ Grade: _____

Parent's Name: _____ Email: _____

Address: _____ City: _____

Zip: _____ Home Phone: _____ Cell Phone: _____

() Enclosed is  for the 5 Week Program & White Belt (includes official TaeKwonDo Belt for Attitude Stripe Curriculum).
Cash or Check only; make checks payable to Park's TKD; please register by Tuesday April 19th to participate

Liability Waiver: I will not hold Park's Taekwondo responsible for any accidents or injuries as a result of normal class participation.

Parent Signature: _____ Date: _____



Welcome

to **EducationCity.com** and
thank you for subscribing!

What you should do now:

1. Distribute the enclosed postcards to your colleagues' mailboxes to let them know they can start using **EducationCity.com**!
2. Put your Getting Started poster up in the staff room.
3. Stick the character posters around the school in your classrooms and computer lab to remind teachers and students about **EducationCity.com**.
4. Read the email we have sent you covering how to upload your class lists so each student's work is saved online.

Your subscription to **EducationCity.com** includes unlimited use in school and also allows teachers to use the resource at home for planning purposes. For security reasons, please do not give your login details out to the students.

Students can access **EducationCity.com** at home through the homework module.

If you have any questions, please contact us at 1-800-995-5410.

Enjoy your subscription to **EducationCity.com**!

Kind regards,

The **EducationCity.com** Team



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Enrichment Program Guide



LEARNING AND
GROWING THROUGH
MUSIC



We enhance learning through the love of music.

Musically Academic is an after school enrichment program designed to advance students' core curriculum instruction through music. Our mission is to help strengthen academic concepts using instruments, rhythms, and vocals in an enjoyable and safe environment with qualified instructors.

Unlike traditional music class, which instructs students solely on instruments and music fundamentals, our curriculum provides reinforcement in school subjects through a more creative outlet. Children will advance math and literacy skills through song, solidifying concepts taught in the traditional classroom.

We offered two types of classes, "Rhythm and Rhyme" and "StompLine". These two programs help offer different types of musical information for youth. These programs allow children a more cognitive understanding and appreciation of music that extends beyond special or home videos. We strive to enrich students' learning and stimulate their minds while having a great time.



musically academic, inc.

4/1/17

Rhythm and Rhyme

Class Description

Each class will focus on several areas of instruction. Students will be introduced to the musical alphabet and will use this knowledge to create, as well as play, their own music. Each lesson includes a math concept, focusing on counting and cardinality, operations and algebraic thinking, measurement and data, or geometry. Language Arts concepts are infused as well. Focus may include key ideas and details, craft and structure, integration of knowledge and ideas, print concepts, phonological awareness, and comprehension and collaboration. Students will also learn about countries and culture through games and music.

Each session runs eight weeks in length, one class per week, for students in Kindergarten. Lessons are aligned with Core Curriculum State Standards and offer a variety of tasks and rigor. Classes are an hour in length and are conducted by instructors currently training or working in education or music. Each instructor is also required to attend training through *Musically Academic* and must meet with our standards before they are hired. Additionally, instructors hold level 2 clearance for Broward County schools.

This program allows children a more cognitive understanding and appreciation of music that extends beyond specials or home videos. We strive to enrich students' learning and stimulate their minds while having a great time.

Sample Lesson for Rhythm and Rhyme

Rhythm and Rhyme Lesson Plan

Session: 1

Lesson: 2

Core Curriculum Standards: -Identify and describe shapes; distinguish between defining attributes (K.G, 1.G)
 - Identify and describe words and phrases suggest feelings (RL.1.4, RL.2.4)

Objectives: Children will learn about:
 - African animals
 - shapes, curves, and lines
 - literary mood
 - Zulu culture

Materials: - *Crocodile Beat*
 - rhythm sticks, boomwhackers
 - percussion instruments
 - music CD, dry erase boards
 - blindfolds

Lesson Part	Description
<i>Greeting</i>	"Hello" song
<i>Maestro Minute</i>	- Associate animals with musical alphabet -F= flamingo -A= African monkey -C= crocodile -E= elephant
<i>Musical Math</i>	- identify the difference between and perform strong and weak beats in music - classify letters and instruments according to curves and lines
<i>Rhythm and Rhyme</i>	<i>Book: Crocodile Beat</i> <i>Songs: African Djembe Drums, Clarke: The King's March, Satie: Trois Gymnopedie No.1</i>
<i>Culture Corner</i>	<i>Mbube, Mbube: traditional Zulu game</i>
<i>Closing</i>	"Goodbye" song



STOMPLINE

Class Description

Each class will focus on creating an environment of discipline and success through the performance of percussion. In these classes students will have the ability to create strength in music reading, dexterity, and team building through a percussion environment. The class is built around students learning music while performing on "unusual" instruments. We use everything from trash cans, pots and pans, brooms, and many other household items. Through these different instruments, students will begin to see how music can be found in many strange places, and perhaps open their minds to different types of music. Since our program is based on the concept of success through teamwork, we work intensely with each student in being able to succeed in creating a strong social environment. Students will also receive drum sticks to be able to take home and practice the new material they receive each week. Students will also receive sheet music every week to help practice habits and their ability to read music.

Each session runs eight weeks in length, one class per week, for students in 1st - 5th grade; however, there will be two levels of the class in order to equip students with necessary information and goals for their age levels. Classes are an hour in length and are conducted by instructors currently training or working in education or music. Each instructor is also required to attend training through *Musically Academic* and must meet with our standards before they are hired. Additionally, instructors hold level 2 clearance for Broward County schools.

This program allows students to feel apart of an amazing team experience. With many opportunities for public performances, children will learn a great sense of confidence and success. Also, students will expand their creativity with the structure of the course and the instruments used.

Sample Lesson for StompLine

<u>StompLine</u>	
Session: 1	Lesson: 1
<p>Objectives:</p> <ul style="list-style-type: none"> -Learn how to warmup before playing -Learn basic musical rhythms -Understand the concept of measures -Learn how to play cooperatively -Learn how to play in an ensemble 	<p>Materials:</p> <ul style="list-style-type: none"> -15 Pair of Drum Sticks -2 Trash Cans -8 Plastic Buckets -2 Broomsticks -4 Metal Trash Lids -1 set of Pots and Pans

Lesson Part	Description
<i>Warm-Up</i>	<ul style="list-style-type: none"> -Show students proper warmup technique and stretches for hands -Teach students "8 on the Hand" and "Double Beat" warmups
<i>Rhythmic Lesson</i>	<ul style="list-style-type: none"> -Go through the values of a whole, half, and quarter note -Create music that uses these rhythms and have students play them -Have students create rhythms using the notes
<i>Music Lesson</i>	<ul style="list-style-type: none"> - Distribute music "Beat of the Can" - Students will use information for the lesson to begin to read through the sheet music - Students will first learn rhythms of each sections and then will demonstrate on the drum sticks - Have them play the rhythms on the "instruments"
<i>Ending</i>	<ul style="list-style-type: none"> -Create rhythms and have students go through mimicking of rhythms

STOMPLINE

4/11

Frequently Asked Questions



What is the after school enrichment program?

Musically Academic is an enrichment program powered by music that helps students gain a stronger grasp of their academic curriculum. Our main goal is to use music to help educate, entertain, and inspire while also providing students with reinforcement in core subjects. Though in no way are we a substitute for academic class, our function is to help solidify the ideas they are taught within the classroom in a fun, confidence-building, safe environment.

Where are the classes held?

Classes are on site in a room designated by the school. Time offerings and exact locations vary by school. Contact your school's registrar for specific details.

What is the age range?

We currently offer classes for children in kindergarten through second grade.

How do I register for the class?

There are four possible ways to register. You can register online at www.musicallyacademic.com, in person at your school's open house/orientation, fill out a registration form with the registrar, or call Octavio Cedeño at (754) 444-7153.

What time, and where does my child go after school?

The classes are scheduled to start at the end of school, or during

the beginning of aftercare. For exact times, check with your school. Your child should head towards the main facility for aftercare.

Where should I pick up my child?

Pick up your child immediately after class is scheduled to end at the class's location. Students will be permitted to join the aftercare program at the close of class.

What does my child need to bring to class?

Nothing. All equipment and supplies will be provided through *Musically Academic, Inc.*

To whom do I pay registration fees?

You may pay, with a credit card, either online through Paypal or in person to Octavio Cedeño when you register (will include Paypal/cardreader fee). Cash can be given to instructors on the first day of class. If you wish to send money with your child, it is suggested you send it in an envelope labeled with your child's name and *Musically Academic*.

My child has a life threatening allergy or a special need. Whom should I contact?

If your child has a life threatening allergy or special need, mark the box on the registration form. In addition, please contact Octavio Cedeño at (754) 444-7153.

What is the refund or transfer policy?

There are no refunds. However, in extenuating circumstances, a transfer to a later session may be offered. Contact Octavio Cedeño to discuss.

What are the costs, and what do they cover?

The cost per session is \$120. This covers all materials, supplies, and the instructor.

How long does each lesson run and how long are the sessions?

Each lesson is one hour. Each session is eight weeks.

Can my child attend more than one session per year?

Yes! Curriculum changes each session.

I am a parent of a child with a disability. Can he/she attend?

All children are welcome. Contact Octavio Cedeño if your child requires accommodations.

Whom do I contact if I have questions?

Contact Octavio Cedeño by email at musicallyacademic@gmail.com or by phone at (754) 444-7153.



2012 Charter School Renewal Implementation of Curriculum and Instructional Techniques

The school is successfully implementing curriculum and instructional techniques as defined in the school contract



Renewal Application 2012

Kidz Choice Charter School

Subjects

Grade	Reading/Lang. Arts	Science	Social Studies	Math	Spelling	Writing
Kindergarten	Trophies	Harcourt	Harcourt	Harcourt	ZanerBloser	Zaner Bloser
First Grade	StoryTown	Harcourt	Harcourt	Harcourt	StoryTown	StoryTown
Second Grade	StoryTown	Harcourt	Harcourt	Harcourt	StoryTown	StoryTown
Third Grade	Treasures	Harcourt	Harcourt	Go Math	Treasures	Buckle Down
Fourth	Treasures	Harcourt	Harcourt	Go Math	Zaner Bloser	Treasures
	Technology					
Kindergarten	No	Microsoft word			ELMO	
First Grade	Internet basics	Microsoft word			ELMO	
Second Grade	Internet basics	Microsoft word			ELMO	
Third Grade	Internet basics	Microsoft word	Excel	PowerPoint	SmartBoard	Internet Hunts
Fourth Grade	Internet basics	Microsoft word	Excel	PowerPoint	SmartBoard	Internet Hunts
Physical Education	Physical Ed.	Martial Arts	Recess	Performing Arts		
Kindergarten	Yes daily	Yes 1/week	Yes daily	Yes 1/week		
First grade	Yes daily	Yes 1/week	Yes daily	Yes 1/week		
Second grade	Yes daily	Yes 1/week	Yes daily	Yes 1/week		
Third grade	Yes daily	Yes 1/week	Yes daily	Yes 1/week		
Fourth grade	Yes daily	Yes 1/week	Yes daily	Yes 1/week		
Online Programs						
kindergarten	EducationCity	AR				
First Grade	EducationCity	AR				
Second Grade	EducationCity	AR	FCAT Explorer			
Third Grade	EducationCity	AR	FCAT Explorer			
Fourth	EducationCity	AR	FCAT Explorer			

Kidz Choice Charter School (5409) Implementation of Specialized Instruction, Particularly of those Below Grade Level.

The school implements demonstrably effective instructional techniques that support struggling to help students achieve grade level

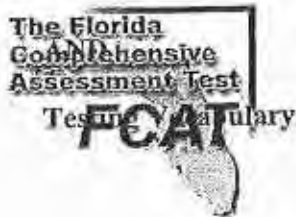


Renewal Application 2012

180 Days of FCAT!



FCAT Daily Activity (180 Days: Reading, Writing, Math)



(Reading, Writing, Math)

Sun-Sentinel

NIE

News In Education



FCAT Daily Activity
(180 Days: Reading, Writing, Math)

AND

Testing Vocabulary
(Reading, Writing, Math)

Use the following newspaper activities on a daily basis to prepare your students for the FCAT. 180 of them are provided in the areas of Reading & Language Arts, and Math. Feel free to pick and choose the ones you want to do with your students to meet their individual needs.

Also included are vocabulary words for the FCAT test questions. As these words appear frequently in the math and reading test questions, it is imperative that your students know what they mean...the first step in understanding the questions they need to answer! Find all this online, too!

The test question vocabulary on the next page can be used in the following ways:

1. One list of 5-10 words per week for the 9 weeks preceding the FCAT tests.
2. 2-3 words a week, from the beginning of the school year.
3. A word a day, as part of morning work or incorporate it into your math, reading, language arts, or spelling class time.
4. Any other way you can think of!

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P.O. Box 12710, Pensacola, FL 32574 - Phone: 850-435-8638 Fax: 434-2896
Email: gaysmith@pensacolanejournal.com

Grades 3-5& 6-10 MATH test question vocabulary: The following words appear frequently in FCAT Math Test questions. Knowing these words will enable students to understand what is being asked in the question, bettering their chances of arriving at the correct answer.

- | | | |
|---------------------------|-----------------------|---------------------|
| 1. all together | 1. Length | 1. estimate |
| 2. how many more | 2. Width | 2. Overlap/ping |
| 3. equal | 3. Height | 3. Represent(s) |
| 4. most appropriate | 4. Temperature | 4. Expression |
| 5. times as many | 5. Fahrenheit/Celsius | 5. Inequality(ies) |
| 6. difference / sum | 6. Perimeter | 6. Statement |
| 7. operation | 7. Diameter | 7. Combinations |
| 8. which of the following | 8. Angle | 8. Most likely |
| 9. continue the pattern | 9. Coordinates | 9. Most appropriate |
| 10. in geometric terms | 10. Percent | 10. Survey(ed) |
| 11. ordered pair | 11. Units | 11. Data |
| 12. measure | 12. Figures/shapes | 12. Chart/table |
| 13. graph/grid | 13. Venn diagram | 13. value |
| 14. symbol(s) | 14. in each group | 14. route |
| 15. few/many | 15. calculate | 15. factor/multiple |

Additional test question vocabulary, for Grades 6-10 MATH: The following words appear frequently in FCAT Math Test questions. Knowing these words will enable students to understand what is being asked in the question, bettering their chances of arriving at the correct answer.

- | | | |
|------------------------|-------------------|------------------------------|
| 1. mixed number | 1. Surface area | 1. Equivalent/equivalency |
| 2. improper fraction | 2. Circumference | 2. Approximate(ly) |
| 3. interior angle | 3. Radius | 3. At random |
| 4. volume | 4. Vertices | 4. Reflected (over the axis) |
| 5. tessellation | 5. Congruent | 5. Most accurate/accurately |
| 6. pitch (degrees) | 6. Formula | 6. Probability |
| 7. tessellated pattern | 7. Diagram | 7. Scientific notation |
| 8. dimensions | 8. Ratio | 8. Equation |
| 9. map scale | 9. Distance | 9. Determine |
| 10. increase/decrease | 10. Actual(ly) | 10. Mean, mode, median |
| 11. reason-ing/-able | 11. Base | 11. equality |
| 12. 90° rotation | 12. 180° rotation | 12. 270° rotation |
| 13. 360° rotation | 13. 45° rotation | 13. flip / slide |
| 14. proportional | 14. cone/conical | 14. cube/cubic |
| 15. hourly rate | 15. quantity | 15. system of equations |
| 16. slope | 16. shift | 16. cylinder/cylindrical |
| 17. bi-weekly, etc. | 17. diagonal | 17. integer |

Grades 3-10 READING Test Question Vocabulary: The following words appear frequently in FCAT Reading Test questions. Knowing these words will enable students to understand what is being asked in the question, bettering their chances of arriving at the correct answer.

- | | | |
|---|-------------------------|-------------------------------|
| 1. explain | 1. inform | 1. compare |
| 2. section | 2. fact | 2. communicate |
| 3. final | 3. opinion | 3. consider |
| 4. paragraph | 4. continuing | 4. mostly about |
| 5. provided | 5. emphasize | 5. actually |
| 6. details | 6. events | 6. sequence |
| 7. based on | 7. support | 7. article |
| 8. resolve | 8. subjective | 8. describe |
| 9. conflict | 9. headline | 9. perform |
| 10. passage | 10. emotion | 10. persuade |
| 11. excerpt | 11. author's purpose | 11. organizational pattern |
| 12. turning point | 12. map key | 12. cause/effect |
| 13. best supports | 13. article | 13. author's/char.'s attitude |
| 14. Which factor has Contributed most.... | 14. phrase | 14. essay |
| 15. interpretation | 15. writing strategy | 15. conclude(d) |
| 16. create/build suspense | 16. set/create the mood | 16. statement |
| 17. map key | 17. context | 17. prefix/suffix |
| 18. dialogue/quotation | 18. plural | 18. skim/scan |
| 19. rhyme | 19. positive | 19. summary/summarize |
| 20. writing strategy | 20. comparison | 20. synonym/antonym |



TEACHERS:

- Each activity is marked with the Sunshine State Standards for Reading & Math: (3rd-5th grades – 6th-8th grades).
- Take note of several activities that require 2-4 days to complete.
- Many activities can be completed in < 15 minutes.
- Some activities can take 30 minutes – whole class period.
- The short activities are perfect for morning work or to do at the beginning or ending of a class period.
- Be sure to provide your students with ample instruction on how to fill in the bubbles (especially for fractions, decimals, %) on the FCAT answer sheet. It's a shame when corrected answers are marked wrong because they were recorded incorrectly!

Reading, Math, or Language Arts Activities
which require a written response

Days:

1, 10, 16, 22, 24, 30, 36, 41, 46, 56, 58, 67, 72, 84, 85, 96, 100, 106, 110,
111, 112, 116, 118, 121, 139, 143, 157, 159, 177

Topic Index of 180 Days of Activities

READING TOPICS (ABC order)

Adjectives: 121

Cause/Effect: 112, 139

Context meaning: 20, 24, 74, 84, 85, 110, 141, 143, 155, 159, 172

Dialogue/Quotations: 30, 58, 74, 100, 135

Drawing Conclusions: 108, 114, 143, 145, 147, 155, 159

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Index: 18, 26, 42, 45, 53, 62, 78

Main Idea: 6, 10, 16, 24, 44, 56, 86, 88, 104, 106, 110, 112, 114, 118, 121,
137, 149, 163, 171, 173

Map reading: 13, 23, 52, 64, 115, 128, 153, 156, 160

Phonics: 4, 7, 28, 32, 49, 51, 81, 125, 161

Predicting: 1, 63, 67, 96, 98, 165

Prefixes/Suffixes: 12, 34, 38-41, 60

Purpose (author's): 36

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Synonyms/Antonyms: 102, 179

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INDEX: MATH TOPICS (ABC order)

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Range, Mode & Median: 21, 46, 48, 59, 87, 101, 119, 126, 133, 153
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Statistics / Probability: 90, 111
Subtraction: 17, 25, 29, 43, 55, 66, 83, 85, 95, 103, 109, 119, 130, 142, 148, 162, 166, 174
Tessellations: 151
Time: 11, 50, 69, 77, 95, 123, 164, 176

180 Days of Newspaper FCAT Practice Activities

DAY 1

Test word: explain

What's Ahead? (LAA121, LAB121 - LAA131, LAB131)

Cut out a variety of headlines (only!) from the newspaper. Have students pick a headline and work with a partner. Using the headlines, they predict the content and/or purpose of the article/editorial. Pairs can write a short summary of what they think the article is about. Great AM journal writing activity! Remind students to look up any words they do not know.

DAY 2

Test word: all together

>More than, <Less than : Hundreds to Thousands (MAA221) (Gr. 3-5)

Find a number or numbers in today's newspaper that is/are less than 1997 but more than 100. How many in the thousands? Hundreds?

DAY 3

Test word: sum

>More than, <Less than: Millions to Billions (MAA221) (Grades 4-6)

Find numbers in today's newspaper that are more than a million. Any ten millions? Any hundred millions? Any billions? Have students create a place value chart to record the numbers they found (and note the page # next to each one!)

DAY 4

Test word: section

Long Vowel "A" /Digraphs (LAA122 & following directions) (Grades 1-5)

Have students locate the long "A" sound in words (ai, ay, a"consonant"e, etc.) in the newspaper. Assign them an article or a specific page. Divide class into small teams or pairs. Using a timer, give them 5 minutes to look for them. One team member is responsible for circling the words, another writes down the words found, underlining the vowel digraph. Teams can also record their words in columns; labeled "ai", "ay", a"consonant" e, etc. Teams get a point for each one found and recorded correctly.

DAY 5

Test word: value

Expanded Form (MAA221 - MAA131)

Find at least 5 numbers in today's newspaper which have more than five digits. Write these numbers in expanded form. Take note of the page #'s where you found them.

DAY 6

Test word: details

Match, Set, Game (LAA122 - LAA132)

Find an article that has a detailed description of a place or event. Draw a picture based on exactly what is written in the news story. Make a game out of it. Cut out news stories and arrange them out of order with the pictures. Have students try to match the pictures with the stories. Students can work in teams. Make this a monthly event!

DAY 7

Test word: phrase

Beginning Digraphs & Blends (LAA122) (Grades 1-5)

According to the needs of your students, have them locate beginning phonic sounds (ph, str, thr, scr, sh, ch, fl, etc.) in a news article. You may want to set students up in teams or pairs. Teams get points for finding them correctly and sounding them out. You also can assign an unusual sound and challenge all teams to find one!

DAY 8

Test word: average/mean

UV (Ultra Violet) Rays (MAA322 – MAA332)

Look at the UV index numbers for 10 AM, Noon, 2 PM & 4 PM today. What is the average UV index for today? Based on this number, what is the need for sun protection?

DAY 9

Test word: estimate (verb)

Measuring Estimate (MAB121, MAA421 – MAB231, MAB232)

See if you can find the longest word on the front page of the newspaper. Measure how long it is (in inches & centimeters). Using that word, what would you estimate the width of the newspaper to be (folded out)? How would you figure it out? For older students, have them measure it in inches and convert it to centimeters.

DAY 10

Test word: passage

D.E.A.R. Share/Main Idea (LAA122, LAA224 – LAA132, LAA234)

As an alternative to reading books during DEAR time, have students find an article that is interesting to them and then read it. Encourage students to then reread the article and underline any important facts or details. Give them a visual organizer so they can write out the 5 W's (Who, What, When, Where, Why – and How!). Then, have students share their articles with the class, retelling briefly what the article is about (the main idea), and why they chose that particular article. This activity encourages your students to be verbally articulate!

DAY 11

Test word: difference

Sun and Moon – August (MAB321 - MAB331)

According to the times listed on the weather page, how many hours of daylight will there be tomorrow? How many hours of darkness tonight? How many hours of the day is the moon visible? How many days until the next Full Moon?

DAY 12

Test word: compare

Suffix City (LAA123–LAA132)

Comparison of Characters (LAA227, LAE123– LAE132)

-ful, -less suffixes can describe something or someone who has an over abundance or a lack of something. Find two articles in the newspaper written about a person. Compare the two "characters" and make a comprehensive list of their "-ful"s and "-less"s based on the information/details in the articles. Explain why you think so.

DAY 13

Test word: map key

National Forecast – Map Reading – summer (LAA122 – LAA132)

In which areas of the country do you find a forecast for showers? Thunderstorms? Rain? Flurries? Snow? Ice? Use the map symbol key. Refer to the following areas: Northeast, Southeast, Midwest, Northwest, and Southwest.

DAY 14

Test word: perimeter

Rectangle Perimeter (MAB121 – MAB131)

Find a rectangular ad in today's newspaper. If you measure two of the sides (length & width), can you tell what the perimeter is? Measure in inches & centimeters.

DAY 15

Test word: data

Long-term FCAT activity: High & Low Temps (MAD121, MAE133, MAE331) (Grades 6-8)
Have each student pick a state; track the high and low temperatures for its capital city; find the range and averages for a month. Create individual and group data tables; summarize by categorizing states with similar temperature patterns (whole class activity). Use a computer spread-sheet program to keep track of data and display results.

DAY 16

Test word: paragraph

Main Idea (LAA221 – LAA231)

Teach your students, using the newspaper, that the main idea of an article or reading passage is usually evident in the first or second paragraph. The last paragraph or two will usually wrap it up. Give your students article clippings without their headlines.

Teachers: Keep the headlines and spread them out on a table for students to match up with their articles after they've finished their work.

Have them determine the main idea in pairs, then have them work up to doing it individually. Pair students who struggle with finding the main idea with a stronger partner. Their peer tutor will model a pattern of success.

DAY 17

Test word: temperature

Extreme Temps – August (MAA122, MAA322, MAE122 – MAA132, MAA332, MAE132)

Located at the bottom of U.S. Cities' temperature reports on the weather page, read the extreme high and low temperatures for today. What is the difference between them? What is the average of these two temperatures? Does this average correlate with temperatures around the country?

Geography challenge: Locate the extreme temp cities on the U.S. map. How far apart are they? Use the mileage key and a ruler to find out!

DAY 18

Test word: sequence

Find it! (LAA121)

Using the index on the front page and/or scanning the newspaper have students find:
• a word puzzle (sections B or E – crosswords, jumble)

DAY 19

Test phrase: continue the pattern

Peruse for Patterns (MAD121 – MAD131)

Look for number patterns in today's newspaper. Will you find them in the sports section, on the weather page, money section, or stock listings? Look for a pattern of at least 3-4 numbers. What comes next? You figure it out, then try to stump your neighbor! Discuss patterns found in class. Note newspaper page #'s.

DAY 20

Test word: context (between the text/words)

Context Clues (LAA122 - LAA132)

Have individuals or pairs read an article and locate at least 3 unknown vocabulary words. Before reading, give students a mini-lesson on constructing meaning using context clues. Students circle each vocab word with a different color and then underline the clues for that word in the same color. Assign students to write the word and its meaning with a magic marker on a piece of 8 1/2" X 11" paper, in big letters, and post it along with the news article. Encourage students to use these words in their journal, expository, or creative writing assignments. You don't really learn them until you use them!

DAY 21**Test word: median****Sunny Florida – summer (MAE122 – MAE132)**

Find the average, mean, and median temperatures for Florida cities for today in the Travelers' Forecast (Weather page). For an extended project, do this activity in the summer, fall, winter, and spring. Save your results for graphing in the spring!

DAY 22**Test word: details****Rhyming Pairs (Phonograms) (LAA123)**

Challenge students to find rhyming pairs of words in an article or section of the newspaper. Instruct students to circle the words and keep track of the ones they find on a separate piece of paper, divided into columns. How many kinds of rhymes can they find? Use this rhyme bank later to create poetry!

DAY 23**Test word: degrees Fahrenheit****National Forecast – Map Reading – summer II (LAA122 – LAA132)**

Using the color-coded temperature range chart located above the U.S. map, which area/state/city shows temperatures in the 100's? 80's? 60's? 50's?

DAY 24**Test phrase: based on****Positive Press (LAA221 - LAA132)**

Find an article in today's newspaper which reports about something good that happened. What qualities does this happening or person exemplify? (perseverance, humanity, endurance, dependability, responsibility, humility, honesty, etc.) Give details from the article to support each theme you choose. Teachers: Create a "Positive Press" bulletin board!

DAY 25**Test word: table (math)****River Stages: Drought or Flood? – summer (MAA322 – MAA332)**

Pick one or two rivers on the list included in the weather page. Alabama River, Escambia River, etc. What is the difference between the actual reading and the flood height? From these readings, can you tell if any of these rivers are near drought or flood stages? Discuss your results. Compare river stages during different seasons.

DAY 26**Test word: final****Find it! (LAA121)**

Using the index on the front page and/or scanning the newspaper have students find:
 • a man who died who is over 65 years old (section C) – How many children did he have? What is one interesting fact about his life?

DAY 27**Test word: measure****Newspaper Area (MAB121 – MAB131)**

Find a large photo in your favorite section of the newspaper. Measure and draw lines at 1 inch intervals along the base and side of the picture, creating a grid pattern. Using these 1 inch boxes, what is the approximate area of the photograph? See example.

DAY 28**Test word: consider****Long Vowel "E" /Digraphs (LAA122 & following directions) (Grades 1-5)**

Have students locate the long "E" sound in words (e, ee, ea, ei, etc.) in the newspaper. Assign them an article or a specific page. Divide class into small teams or pairs. Using a timer, give them 5 minutes to look for them. One team member is responsible for circling the words, another writes down the words found, underlining the vowel digraph. Teams can also record their words in columns; labeled "ee", "ea", "ei", etc. Teams get a point for each one found and recorded correctly.

DAY 29

Test word: degrees Celsius

Global Extremes/Sept. (MAA122, MAA322, MAE122 – MAA132, MAA332, MAE132) Check out the world cities listing of "Hi" and "Lo" temperatures today. What is the lowest temperature? The highest? Can you find a higher or lower temperature in any of the U.S. cities? Find the difference and average of the high & low temps.

DAY 30

Test word: dialogue

Divulge the Dialogue (LAB223 – LAB233)

Find an article in today's local section which includes quotes/dialogue. Pick out them out and take note of who was speaking. Then, recreate the conversation that might have taken place between the reporter and the person/people being interviewed. Be sure to add correct punctuation, quotation marks in appropriate places, and add "speaker tags", such as ...the reporter questioned, asked the reporter, replied Mr. White, answered Mr. White, etc.

DAY 31

Test word: approximately

Average Chance of Rain – September (MAE122 – MAE132)

What is the average chance of rain this week? Use the information in the five-day forecast to calculate your answer.

DAY 32

Test word: plural

Ending Digraphs & Blends (LAA122) (Grades 1-5)

According to the needs of your students, have them locate ending phonic sounds (-ing, -ft, -lm, -mp, -sp, -tion, -ies, -ent, -ment, etc.) or plural endings in a news article. You may want to set students up in teams to look for plural endings/other ending sounds. Teams get points for finding them correctly and sounding them out. You also can assign an unusual sound and challenge all teams to find one!

DAY 33

Test word: multiple

Multiple Mania 2 (MAA521 - MAA531)

You're on a search for multiples in today's newspaper. Find multiples of the number 2! What is a multiple? Look it up in the glossary at the back of your math book (Shame on you!). Circle the multiples you find and share them with the class.

DAY 34

Test word: prefix

Pro/Con Prefix Power (LAA123 – LAA132)

There are a lot of ways to say "no, not, or opposite": Anti-, dis-, im-, in-, mis-, non-, un-, de-. Students might have more success looking for these prefixes in an editorial, letters to the Editor, or the comics. Prefixes should be circled and the root word underlined. Students can then see if any of the prefixes and root words can be mixed & matched. Model this for them. Pairs or teams can find them and then see how many words they can create with all the roots & prefixes. Do they know what all the words mean? Use the dictionary!

DAY 35**Test word: units****Perfect Perimeter (MAB121 – MAB131)**

Find a square ad or photo in today's newspaper. If you measure one of the sides, can you tell what the perimeter is? Measure in inches & centimeters.

DAY 36**Test phrase: author's purpose****With a Purpose (LAA222 – LAA232)**

News articles inform with many different purposes: public service, honor community members, entertain, persuade / opinion, etc. Have your students read a variety of articles and challenge them to determine the purpose of them being in print/or what was the writer's purpose? First, show your student examples of articles with different purposes. Talk about key vocabulary words which give the reader clues!

DAY 37**Test word: dimensions****Estimate the Ad Space (MAB121 – MAB131)**

Find an ad you like in the local section of today's newspaper. Using estimation, how many ads of its size could fill one page of the newspaper. (Dimensions for fillable space should be about 11 1/2" X 20")

DAY 38**Test word: suffix****Newspaper MadLibs – Part I****• Sassy Suffixes (LAA123 – LAA132)**

Students locate -ar, -er, -or (meaning "one who") words, as well as any vocabulary words in the article they don't know the meaning of. Look at "Part II" for the next step in this four-part series of activities! Students should save all these words!

DAY 39**Test word: provided****Newspaper MadLibs – Part II****• Sassy Suffixes (LAA123 – LAA132)**

Students locate -able & -ible (meaning "is, can be") words, as well as any vocabulary words in the article they don't know the meaning of. Look at "Part III" for the next step in this three-part series of activities! Students should save all these words!

DAY 40**Test word: communicate****Newspaper MadLibs – Part III****• Sassy Suffixes (LAA123 – LAA132)**

Students locate -en (meaning "to make") words, as well as any vocabulary words in the article they don't know the meaning of. Look at "Part IV" for the last step in this three-part series of activities! Students should save all these words!

DAY 41

Test word: conclude(d)

Newspaper MadLibs – Part IV

• Sassy Suffixes (LAA123 – LAA132)

• Cloze sentences (LAA122)

-ar, -er, -or (one who) / -able, -ible (is, can be) / -en (to make)

A _____ who is _____ can _____ his/her _____
(one who) (-able, -ible) (-en) vocab word (noun)

Using all the words they gathered in steps I-III, students can make up fun, nonsensical sentences using the words they found. For an added challenge, have students rewrite the sentence in other words so it matches the meaning of the original one.

For example:

Original sentence: A doctor who is flexible can frighten his congestion.

Rewritten: A physician who can bend easily can scare his filled-up chest away.

DAY 42

Test word: inform

Find it! (LAA121)

Using the index on the front page and/or scanning the newspaper have students find:

• an article about schools (Local-section C)

DAY 43

Test word: height

Tide Patterns (MAA122, MAA322 – MAA132, MAA332)

Check out the high & low tides for Pensacola for this week. What patterns can you find? Compare all high tides, all low tides, and the difference between highs & lows over the seven day period. Explain your findings.

DAY 44

Test word: emphasize

Main Idea (LAA221 – LAA231)

Teach your students, using the newspaper, that the main idea of an article or reading passage is usually evident in the first or second paragraph. The last paragraph or two will usually wrap it up. Give your students article clippings without their headlines.

Teachers: Keep the headlines and spread them out on a table for students to match up with their articles after they've finished their work.

Have them determine the main idea in pairs, then have them work up to doing it individually. Pair students who struggle with finding the main idea with a stronger partner. Their peer tutor will model a pattern of success.

DAY 45

Test word: article

Find it! (LAA121)

Using the index on the front page and/or scanning the newspaper have students find:

• an article about computers (Technology-section C)

DAY 46

Test word: mode

How Does Alabama Compare? (MAE122 – MAE132)

Find the average, mean, mode, and median temperatures for Alabama cities for today in the Travelers' Forecast (Weather page). How do these compare to Florida's? Give specific information about the differences between the two states and write a short paragraph explaining your results.

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DAY 47**Test word: opinion****Is that a Fact? Furniture (LAA226 – LAA238)**

Look through the classifieds & other sections and peruse the furniture ads. Which do you think is factual information or is a subjective opinion given by the owner or furniture store? Underline the facts in black, the opinions in red. Discuss as a class and make a two-column table comparing the fact vs. opinion words/phrases.

DAY 48**Test word: graph****Tickle Your Elbow Awards (MAA122, MAE321 – MAA132, MAE131)**

Have students turn to the comics and give them 5 minutes to read all of the strips. Then have them rank the five funniest by numbering them 1 to 5, with 1 being the funniest. Write their #1 choices on the board. Then students can graph the results of the class poll and compute the percentage of the vote each strip received. Make bar and/or pie graphs. Extend by asking for range, mode, and median.

DAY 49**Test word: fact****Long Vowel "i" /Digraphs (LAA122 & following directions) (Grades 1-5)**

Have students locate the long "i" sound in words ("consonant", e,) in the newspaper. Assign them an article or a specific page. Divide class into small teams or pairs. Using a timer, give them 5 minutes to look for them. One team member is responsible for circling the words, another writes down the words found, underlining the vowel digraph. Teams can also record their words in columns: labeled "ee", "ea", "ei", etc. Teams get a point for each one found and recorded correctly.

DAY 50**Test word: determine****Sun and Moon – October (MAB122 – MAB132)**

According to the times listed on the weather page, how many hours of daylight will there be tomorrow? How many hours of darkness tonight? How many hours of the day is the moon visible? How many days until the next Full Moon?

DAY 51**Test word: actually****Double O find (LAA122 & following directions) (Grades K-2)**

Students are looking for short "oo" sound as in good and the long "oo" sound as in "soon". See the above two activities for management ideas.

DAY 52**Test word: map scale****National Forecast – Map Reading – fall (LAA122 – LAA132)**

In which areas of the country do you find a forecast for showers? Thunderstorms? Rain? Flurries? Snow? Ice? Use the map symbol key. Refer to the following areas: Northeast, Southeast, Midwest, Northwest, and Southwest.

DAY 53**Test word: turning point****Find It! (LAA121)**

Using the index on the front page and/or scanning the newspaper have students find:

- time & place for a local football, basketball, baseball, or soccer game

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DAY 54

Test word: in geometric terms

Rhyming Pairs (Phonograms) & Geometry (LAA123, MAC121)

Enrichment: If they find more than 2, they can create a triangle, 4 creates a square, rectangle or quadrilateral, and so on. Students should name their shapes – ex.) top, cop, stop, crop, flop (forms a pentagon) could be called pentag"op".

Whole page searches are even more challenging!

DAY 55

Test word: how many more

Extreme Temps – October (MAA122, MAA322, MAE122 – MAA132, MAA332, MAE132)

Located at the bottom of U.S. Cities' temperature reports on the weather page, read the extreme high and low temperatures for today. What is the difference between them? What is the average of these two temperatures? Does this average correlate with temperatures around the country?

Geography challenge: Locate the extreme temp cities on the U.S. map. How far apart are they? Use the mileage key and a ruler to find out!

DAY 56

Test word: excerpt

D.E.A.R. Share/Main Idea (LAA122, LAA224 – LAA132, LAA234)

As an alternative to reading books during DEAR time, have students find an article that is interesting to them and then read it. Encourage students to then reread the article and underline any important facts or details. Give them a visual organizer so they can write out the 5 W's (Who, What, When, Where, Why – and How!) Then, have students share their articles with the class, retelling briefly what the article is about (the main idea), and why they chose that particular article. This activity encourages your students to be verbally articulate!

DAY 57

Test word: expression (math)

Presents! (MAA322, MAB321, MAE121 – MAA332, MAB331, MAE131)

You like to do your holiday shopping REALLY early. Make a list of who you need to shop for first. Then, make a wish list of what you'd like to get them. Now look for these items in today's newspaper. If what you're looking for isn't there, you may need to adjust your list. Buy only one item for each person on your list. What did you spend? Have the class create a graph showing how much they spent on each person, or compare how much each student spent all together.

DAY 58

Test word: interpretation

Play by Play (LAA225, LAB223 - LAB131, LAB233)

Read an article about a sporting event in today's sports section. Pretend you are the sportscaster for this event. Write an "ad lib" of what you might say during the course of this game. Be sure to use quotation marks and punctuation appropriately. Include a second commentator for a challenge!

DAY 59

Test word: mode

Sunny Florida - fall (MAE122 – MAE132)

Find the average, mean, and median temperatures for Florida cities for today in the Travelers' Forecast (Weather page). For an extended project, do this activity in the summer, fall, winter, and spring. Save your results for graphing in the spring!

DAY 60

Test word: article

Personal Suffix City (LAA123 – LAA132)

Brainstorm a list of -ful and -less words with your class. Use the newspaper to help you find some. Divide your paper in half and label each column "ful" and "less". Next to the "ful" which describes you (circle it), write its corresponding "less" on the other side & vice versa. Share your results with classmates if you want to.

DAY 61

Test phrase: in each group

Pairing Up (MAA322 – MAA331)

Your teacher wants you to read the obituaries in small groups of equal size. Count the number of obituaries and figure out how many students will be in each group. Due to an odd number, some groups may have one more or one less than another.

DAY 62

Test word: mostly about

Find it! (LAA121)

Using the index on the front page and/or scanning the newspaper have students find:

• programs on Discovery Channel tonight (section B) – take note of times & titles

DAY 63

Test phrase: which statement

Sequencing - Predict the Plot (LAA221 - LAA231)

Read a news/feature article in today's newspaper. Write out the events of the story in the order in which they happened, allowing space between each line. Cut apart each event on the paper into strips. Mix them up. Exchange strips with someone else. Using the article, put the strips in order (number them). Challenge: Without the article, try to put the events in order. Then, use the article to see if you're right!

Teachers: You may want to save all your students' work – keep event strips and corresponding articles in envelopes for students to work on anytime!

DAY 64

Test word: represent(s)

National Forecast – Map Reading – fall II (LAA122 – LAA132)

Using the color-coded temperature range chart located above the U.S. map, which area/state/city shows temperatures in the 90's? 70's? 60's? 50's? 40's?

DAY 65

Test word: subjective

Is that a Fact? Clothing (LAA226 – LAA238)

Look through the classifieds & other sections and peruse the Department store ads. Which do you think is factual information or is a subjective opinion given by the store advertiser? Underline the facts in black, the opinions in red. Discuss as a class and make a two-column table comparing the fact vs. opinion words/phrases.

DAY 66

Test word: actual

River Stages: Drought or Flood? – fall (MAA322 – MAA332)

Pick one or two rivers on the list included in the weather page. Alabama River, Escambia River, Choctawatchee River, Apalachicola River, Pascagoula River, or the Tombigbee River. What is the difference between the actual reading and the flood height? From these readings, can you tell if any of these rivers are near drought or flood stages? Discuss your results. Compare river stages during different seasons.

DAY 67

Test word: headline

What's Ahead? (LAA121, LAB121 - LAA131, LAB131)

Cut out a variety of headlines (only!) from the newspaper. Have students pick a headline and work with a partner. Using the headlines, they predict the content and/or purpose of the article/editorial. Pairs can write a short summary of what they think the article is about. Great AM journal writing activity! Remind students to look up any words they do not know.

DAY 68

Peruse for Patterns (MAD121 – MAD131)

Test word: equation

Look for number patterns in today's newspaper. Will you find them in the sports section, on the weather page, money section, or stock listings? Look for a pattern of at least 3-4 numbers. What comes next? You figure it out, then try to stump your neighbor! Discuss patterns found in class. Note newspaper page #'s.

DAY 69



Test phrase: most likely

Time for the Movies! (MAB122 – MAB132)

Yeldina went to church Sunday morning with her family. The clock at left shows the time she returned home. She and her family want to go to the movies this afternoon. Check the movie listings in today's newspaper. How much time do they have before the movies start? (Assume it will take about 20 minutes to travel to the movie theater). Are there any movie times which allow them to have lunch at home first? Explain what you think Yeldina and her family can do.

DAY 70

Test word: describe

Enticing Editorial (LAA223–LAA232)

Fact & Opinion (LAA226–LAA238)

- Read 2 or more news editorials carefully. What is his/her viewpoint? If you disagree with it, write your own editorial persuading the reader to go the other way.
- Look through the editorial(s) and underline the facts in black and the opinions in red. Discuss with class or share with a partner or small group.

DAY 71

Test phrase: which of the following

Multiple Mania 3 (MAA521 - MAA531)

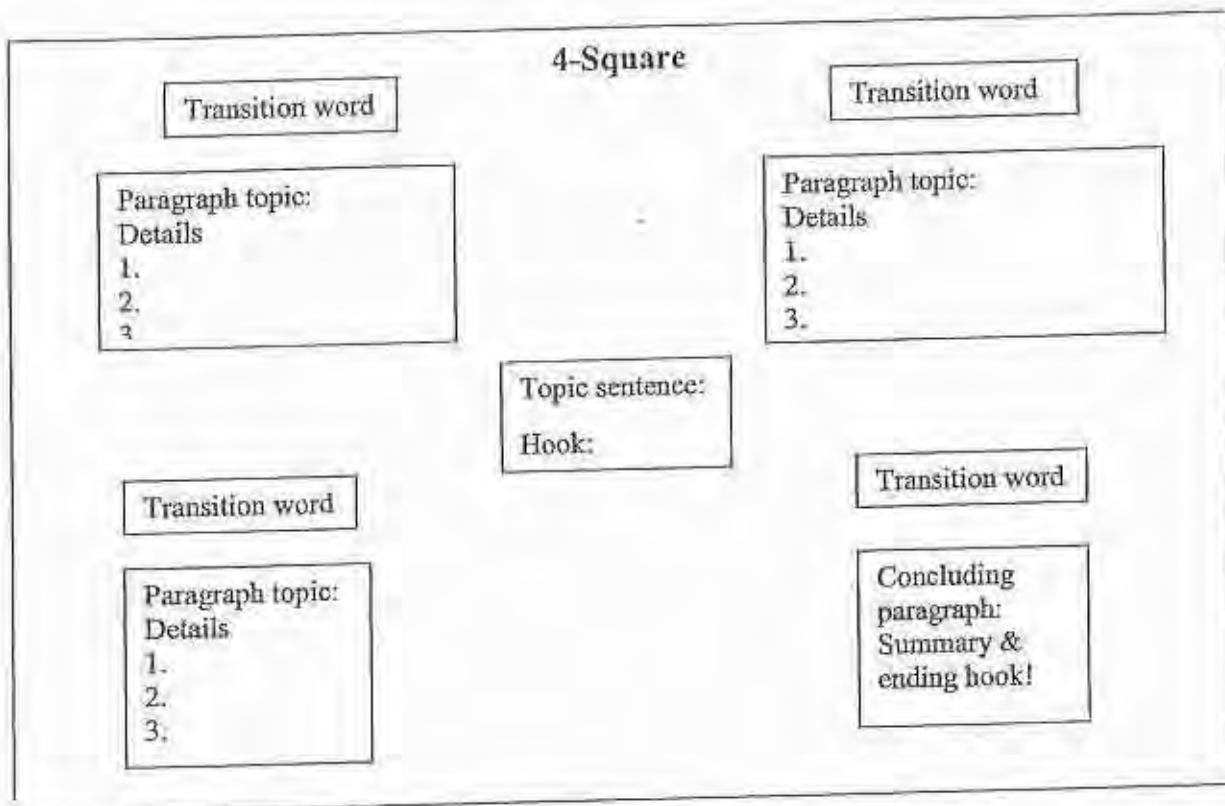
You're on a search for multiples in today's newspaper. Find multiples of the number 3! What is a multiple? Look it up in the glossary at the back of your math book (Shame on you!). Circle the multiples you find and share them with the class.

DAY 72

Test word: best supports

4-Square it! (LAA221 - LAA231)

Have students read an article which they find interesting or use an editorial. Have students 4-square the article (see graphic example below), including main idea (or create topic sentence), hooks, transition words, details for each paragraph topic (pick out most important paragraphs), etc. 4-square - backwards!



DAY 73

Test word: equivalent/equivalency

Fractional Ads (MAA122, MAB122 - MAA132, MAB132)

Find ads in today's newspaper which are a 1/2 page, 1/4 page, 1/8 page, 1/12 of a page, 1/24 of a page, and 1/60 of a page. Label each one with the correct fraction, color over the ad lightly with crayon or colored pencil, then paste onto another page in the newspaper. You will need a ruler to do this activity. See example.

DAY 74

Test phrase: support your answer

Going Mad for Questions (LAA225 - LAA235)

Stories about top players will tip off any sports season. Look for these stories in the sports section. Challenge your students to construct the questions the reporter may have asked in getting the information for the story. Think backwards and be mad!

DAY 75

Test word: congruent

Shape Up! (MAC121, MAC222 - MAC131, MAC231)

How many different shapes can you find in today's newspaper? Label them by name (square, rectangle, triangle, circle, trapezoid, etc.) Look carefully! Set the timer for 10-15 minutes. Challenge students to find, circle, and count all the shapes they can find. Student who finds the most wins! Prizes also for finding the most unusual shapes!

DAY 76

Test words: fact/opinion

Is that a Fact? Cars (LAA226 – LAA238)

Look through the classifieds and peruse the car ads. Which do you think is factual information or is a subjective opinion given by the car owner or dealership? Underline the facts in black, the opinions in red. Discuss as a class and make a two-column table comparing the fact vs. opinion words/phrases.

DAY 77

Test word: Venn diagram

TV Time (MAB122 – MAB132)

Look through today's TV listings in the newspaper. Circle all the programs which you'd be interested in watching. If you watched all of these programs, how many hours would you be watching TV? Compare your results on Tuesday & Thursday. Create a Venn diagram to compare what you'd be watching on both days.

DAY 78

Test word: skim/scan

Find it! (LAA121)

Using the index on the front page and/or scanning the newspaper have students find:
• an ad for your favorite dog (Also, price! Have students read the number.)

DAY 79

Test word: data table

Where is it happening? – Two Day Activity – DAY ONE

(MAD121, MAE123 – MAD131, MAE131, MAA431)

Make a list of all the countries mentioned in the newspaper in the next two days. If a country is mentioned twice, three times, etc., make a note of it. Make a data table and bar graph of the results showing "Where the news is happening". Is there a pattern? Can you predict who will be featured in next week's news?

DAY 80

Test word: survey(ed)

Where is it happening? – Two Day Activity – DAY TWO

(MAD121, MAE123 – MAD131, MAE131, MAA431)

Make a list of all the countries mentioned in the newspaper in the next two days. If a country is mentioned twice, three times, etc., make a note of it. Make a data table and bar graph of the results showing "Where the news is happening". Is there a pattern? Can you predict who will be featured in next week's news?

DAY 81

Test word: perform

Beginning Digraphs & Blends (LAA122) (Grades 1-5)

According to the needs of your students, have them locate beginning phonic sounds (ph, str, thr, scr, sh, ch, fl, etc.) in a news article. You may want to set students up in teams or pairs. Teams get points for finding them correctly and sounding them out. You also can assign an unusual sound and challenge all teams to find one!

DAY 82

Test word: 360° rotation

Degree Turn Around

Find a photo you like in today's newspaper. How many degrees do you have to turn it so it is upside down? Rotate it around so it is right-side up again? Where would your picture be if you rotated it 45 degrees to the right? Your neighbor or teacher can check your work.

DAY 83

Test words: increase/decrease

High vs. Low Tides (MAA122, MAA322 – MAA132, MAA332)

What is the time difference between high and low tide today in Warrington? In Milton? (Include difference between AM & PM low tides).

DAY 84

Test phrase: in context

Context Clues (LAA122 - LAA132)

Have individuals or pairs read an article and locate at least 3 unknown vocabulary words. Before reading, give students a mini-lesson on constructing meaning using context clues from the sentence or sentences around the word. Students circle each vocab word with a different color and then underline the clues for that word in the same color. Assign students to write the word and its meaning with a magic marker on a piece of 8 1/2" X 11" paper, in big letters, and post it along with the news article. Encourage students to use these words in their journal, expository, or creative writing assignments. You don't really learn them until you use them!

DAY 85

Test word: most accurate(ly)

Setting up House (MAA322, MAA421, MAB321 - MAA332, MAB331)

You have a 1/4 a million dollars to spend. Look through the classified ads and pick your ideal house. Note the price. You can't live in an empty house, can you? Go furniture shopping! Using the classifieds and other ads throughout the newspaper, make a list of what you need to fill each room in your house. Include accessories like lamps, if you want. Will you spend more on the house or the furniture? Explain your reasoning for your decisions.

DAY 86

Test phrase: set or create the mood

Match, Set, Game (LAA122 - LAA132)

Find an article that has a detailed description of a place or event. Draw a picture based on exactly what is written in the news story. Make a game out of it. Cut out news stories and arrange them out of order with the pictures. Have students try to match the pictures with the stories. Students can work in teams. Make this a monthly event!

DAY 87

Test phrase: most likely

Average Temp for the Week (MAE122 – MAE132)

Using the five-day forecast, calculate the average temperature for the week. Can you also find the mean, median, and mode?

DAY 88

Test word: essay

D.E.A.R. Share/Main Idea (LAA122, LAA224 – LAA132, LAA234)

As an alternative to reading books during DEAR time, have students read the newspaper. Encourage students to then reread the article and underline any important facts or details. Give them a visual organizer so they can write out the 5 W's (Who, What, When, Where, Why – and How!) Then, have students share their articles with the class, retelling briefly what the article is about (the main idea), and why they chose that particular article. This activity encourages your students to be verbally articulate!

DAY 89

Test word: length

Mini News (MAA122, MAB122 - MAA132, MAB132)

What would the newspaper measure (length & width) if it was 3/4 its actual size? What about 1/8 of its size? By what fraction or percent would you have to reduce the size of the newspaper so a mouse could hold it in its paws? Estimate.

DAY 90**Test word: probability****Paper Jumble Probability (MAE123 – MAE133)**

A young child has separated all the pages in today's newspaper and has spread them all over the floor. What is the probability you'll pick up the front page so you can start putting it back together in order?

DAY 91**Test word: rhyme****Rhyming Pairs (Phonograms) (LAA123)**

Challenge students to find rhyming pairs of words in an article or section of the newspaper. Instruct students to circle the words and keep track of the ones they find on a separate piece of paper, divided into columns. How many kinds of rhymes can they find? Use this rhyme bank later to create poetry!

DAY 92**Test word: width****Inch by Inch (MAB122, MAE121 – MAB231, MAE131)**

The price that advertisers pay for ads is based on the size of the ad. An ad that is two columns wide and five inches long is 10 column inches ($2 \times 5 = 10$). Divide the class into three teams. Team A measures all the furniture ads, Team B the car ads, and Team C the clothing ads. Team members need to cut out each ad and label its column inches in bold marker (Write: 3 columns \times 8 inches = 24 column inches). Teams should add up their column inches for all ads. Graph the results for today's newspaper, by topic. Do it again with another day's newspaper (For example, you may want to compare a Monday with a Friday paper) and see if the amount of ad space changes or stays about the same. Figure out percent changes.

DAY 93**Test word: equal****Extreme Temps – December (MAE122 – MAE132)**

Located at the bottom of U.S. Cities' temperature reports on the weather page, read the extreme high and low temperatures for today. What is the difference between them? What is the average of these two temperatures? Does this average correlate with temperatures around the country? Geography challenge: Locate the extreme temp cities on the U.S. map. How far apart are they? Use the mileage key and a ruler to find out!

DAY 94**Test word: percent(age)****Order them around! (MAA132) (Grades 6-8)**

Scan the newspaper for numbers (look in ads first) represented as decimals, percents, and fractions. Cut out the ones you find and put them in order from least to greatest (or greatest to least, depending upon your teacher's preference). Paste them in order on a piece of notebook/blank piece of paper. Switch papers with someone and check each other's work.

DAY 95**Test word: overlap(ping)****Sun and Moon – December (MAB122 – MAB132)**

According to the times listed on the weather page, how many hours of daylight will there be tomorrow? How many hours of darkness tonight? How many hours of the day is the moon visible? How many days until the next Full Moon?

DAY 96**Test phrase: writing strategy****What's Ahead? (LAA121, LAB121 - LAA131, LAB131)**

Cut out a variety of headlines (only!) from the newspaper. Have students pick a headline and work with a partner. Using the headlines, they predict the content and/or purpose of the article/editorial. Pairs can write a short summary of what they think the article is about. Great AM journal writing activity! Remind students to look up any words they do not know.

DAY 97**Test word: scientific notation****Exponentially Large**

Find at least 5 numbers in today's newspaper which are over 10,000. Write down the numbers you find, then convert them to a whole number or decimal times an exponent of 10 (scientific notation).
 For example: $3,575,000 = 3575 \times 10^3$ OR $11,750 = 11.75 \times 10^3$

DAY 98**Test word: event(s)****Sequencing - Predict the Plot (LAA221 - LAA231)**

Read a news/feature article in today's newspaper. Write out the events of the story in the order in which they happened, allowing space between each line. Cut apart each event on the paper into strips. Mix them up. Exchange strips with someone else. Using the article, put the strips in order (number them). Challenge: Without the article, try to put the events in order. Teachers: You may want to save all your students' work - keep event strips and corresponding articles in envelopes for students to work on anytime!

DAY 99**Test word: combinations****Multiple Mania 4 (MAA521 - MAA531)**

You're on a search for multiples in today's newspaper. Find multiples of the number 2! Look it up in the glossary at the back of your math book. Circle the multiples you find and share.

DAY 100**Test word: quotation****Divulge the Dialogue**

Find an article in today's local section which includes quotes/dialogue. Pick them out and take note of who was speaking. Then, recreate the conversation that might have taken place between the reporter and the person/people being interviewed. Be sure to add correct punctuation, quotation marks in appropriate places, and add "speaker tags", such as "...the reporter questioned, asked the reporter, replied Mr. White, answered Mr. White, etc.

DAY 101**Test word: proportional****Margins of Victory (MAE321 - MAE132)**

Using the sports pages, take a look at the scores for one sport. For each region or division, what is the average margin of victory? What is the range of winning scores? Range of winning scores for all regions? What is the median score for margin of victory?

DAY 102**Test word: continuing****Sneaky Synonyms (LAA123 - LAA133)**

Read an article that interests you in today's newspaper. As you read, look for words in the story that have almost the same meaning. For example: ran & scurried, jumped & leaped, answered & replied, asked & queried, etc.

DAY 103

Test phrase: most appropriate

High & Low (MAA122, MAA322 – MAA132, MAA332)

Find the lowest and highest selling price for a house in your town. Also, apartment, business, etc. for additional work. What is the difference in the prices?
(Grades 6-8) What is the percentage difference?

DAY 104

Test phrase: which factor has contributed most...

Headliners, Please (LAA221 – LAA231)

Find an article which interests you in today's newspaper and read it carefully. As you read, think about the main idea of this article. If the article needed a new title, what would you call it? Read the article aloud to your class and share your inventive title.

DAY 105

Test words: flip/slide

Flip & Slide Shapes (MAC121, MAC222 – MAC131, MAC231)

After "Shape Up!" activity, have them draw a flip & slide of those shapes they found! Time them! Divide students into small groups – mix up all their newspaper shapes & drawn shapes and have teams match them all up (First team to accomplish task wins!)

DAY 106

Test phrase: create/build suspense

Keep it Simple (LAA221, LAB223 – LAA231, LAB233)

Read an article which draws your interest in today's newspaper. Write ONE simple sentence which best describes what the story is about. You may want to use a descriptive word from the article. It can be a compound sentence, but not a run-on!

DAY 107

Test word: interior angle

UV (Ultra Violet) Rays (MAE122 – MAE132)

Look at the UV index numbers for 10 AM, Noon, 2 PM, and 4 PM today. What is the average UV index for today? Based on this number, what is the need for sun protection?

DAY 108

Test word: resolve

What are you trying to say? (LAA221 – LAA231)

Read an editorial from today's newspaper. What conclusion does PNJ's Editorial Board want you to arrive at? What is the subject being discussed and what is their overall opinion on the matter? Discuss in class.

DAY 109

Test word: volume

Global Extremes – January (MAA122, MAA322, MAE122 – MAA132, MAA332, MAE132)

Check out the world cities listing of "Hi" and "Lo" temperatures today. What is the lowest temperature? The highest? Can you find a higher or lower temperature in any of the U.S. cities? Find the difference and average of the high & low temps.

DAY 110

Test phrase: set/create the mood

In a Nutshell (LAA221 – LAA231)

Read an article about a person's efforts to do good in our community. What word best describes this person? Use specific information from the article to support your answer.

DAY 111**Test word: ratio****Stats a Fact? (MAE322 - MAE332) (3-Day Activity)**

Go on a scavenger hunt through the papers of the next three days. Look for articles/ads/letters featuring statistical data. From your study of the newspaper, what are some of the common uses or misuses of statistical data/analysis? Do you think the statistics are true or at least reasonable? See if you can verify any of the statistics by doing some research on the Internet. Report your findings to the class. Write a paragraph, noting specific examples from the newspaper.

DAY 112**Test words: cause/effect****Change for the Better (LAA221, LAB223 – LAA231, LAB233)**

Locate an article in today's paper which tells about story about positive change in our community. What was changed? What are/will be the results of the change(s)? Who is responsible for these positive steps? Write a short summary to read aloud.

DAY 113**Test phrase: hourly rate****Multiple Mania 5 (MAA521 - MAA531)**

You're on a search for multiples in today's newspaper. Find multiples of the number 2! What is a multiple? Look it up in the glossary at the back of your math book (Shame on you!). Circle the multiples you find and share them with the class.

DAY 114**Test word: diagram****Set for Science (LAA221 – LAA231)**

Look in today's technology section or elsewhere for science-related articles. Read the article carefully. The information in the article could be best used for a student research project about _____ (finish the sentence!)

DAY 115**Test word: diagonal****National Forecast – Map Reading – winter II (LAA122 – LAA132)**

Using the color-coded temperature range chart located above the U.S. map, which area/state/city shows temperatures in the 80's? 60's? 30's? 10's? Below zero?

DAY 116**Test phrase: author's and/or character's attitude****Organized Reporter (LAB226 – LAB233)**

Choose an article written by a PNJ employee in today's local or life sections. How does the writer organize the first two paragraphs of the story? Was the Who, What, When, Where, and Why revealed? Explain what you think and use specific examples from the text (copy).

DAY 117**Test word: reasoning/reasonable****Stepping Out :) (MAA323, MAA421, MAE121 – MAA431, MAE131, MAE331)**

Plan a great day with your friends. Look for events, movies, classes, etc. in today's newspaper that you want you and your friends to attend. Make a guest list. Estimate how much it would cost to go to all the events and how much time it would take to do them all, including driving time, picking up your friends...don't forget to plan a meal during the day! Search the newspaper for a good place to eat and estimate the cost for everyone. How much will it cost per person for this awesome day out? (Don't forget to estimate cost for gas!) Create a table for your data. (Grades 6-8): Make a pie chart showing what percentage each activity/item represents of the total cost of your outing.

Teachers: Before doing this entire activity, have students predict which activities/items will occupy the biggest pieces of the pie!

DAY 118**Test word: slope (math)****Summary Showdown (LAA221, LAB226 – LAA231, LAB233)**

Every student in the class should read the same article. Your class can vote on it. Students have 15 minutes on the timer to read the article and write a one paragraph summary of the story. Everyone reads their summary. Students give "thumbs up" or "try again" (sideways thumb) or "thumbs down" for each one (voting can be done with heads down on the desks). Those who receive "try again" may make small corrections to improve theirs for the final showdown with all those who received a thumbs-up. Students and teacher work together to judge the summaries and declare a winner. It would be a good idea to go over the winning summary on the overhead the next day and talk about why it is a good summary.

DAY 119**Test word: circumference****Today's Temps (MAA322, MAE122 – MAA332, MAE132)**

What is the difference between the median temperature in Florida cities today and the mode temperature today for these Sunshine State cities?

DAY 120**Test phrase: Improper fraction****Order them around! (MAA122) (Grades 3-5)**

Scan the newspaper for numbers (look in ads first) represented as whole numbers (can include easy fractions & percents, too). Cut out the ones you find and put them in order from least to greatest or greatest to least; paste them in order on a piece of scrap paper. Switch papers with someone and check each other's work.

DAY 121**Test word: radius****Home Sweet Home (LAA221, LAB226, LAD121 – LAA231, LAB233, LAD131)**

Read an article from the life & home section (Teachers: Print it out from Sunday's paper online) about a local house. Which feature of the house does the reporter emphasize most in the article? Support your answer with evidence from the article. As you read, make a list of adjectives used to describe rooms, furniture, ambience, colors, yard, etc. Then, write a paragraph to describe your room at home (or your dream room!). Try to use some of the adjectives you found in the article!

DAY 122**Test word: vertices****Multiple Mania 7 (MAA521 - MAA531)**

You're on a search for multiples in today's newspaper. Find multiples of the number 2! What is a multiple? Look it up in the glossary at the back of your math book (Shame on you!). Circle the multiples you find and share them with the class.

DAY 123**Test word: base (math)****Sun and Moon – February (MAB122 – MAB132)**

According to the times listed on the weather page, how many hours of daylight will there be tomorrow? How many hours of darkness tonight? How many hours of the day is the moon visible? How many days until the next Full Moon?

DAY 124**Test words: cone/conical****Prime Time (MAA521 - MAA531)**

You're on a search for prime numbers in today's newspaper. Up to what number can you find? Look up the definition for a prime number in the glossary of your math book if you can't remember what they are (Shame on you!).

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DAY 125

Test word: shift (math)

Ending Digraphs & Blends (LAA122) (Grades 1-5)

According to the needs of your students, have them locate ending phonic sounds (-ing, -ft, -lm, -mp, -sp, -tion, -les, -ent, -ment, etc.) or plural endings in a news article. You may want to set students up in teams to look for plural endings/other ending sounds. Teams get points for finding them correctly and sounding them out. You also can assign an unusual sound and challenge all teams to find one!

DAY 126

Test phrase: at random (math)

Sunny Florida – winter (MAE122 – MAE132)

Find the average, mean, and median temperatures for Florida cities for today in the Travelers' Forecast (Weather page). For an extended project, do this activity in the summer, fall, winter, and spring. Save your results for graphing in the spring!

DAY 127

Test word: reflected (over the axis)

Multiple Mania 8 (MAA521 - MAA531)

You're on a search for multiples in today's newspaper. Find multiples of the number 2! What is a multiple? Look it up in the glossary at the back of your math book (Shame on you!). Circle the multiples you find and share them with the class.

DAY 128

Test word: equality

National Forecast – Map Reading – winter (LAA122 – LAA132)

In which areas of the country do you find a forecast for showers? Thunderstorms? Rain? Flurries? Snow? Ice? Use the map symbol key. Refer to: NE, SE, NW, SW, and Midwest.

DAY 129

Test word: factor

Factor Fun (MAA521 - MAA531)

You're on a search for factors in today's newspaper. Look for factors of 12, 18, 20, 24, 25, 28, 32, 36, 40, 42, and 48. Create factor trees or other visual representations to show the patterns / cut out numbers from the newspaper and glue them onto your paper. What numbers listed above have factors in common. Explain what you found out! Exchange papers with someone else to compare and correct work. Share your ideas with the class.

DAY 130

Test word: cube/cubic

River Stages: Drought or Flood? – winter (MAA322 – MAA332)

Pick one or two rivers on the list included in the weather page. Alabama River, Escambia River, Choctawatchee River, Apalachicola River, Pascagoula River, or the Tombigbee River. What is the difference between the actual reading and the flood height? From these readings, can you tell if any of these rivers are near drought or flood stages? Discuss your results. Compare river stages during different seasons.

DAY 131

Test word: multiple

Multiple Mania 6 (MAA521 - MAA531)

You're on a search for multiples in today's newspaper. Find multiples of the number 2! What is a multiple? Look it up in the glossary at the back of your math book (Shame on you!). Circle the multiples you find and share them with the class.

DAY 132

Test word: ordered pair

Newspaper Coordinate Graph (MAC322 – MAC332) – Clipping Clues:

- | | |
|------------------------------------|--|
| 1. Waistline (,) | 11. puzzle answers (,) |
| 2. Slam dunk (,) | 12. pied piper (,) |
| 3. Tempus fugit (,) | 13. like a good neighbor (,) |
| 4. Pick a flick (,) | 14. stormy weather (,) |
| 5. What's up, Doc? (,) | 15. community college (,) |
| 6. Rapper Roy (,) | 16. comic caveman (,) |
| 7. Jumble stumble (,) | 17. US shadow (,) |
| 8. You've got a call (,) | 18. dapper donkey (,) |
| 9. Duct cleaner (,) | 19. rom rainbow (,) |
| 10. Hot bed (,) | |

(See worksheet grid attached. Answers on next page.)

Answers (Newspaper Coordinate Graph):

- | | |
|--------------|--------------|
| 1. (1, -1) | 11. (1, 3) |
| 2. (-4, 2) | 12. (1, -4) |
| 3. (4, -2) | 13. (-1, 2) |
| 4. (4, -4) | 14. (-3, 2) |
| 5. (3, 1) | 15. (-2, -2) |
| 6. (2, -2) | 16. (4, 2) |
| 7. (-2, 4) | 17. (3, 3) |
| 8. (-3, -2) | 18. (-4, 4) |
| 9. (-4, -1) | 19. (-4, -4) |
| 10. (-2, -3) | |

DAY 133

Test phrase: most appropriate

Extreme Temps – February (MAA122, MAA322, MAE122 – MAA132, MAA332, MAE132) Located at the bottom of U.S. Cities' temperature reports on the weather page, read the extreme high and low temperatures for today. What is the difference between them? What is the average of these two temperatures? Does this average correlate with temperatures around the country?

Geography challenge: Locate the extreme temp cities on the U.S. map. How far apart are they? Use the mileage key and a ruler to find out!

DAY 134

Test word: times as many

Car Deal? (MAA333, MAD131) (Grades 6-8)

Cars are offered at many different prices, and different car dealers offer varying interest rates. A cheaper car can actually end up being more expensive if the interest rate is high. Look through the car ads for automobiles for sale. Compare several different cars from different dealers. Who's got the best deal? Why? Look through the classifieds for cars that are being sold by private owners. The current bank interest rate is 7.5%. Can you get a better deal from them? Create a table and compare your data.

DAY 135

Test word: graph/grid

Play by Play (LAA225, LAB223 - LAB131, LAB233)

Read an article about a sporting event in today's sports section. Pretend you are the sportscaster for this event. Write an "ad lib" of what you might say during the course of this game. Be sure to use quotation marks and punctuation appropriately. Include a second commentator for a challenge!

DAY 136

Test word: diameter

Measuring Estimate II (MAB121, MAA421 - MAB231, MAB232)

Find the longest word in the local section of today's newspaper. Measure how long it is (in inches & centimeters). How many letters does it have? Does that make a difference? For older students, have them measure it in inches and convert it to metric centimeters.

DAY 137

Test word: conflict

Main Idea (LAA221 - LAA231)

Teach your students, using the newspaper, that the main idea of an article or reading passage is usually evident in the first or second paragraph. The last paragraph or two will usually wrap it up. Give your students article clippings without their headlines.

Teachers: Keep the headlines and spread them out on a table for students to match up with their articles after they've finished their work. Have them determine the main idea in pairs, then have them work up to doing it individually. Pair students who struggle with finding the main idea with a stronger partner. Their peer tutor will model a pattern of success.

DAY 138

Test words: 180° rotation

Multiple Mania 9 (MAA521 - MAA531)

You're on a search for multiples in today's newspaper. Find multiples of the number 2! What is a multiple? Look it up in the glossary at the back of your math book (Shame on you!). Circle the multiples you find and share them with the class.

DAY 139

Test phrase: point of view

Consider the Source (LAA221, LAB226 - LAA231, LAB233)

Find an article, by skimming & scanning, that required the reporter to interview several different people and/or companies. What sources did the reporter use to write this article? Keep a running list of people, companies, agencies, etc. as you read the article. Next to each one, write a simple sentence explaining why that source was needed in the article.

DAY 140

Test word: coordinates

Plotting Papers (MAC322 - MAC332)

Using the coordinate graph grid, paste clippings from the newspaper into each grid block (See example grid). Create creative clues for each clipping and plot its coordinates for your answer sheet (See example answer sheet). Partners exchange their clipping clues, and plot the coordinates on the grid. Partners should check each other's work when they're done.

DAY 141

Test word: evidence (in text)

Elementary Evidence (LAA122 - LAA132)

Read an article you choose or assigned to you by your teacher. What kind of evidence does the author/reporter use most in the article: Scientific facts? Personal experience? Opinions? Statements from experts? Relies on the reader's common knowledge of the subject? Other kinds of evidence?

DAY 142**Test words:** cylinder/cylindrical**Closet Fill** (MAA322, MAA421, MAB321 – MAA332, MAB331)

You have \$500 to spend on school clothes this fall. Look through the department store ads for shoes, clothes, and accessories. Compare prices. Don't forget to check out the "cheap stuff" ads in the classified section! Keep track of what you spend by cutting out the ads and keeping a running total of what you spend. How much money will you have left? Make sure you have at least 50¢ left to make a phone call from the mall for a ride home (or for bus fare)!

DAY 143**Test word:** statement**Agree or Disagree?** (LAA221, LAB223 - LAA231, LAB233)

As you read an editorial, take note of important points and opinions about the issue being written about. From your reading, create a list of statements that PNJ's Editorial Board would agree with – then a list of statements on which they would disagree. Stick to the issue at hand.

DAY 144**Test word:** 90° rotation**Paper Perimeter** (MAB131, MAB133, MAB231)

Try to find the article in the newspaper which takes up the most space (biggest "hole" – called by news staff). Measure the perimeter of the article with your ruler (record perimeter in inches & in centimeters). Who in the class has the article with the greatest perimeter? Count headlines & pictures which go with the story.

DAY 145**Test word:** positive**Noteworthy Eats** (LAA221, MAE122 – LAA231, MAE132)

Read a restaurant review in today's newspaper. From the reviewer's point of view, why are the most noteworthy menu items or other positive aspects of the dining experience in this restaurant? What is the average price of an entrée/main dish?

DAY 146**Test word:** angle**Angle Academy** (MAB132) (Grades 6-8)

There are a multitude of 90° degree angles in the newspaper. The trick is, can you find other angles formed by ads/pictures and measure them accurately? Here's the challenge: Find & measure at least 4 non-right angles (can be acute or obtuse) which add up to exactly ____°. Label each angle and cut and paste it onto paper.

DAY 147**Test word:** author's attitude**Editorial Ennui or Explosion?** (LAA222 – LAA232)

As you read an editorial from today's newspaper, what are the authors' attitudes towards the subject matter?

DAY 148**Test word:** difference**Global Extremes – March** (MAA122, MAA322, MAE122 – MAA132, MAA332, MAE132)

Check out the world cities listing of "Hi" and "Lo" temperatures today. What is the lowest temperature? The highest? Can you find a higher or lower temperature in any of the U.S. cities? Find the difference and average of the high & low temps.

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DAY 149

Test words: summary/summarize

School Success – Monday (LAA221, LAB223 – LAA231, LAB233)

Find an article in the local or main news section about a school in the community. What is the key to their success? Give a short summary of the article and emphasize the how & why of their achievement(s).

DAY 150

Test words: figures/shapes

Paper Area (Paper Perimeter, Part II) (MAB131, MAB133, MAB231)

What about area? Create a 1/2" or 1" grid inside the perimeter lines which surround your article & pictures. Is the same person who won for perimeter still the winner? What do you predict?

DAY 151

Test words: tessellated pattern

Tessellation News (MAC232) (Grades 6-8)

Can you create a tessellation with the newspaper? Cut out shapes & photos to create your tessellation. Explain your pattern in words.

DAY 152

Test word: times as many

Multiple Mania 10 (MAA521 - MAA531)

You're on a search for multiples in today's newspaper. Find multiples of the number 2! What is a multiple? Look it up in the glossary at the back of your math book. Circle the multiples you find and share them with the class.

DAY 153

Test word: route

Go the Distance (MAB132, MAE131, MAE132) (Grades 6-8)

Ever want to go to all the best warm places? First, circle all the places in the world (looking at the weather page) which have a temperature over 70 degrees Fahrenheit. You will have to average the high & low temperatures to find out! Then, make a table from your list of data. What is the range of temperatures? What is the average? If you were to travel to all these places from Pensacola, how many miles would you travel? Plan out your route on a world map (paper copy) & estimate the numbers of miles you would travel (air/direct route) to get to all these exotic places!

DAY 154

Test word: calculate

Average Chance of Rain – March (MAE122 – MAE132)

What is the average chance of rain this week? Use the information in the five-day forecast to calculate your answer.

DAY 155

Test word: emotion

Name that Feeling (LAA221 – LAA231)

Read a story about a local person. What word best describes this article. How does it make you feel? Name that feeling! Explain why in a few short sentences.

DAY 156

Test word: symbol(s)

National Forecast – Map Reading – spring (LAA122 – LAA132)

In which areas of the country do you find a forecast for showers? Thunderstorms? Rain? Flurries? Snow? Ice? Use the map symbol key. Refer to the following areas: Northeast, Southeast, Midwest, Northwest, and Southwest.

DAY 157**Test phrase: writing strategy****Writing Strategy (LAA222, LAB223 – LAA232, LAB233)**

Read an article on the front page of one of the sections in today's newspaper. What writing strategies does the reporter use to bring the story alive and hook in the reader? Use of descriptive language, unique approach to the subject matter, element of surprise, reader's prior knowledge? Describe the strategy used in the first paragraph or two in a short paragraph. Use specific examples from the article to support your statements.

DAY 158**Test word: few/many****Multiple Mania 11 (MAA521 - MAA531)**

You're on a search for multiples in today's newspaper. Find multiples of the number 2! What is a multiple? Look it up in the glossary at the back of your math book (Shame on you!). Circle the multiples you find and share them with the class.

DAY 159**Test phrase: support your answer****Movie Review (LAA221, LAB223 – LAA231, LAB233)**

Read a movie review in today's newspaper. In one sentence (in your own words), describe the reviewer's overall opinion of the movie. The reviewer believes it is basically a good movie because...a bad movie because...a mediocre movie because... Also, name the setting, characters, and any interesting elements in the film.

DAY 160**Test word: range****National Forecast – Map Reading – spring II (LAA122 – LAA132)**

Using the color-coded temperature range chart located above the U.S. map, which area/state/city shows temperatures in the 100's? 80's? 60's? 40's? Below 40?

DAY 161**Test word: underline****Long Vowel "U" /Digraphs (LAA122 & following directions) (Grades 1-5)**

Students locate the long "U" sound in words (u"consonant"e or "oo") in the newspaper. Assign an article or specific page. Divide class into pairs. Using a timer, give them 5 minutes to search. One team member is responsible for circling the words, another writes down the words found, underlining the vowel digraph. Teams can also record their words in columns ("u" and "oo") Teams get a point for each one found and recorded correctly.

DAY 162**Test phrase: how far apart**

Extreme Temps – April (MAA122, MAA322, MAE122 – MAA132, MAA332, MAE132) Located at the bottom of U.S. Cities' temperature reports on the weather page, read the extreme high and low temperatures for today. What is the difference between them? What is the average of these two temperatures? Does this average correlate with temperatures around the country?

Geography challenge: Locate the extreme temp cities on the U.S. map. How far apart are they? Use the mileage key and a ruler to find out!

DAY 163**Test word: caption****Create a Caption (LAC221 – LAC231)**

Cut out interesting photos from today's newspaper. Students can work in pairs or independently. Students take a minute or two to examine the photo and write an appropriate caption ("outline" in newspaper talk!). Share them with the class.

DAY 164

Test word: day/night

Sun and Moon – April (MAB122 – MAB132)

According to the times listed on the weather page, how many hours of daylight will there be tomorrow? How many hours of darkness tonight? How many hours of the day is the moon visible? How many days until the next Full Moon?

DAY 165

Test word: article

Take the Teaser and Run (LAA221, LAB226 – LAA231, LAB233)

Photos, a short headline, and a short sentence or phrase promoting an article inside the newspaper are called "Teasers". Using several newspaper sections and perhaps a few newspaper days, have students create a short article from the teasers. Then, students can compare their predicted content with the actual article inside.

DAY 166

Test word: reading (scientific/math)

River Stages: Drought or Flood? – spring (MAA322 – MAA332)

Pick one or two rivers on the list included in the weather page. Alabama River, Escambia River, Choctawatchee River, Apalachicola River, Pascagoula River, or the Tombigbee River. What is the difference between the actual reading and the flood height? From these readings, can you tell if any of these rivers are near drought or flood stages? Discuss your results. Compare river stages during different seasons.

DAY 167

Test word: headline

News Vocabulary (LAA122, LAD122 – LAA132, LAD133)

Have your students find and label the following in the pages of today's newspaper:

Weather Capsule: A summary of the temperature and weather conditions that are forecast for the day.

Teasers: Words and photos that promote articles inside the newspaper.

Flag: Name of the newspaper

Headline (Hed): Words above an article, printed in large type, that summarize it for readers.

Folio: Information under the flag that often includes the newspaper's date, price, volume and issue, edition and Internet address.

Photo Credit: Name of the person who took the photograph or the agency that supplied it.

Rule: A thin, vertical or horizontal line often used to box or separate stories.

Pull-Out Quote: A way of highlighting a special quote in an article. Used to break up type on a page.

Byline: Name of the writer of the article.

Subhead: Smaller headline under a larger headline, that leads into story.

Lead Story: Main news story of the day, which usually has the biggest headline.

Cutline: Words that explain a graphic or photo (caption).

Dateline: Name of a place where a news event happened or where the reporter was when writing the article.

Lede (or Lead): Opening paragraph(s) of a story.

Index: Table of Contents listed by topics and page numbers.

Wire Service: News-gathering agencies that distribute stories, photos, and graphics to newspapers.

The nation's largest wire service is The Associated Press (AP).

Mug Shot/Head Shot: A close-up photo of someone's face.

Color Register Line: Device used by newspapers to make sure colors align properly on the page (Located at the very bottom of the page).

Jumpline: Type that tells the reader where the story continues.

DAY 168**Test word: multiply****Multiple Mania 12 (MAA521 - MAA531)**

You're on a search for multiples in today's newspaper. Find multiples of the number 2! What is a multiple? Look it up in the glossary at the back of your math book (Shame on you!). Circle the multiples you find and share them with the class.

DAY 169**Test word: sequence****How-To, How? (LAA221 – LAA231)**

Clip "How-to" articles from the newspaper. Copy down the steps on a piece of notebook paper and cut them into strips. Mix them up and give them to a neighbor. You get your neighbor's mixed up step strips. Read each strip carefully and put them in the correct order. Students check each other's work; comparing their order to the order in the How-to article.

DAY 170**Test phrase: mixed number****Paper Race for Numbers (MAA122 – MAA132)****Test phrases: greater or more than/less than or fewer than**

Race through the newspaper. You have 5 minutes! See how many numbers you can find which are greater than 1 and less than 26. Circle each number as you find it. Compare your findings with your classmates. Do a race for fractions & decimals, too!

For older students (grades 4-8), use larger numbers or have them look for equivalents of fractions, decimals & percents.

DAY 171**Test word: subject****Subject Find (LAA221, LAA225 – LAA231, LAA235)**

Scan the newspaper and look for articles that is about each of the following: schools, local government, gardening, food/recipes, a disaster, a good cause, and a music event. Make a list of their headlines and the section & page number where they are located. Share your findings with your class.

DAY 172**Test word: quantity****Quantity Query (MAA123 – MAA133)**

Find words in the newspaper that relate to quantity: more than, less than, a pile of, all, none, fewer, etc. Circle each word or phrase as you find them. Share with class.

DAY 173**Test word: comparison****City vs. Country (LAA221, LAA225 – LAA231, LAA235)**

Divide a piece of paper in half. Label one side "city", the other "country". Make a list of the headlines for all city/town news and also for news around the country. Discuss in class what is going on today locally and nationally.

DAY 174**Test word: system of equations****Digit Dance (MAA122, MAA322 – MAA132, MAA332)**

Find two 1-digit, 2-digit, or 3-digit numbers, depending upon the level of your students. Students do the following:

Teachers: Write these on the board; students must know the meaning of these math vocabulary words!

1. Find the product of the two numbers.
2. Find the sum of the two numbers.
3. Find the difference between the two numbers.
4. Find the quotient of the two numbers to the nearest hundredth.
5. Now, find the sum of all the answers above. Who has the highest sum in class?

DAY 175

Test word: pitch (degrees)

Job Check (LAA122, LAA124 – LAA132, LAA134)

Scan the job ads in the Classified section and X out any jobs requiring a college education or technical/professional training. What's left? Discuss your findings.

DAY 176

Test word: distance

Tempus Fugit (MAB421 – MAB431)

Read a page or section of the newspaper and underline all the words that refer to units of time, such as: hourly, weekly, biannual, 30-day, next week, tomorrow, yesterday, etc.

DAY 177

Test word: topic

Circle of Problems (LAA225, LAA226 – LAA235, LAA236)

Read articles in the newspaper which focus on problems in your community. They can be social, economic, environmental, educational, etc. Pick one topic or combine a few to create a poster illustrating the problems in your community. Make sure your words and illustrations communicate a clear message about the problems. Stick to the facts. Filter personal opinions out!

DAY 178

Test word: formula

Word Problem (MAA322 – MAA332)

Using an advertisement (food, clothing, furniture, car, etc.), write a word problem. Be sure to solve it yourself and have the correct answer ready. Exchange word problems with your classmates and solve. Check each other's work.

DAY 179

Test word: antonym/opposite

Antonym Antics (LAA123 - LAD232)

Find a short article or editorial that interests you. Rewrite it, using antonyms or opposites to replace any words you can. When you're finished, is the article telling the opposite of what it originally did?

DAY 180

Test phrase: surface area

Marine Forecast (MAA322, MAA421 – MAA331, MAA332)

To convert knots to miles per hour, add 15% to number of knots to get m.p.h. Using the information in today's Marine Forecast, how hard is the wind blowing today (in m.p.h.)? What is the relationship between wind speed and sea height? Compare these figures over the next few days. Save this activity for hurricane season!

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FCAT PLAN Grades 3rd 4th 5th

Students will receive additional FCAT instruction in reading, writing (4th) and math every day at DEAR (Drop Everything and Read) time. This 20 minutes allotted time is well spent in writing with prompts.

Former year's FCAT tests have been printed and reproduced for practice to help students identify weaknesses and strengths.

Students at the bottom 25% of the class will be pull out in small groups in order to receive additional lessons in reading/ comprehension/math/and science (5th).

In addition, students at the bottom 25% are provided with Smart Board lessons, and will take EducationCity and Brainchild lessons, research based computer programs, to enrich their vocabulary, comprehension and reading skills twice a week for 45 minutes.

Beginning December 5th until FCAT tests, students in the bottom 25% of their class will attend additional FCAT training every day after school from 2:15 – 5:30 p.m. A schedule for 3rd, 4th and 5th graders will be as follows:

Monday, Reading/Comprehension (all grades)

Tuesday, Math (all grades)

Wednesday, Science 5th grade Writing 4th grade

Thursday, Reading/Comprehension (all grades)

Friday, Math (all grades)

3rd grade 2:15 – 3:15

4th grade 3:20 – 4:20

5th grade 4:25 – 5:30

These after school classes will be mandatory for the bottom 25% and encouraged for the lower 50% of each class.

FCAT

March 2012 3RD Grade Reading Focus Calendar

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	27	28	29	1	2	3
	LA.3.1.7.2	LA.3.1.7.2	LA.3.1.7.4 and LA.3.1.7.7	LA.3.1.7.5	LA.3.1.7.3	
	Author's Purpose	Author's Purpose	Cause and Effect Compare	Text structure and organizational patterns.	Chronological Order Conclusions/Inferences Relevant Details	
	5	6	7	8	9	10
	LA.3.1.6.3	LA.3.1.6.8	LA.3.1.6.9	LA.3.2.1.2	LA.3.2.1.2	
	Context Clues	Synonyms	Analyze Words in Text	Plot	Problem/Resolution	Weekly Test
11	12	13	14	15	16	17
Daylight Saving Time Begins	Spring Break			FCAT SPRING BREAK. PACKET GOES HOME	Weekly Test	St. Patrick's Day
18	19	20	21	22	23	24
	LA.3.2.1.2	LA.3.2.1.2	LA.3.6.1.1	LA.3.6.1.1	LA.3.1.7.5	
	Character Point of View	Character Development	Locate, interpret, and organize information	Text Features	Text Structure and organizational patterns	
25	26	27	28	29	30	31
	FCAT Reading Practice Test 1	FCAT Reading Practice Test 2	LA.3.1.6.3	LA.3.1.6.9	LA.3.2.1.2	Story Elements
School Wide Testing			Context Clues	Analyzing words in text.		Complete all the data and create new focus calendar with Ms. Tracey. Data breakdown due.

April 2012

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16 FCAT Reading Session 1	17 FCAT Reading Session 2	18 FCAT Math Session 1	19 FCAT Math Session 2	20	21
22	23	24	25	26	27	28
29	30					

March 2012 3RD Grade Math Focus Calendar

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
				MA.3.A.1.1-1.3 Repeated addition and operation properties. Inverse operations.	MA.3.A.4.1 & MA.A.6.1 Numeric Patterns; relations/functions. Adding/Subtracting Whole #s: Comparing and Ordering Whole #s	
						Weekly Test
				8	9	10
				MA.3.A.2.4: Equivalent fractions FCAT SPRING BREAK - PACKET GOES HOME	MA.3.A.2.1: Improper fractions and Mixed Numbers Weekly Test	
				14	15	16
				21	22	23
				MA.3.G.5.3: Time and elapsed time.	MA.3.A.6.2: Nonroutine problems: tables/charts Weekly Test	
				28	29	30
				FCAT Math Practice Test 1	FCAT Math Practice Test 2 Ms. Tracey.	
				31		
						St. Patrick's Day
				13	14	15
				20	21	22
				MA.3.A.2.1, 2.3, & 2.4: Matching the fractions to its pictorial representation. Comparing Fractions: On a #line and in pictorial form	MA.3.G.5.3: Time and elapsed time.	
				27	28	29
				MA.3.G.3.1: Naming polygons, and attributes of polygons. MA.3.G.3.2: Composing polygons MA.3.G.3.3: Reflections and Symmetry	FCAT Math Practice Test 1	
				12	13	14
				19	20	21
				MA.3.A.6.1: Numeric Patterns; relations/functions. Adding/Subtracting Whole #s: Comparing and Ordering Whole #s	MA.3.A.2.1, 2.3, & 2.4: Matching the fractions to its pictorial representation. Comparing Fractions: On a #line and in pictorial form	
				26	27	28
				MA.3.G.5.3: Time and elapsed time.	MA.3.G.3.1: Naming polygons, and attributes of polygons. MA.3.G.3.2: Composing polygons MA.3.G.3.3: Reflections and Symmetry	
				11	12	13
				18	19	20
				25	26	27

Spring Break

April 2012 3rd Grade Math Focus Calendar

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16 FCAT Reading Session 1	17 FCAT Reading Session 2	18 FCAT Math Session 1	19 FCAT Math Session 2	20	21
22	23	24	25	26	27	28
29	30					

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April 2012

Sunday Monday Tuesday Wednesday Thursday Friday Saturday

1 2 3 4 5 6 7

8 9 10 11 12 13 14

15 16 17 18 19 20 21

22 23 24 25 26 27 28

29 30

FCAT Reading
Session 1

FCAT Reading
Session 2

FCAT Math
Session 1

FCAT Math
Session 2

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March 2012 4th Grade Math Focus Calendar

Sun	Monday	Tuesday	Wednesday	Thursday	Friday	Sat
27		28	29	1	2	3
	MA.4.A.1.2: Multi-digit multiplication MA.4.A.6.1: Adding/Subtracting whole numbers; Place value of whole numbers MA.4.A.4.3: Translating expressions	MA.4.A.6.2: Modeling division, partitioning. MA.4.A.6.4: Identifying factors, identifying multiples. MA.4.A.6.8: Estimating products; Estimating ranges	MA.4.A.4.1: Graphic patterns; Numeric patterns MA.4.A.4.2: Relations/functions; Translating equations	MA.4.A.4.1: Graphic patterns; Numeric patterns MA.4.G.3.1: Area on a grid MA.4.G.3.3: Calculating area; measuring area FCAT SPRING BREAK PACKET GOES HOME	MA.4.A.6.3: Simplifying fractions, equivalent fractions MA.4.A.2.4: Comparing and ordering fractions and decimals Weekly Test	
4	5	6	7	8	9	10
	MA.4.A.2.3: Converting decimals to fractions, converting fractions to decimals MA.4.A.6.5: Converting fractions to %; converting % to fractions	MA.4.A.2.3: Converting decimals to fractions, converting fractions to decimals MA.4.A.6.5: Converting fractions to %; converting % to fractions	MA.4.G.5.1: Classifying angles MA.4.G.5.2: Reflections; Rotations MA.4.G.3.2: Justifying area formula	MA.4.G.3.1: Area on a grid MA.4.G.3.3: Calculating area; measuring area FCAT SPRING BREAK PACKET GOES HOME	MA.4.G.5.3: Identifying a 3D figure; Identifying a 2D dimensional representation Weekly Test	
11	12	13	14	15	16	17
Spring Break						
18	19	20	21	22	23	24
	MA.4.A.1.2: Multi-digit multiplication MA.4.A.6.1: Adding/Subtracting whole numbers; Place value of whole numbers MA.4.A.4.3: Translating expressions	MA.4.A.6.3: Simplifying fractions, equivalent fractions MA.4.A.2.4: Comparing and ordering fractions and decimals	MA.4.A.2.3: Converting decimals to fractions, converting fractions to decimals MA.4.A.6.5: Converting fractions to %; converting % to fractions	MA.4.A.2.3: Converting decimals to fractions, converting fractions to decimals MA.4.A.6.5: Converting fractions to %; converting % to fractions	MA.4.A.2.3: Converting decimals to fractions, converting fractions to decimals MA.4.A.6.5: Converting fractions to %; converting % to fractions Weekly Test	
25	26	27	28	29	30	31
	MA.4.G.3.1: Area on a grid MA.4.G.3.3: Calculating area; measuring area	MA.4.G.5.3: Identifying a 3D figure; Identifying a 2D dimensional representation	FCAT Math Practice Test 1	FCAT Math Practice Test 2	MA.4.A.1.2: Multi-digit multiplication Compile all the data and create new focus calendar with Ms. Tracey.	

April 2012 4th Grade Math Focus Calendar

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16 FCAT Reading Session 1	17 FCAT Reading Session 2	18 FCAT Math Session 1	19 FCAT Math Session 2	20	21
22	23	24	25	26	27	28
29	30					

March 2012 5th Grade Reading Focus Calendar

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	27	28	29	1	2	3
	LA.5.1.7.2	LA.5.1.7.4 and LA.5.1.7.7	LA.5.6.1.1	LA.5.6.1.1	LA.5.1.7.3	
	Author's Purpose and Perspective	Cause and Effect Compare	Locate, interpret, organize information	Chronological Order	Main Idea	
	6	7	8	9	10	
	LA.5.1.6.8	LA.5.1.6.7	LA.5.2.1.2	LA.5.2.1.2	Weekly Test	
	Synonyms and Antonyms	Base Words and Word Parts for defining unfamiliar words	Plot	Problems/Resolution		
		FCAT SPRING BREAK PACKET GOES HOME				
	12	13	14	15	16	17
	Spring Break					St. Patrick's Day
	19	20	21	22	23	24
	LA.5.2.1.2	LA.5.2.1.2	LA.5.6.1.1	LA.5.6.1.1	LA.5.6.1.1	
	Character Point of View	Story Elements	Locate, interpret, and organize information			
	26	27	28	29	30	31
	FCAT Reading Practice Test 1	FCAT Reading Practice Test 2	LA.5.1.6.3	LA.5.1.6.7	LA.5.2.1.2	
			Context Clues	Base Words and Word Parts for defining unfamiliar words	Story Elements	
	School Wide Testing			Complete all the data and create new focus calendar with Ms. Tracey.	Data breakdown due.	

April 2012

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16 FCAT Reading Session 1	17 FCAT Reading Session 2	18 FCAT Math Session 1	19 FCAT Math Session 2	20	21
22	23	24	25	26	27	28
29	30					

March 2012 5th Grade Math Focus Calendar

Sun.	Monday	Tuesday	Wednesday	Thursday	Friday	Sat.
27		28 MA.5.A.1.1: Distributive property; Division algorithm; Place Value MA.5.A.1.4: Division estimate; One-digit divisors; Interpreting division solutions MA.5.A.6.5: Guess, check, revise; pattern relationships	29 MA.5.A.2.1: Adding and subtracting fractions and decimals. MA.5.A.2.2: Mixed numbers, decimals, and fractional operations	1 MA.5.A.2.4: Composite and prime numbers. MA.5.A.6.3: Identifying integers MA.5.A.6.4: Comparing and graphing integers	2 MA.5.A.2.1: Adding and subtracting fractions and decimals. MA.5.A.2.2: Mixed numbers, decimals, and fractional operations. Weekly Test	3
4	5 MA.5.A.4.1: Properties of equality: Solving one-variable equations: Translating/solving equations. MA.5.A.6.2: Exponents' Order of operations	6 MA.5.S.7.1: Analyzing double bar graphs; Analyzing line graphs. MA.5.S.7.2: Continuous data; Discrete data	7 MA.5.G.3.1: Faces/edges/vertices of prisms and pyramids MA.5.G.3.2: Prism surface area and volume	8 MA.5.G.5.4: Trapezoid and Triangle area MA.5.G.5.1: Identifying coordinates; Plotting points FCAT SPRING BREAK PACKET GOES HOME	9 MA.5.G.5.3: Converting customary length; Converting time MA.5.G.5.3: Appropriate units; Precision of measurement Weekly Test	10
11	12	13	14	15	16	17
Spring Break						
18	19 MA.5.A.2.1: Adding and subtracting fractions and decimals. MA.5.A.2.2: Mixed numbers, decimals, and fractional operations.	20 MA.5.S.7.1: Analyzing double bar graphs; Analyzing line graphs. MA.5.S.7.2: Continuous data; Discrete data	21 MA.5.A.4.1: Properties of equality: Solving one-variable equations: Translating/solving equations. MA.5.A.6.2: Exponents' Order of operations	22 MA.5.A.2.4: Composite and prime numbers. MA.5.A.6.3: Identifying integers MA.5.A.6.4: Comparing and graphing integers	23 MA.5.A.4.1: Properties of equality: Solving one-variable equations: Translating/solving equations. MA.5.A.6.2: Exponents' Order of operations Weekly Test	24
25	26 MA.5.G.3.1: Faces/edges/vertices of prisms and pyramids MA.5.G.3.2: Prism surface area and volume	27 MA.5.G.5.4: Trapezoid and Triangle area MA.5.G.5.1: Identifying coordinates; Plotting points	28 FCAT Math Practice Test 1	29 FCAT Math Practice Test 2	30 MA.5.G.5.3: Converting customary length; Converting time Compile all the data and create new focus calendar with Ms. Tracey.	31

April 2012 5th Grade Math Focus Calendar

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16 FCAT Reading Session 1	17 FCAT Reading Session 2	18 FCAT Math Session 1	19 FCAT Math Session 2	20	21
22	23	24	25	26	27	28
29	30					

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March 2012 5th Grade Science Focus Calendar

Monday	Tuesday	Wednesday	Thursday	Friday	Sat.
27	28	29	1	2	3
	Big Idea 10: Forms of Energy	Big Idea 11: Energy Transfer and Transformations	Big Idea 12: Forces and Change in Motion	Big Idea 8: Properties of Matter Big Idea 9: Changes in Matter	Weekly Test
Physical Science					
4	5	6	7	8	9
	Big Idea 5: Earth in Space and Time	Big Idea 7: Earth Systems and Patterns	Big Idea 13: Forces and Changes in Motion	Big Idea 5: Earth in Space and Time	Big Idea 7: Earth Systems and Patterns
Earth and Space Science					
FCAT SPRING BREAK PACKET GOES HOME					
11	12	13	14	15	16
	Spring Break				
18	19	20	21	22	23
	Big Idea 14: Organization and Development of Living Organisms	SC.5.L.15.1: Describe how, when the environment changes, differences between individuals allow some plants and animals to survive and reproduce while others die or move to new locations.	SC.5.L.17.1: Compare and contrast adaptations displayed by animals and plants that enable them to survive in different environments.	Big Idea 14: Organization and Development of Living Organisms	Big Idea 1: Practice of Science
Life Science					
25	26	27	28	29	30
	SC.5.N.2.1: Recognize and explain that science is grounded in empirical observations that are testable; explanation must always be linked with evidence.	SC.5.N.2.2: Recognize and explain that when scientific investigations are carried out, the evidence produced by those investigations should be replicable by others	Big Idea 1: Practice of Science	Big Idea 1: Practice of Science	FCAT Practice Science Test New data due to Ms. Tracey by Monday 3:30 P.M.
Weekly Test					

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April 2012 5th Grade Science Focus Calendar

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16 FCAT Reading Session 1	17 FCAT Reading Session 2	18 FCAT Math Session 1	19 FCAT Math Session 2	20	21
22	23	24	25	26	27	28
29	30					

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Kidz Choice Charter School
9063 Taft Street
Pembroke Pines, Fl 33024
(954) 673-0698

Home Improvement Plan

Here are just a few tips to help your child at home reach his/her highest academic level. Together we can make your child succeed.

- Create a specific time and place for your child to study every day.
- Go over and review your child's daily work.
- Either read aloud or have your child read every night for at least 20 minutes.
- Ask comprehension questions after reading, using the following question starters:
 - Why, Where, What, When, and How
- Ask open-ended questions as well; these type of questions require more than a yes or no answer.
- If your child is below in Math, please create new problems to work on at home every day.
- Communicate with the teacher through your child's Homework folder.
- Be positive and encourage and empower your child.
- Use a reward system if needed.

KIDZ CHOICE CHARTER ESSAY CRITIQUE FORM

Directions: For each category please rate the student's writing based on a scale of 1 to 6.

6 = excellent

5 = very good

4 = good

3 = fair

2 = poor

1 = didn't use

Student Name _____ Date _____

Prompt _____

Organization	6	5	4	3	2	1
The thesis statement clearly indicates what the essay is about and has a sense of purpose.						
Each body paragraph has a clear topic sentence.						
All of the details presented in the essay are relevant and support the topic sentences and thesis (unity).						
The essay is logically organized and in paragraph format.						
Transitions have been appropriately placed so that the essay is smooth and coherent.						
There is a variety of sentence structure in the essay (Flow).						
Category Average						

Content	6	5	4	3	2	1
The introduction grabs the reader's attention.						
Body paragraphs are well supported with major and minor details.						
The conclusion wraps up the essay and leaves the reader satisfied.						
The language used is appropriate for the specified audience.						
Writing stayed on topic from introduction to conclusion.						
Category Average						

Mechanics	6	5	4	3	2	1
Sentences are complete. There are no fragments, fused sentences or comma splices.						
The wording is clear. Sentences make sense.						
There are no serious grammatical problems.						
Spelling is correct.						
Sentences have correct verb-tense agreement.						
Handwriting is legible and contained within writing box.						
Category Average						

Final Score Directions: Average the final score for each category and divide by three. That will be the final number score for the essay.

Final Score

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Differentiated Instruction Guidelines

- Infuse whole class lessons with multi-modal strategies to maximize student participation
- Make good use of small flexible groups to both support and challenge young learners
- Design leveled questions, tasks and assignments that give all students access to essential learning objectives
- Promote deeper understanding by focusing content area instruction on essential questions
- Provide students with choices that maximize their learning and engagement
- Design assignments that enable students to process information and demonstrate understanding in diverse and meaningful ways
- Organize and facilitate a variety of classroom learning configurations to meet students' academic needs
- Accurately and fairly assess students' differentiated assignments
- Implement practical, successful management strategies that boost students' productivity

Create lessons that effectively address varying readiness levels, interests and modes of learning

Kidz Choice Charter School

Dear 3rd grade Parents:

Kidz Choice Charter School will be hosting an **FCAT Camp** series beginning Saturday, January 21. The camp is free of charge for all 3rd grade students.

It is very important that all third graders participate. Students will be exposed to different strategies that can help them achieve the best marks possible on their tests. Reading and Math FCAT tests will be composed of items that assess mastery of the State Standards.

FCAT testing will begin January 21st so we must get ready. The teachers will emphasize strategies for identifying, determining, categorizing, comparing and critically analyzing FCAT sample questions.

The camp will also review all math and reading concepts they have learned. The FCAT results will be used to calculate student success and school grades in 2011-12. Third grade students who fail the FCAT test can be retained and will not be promoted to 4th grade next school year.

A small snack will be provided at 10:30

TIME: 9:00 a.m. to 12:00 p.m. Students must be picked up on time.

WHERE: Kidz Choice

DAYS:	Saturday, January 21	Saturday, February 11
	Saturday, January 28	Saturday, February 18
	Saturday, February 4	Saturday, February 25

Please return the bottom portion of this notice by January 6th. My child _____ will participate in the FCAT camp.

Print student's name

Lily Swanson, Director

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FCAT CAMP



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Kidz Choice Charter School
9063 Taft Street
Pembroke Pines, Fl 33024

Progress Monitoring Plan

PMP Quick Reference Directions

Please refer to the sample PMP's if you need further clarification.

PMP's MUST:

Parents must be notified each time a PMP is generated or updated
Be sent home to the parent each time it is changed (meaning, parents will receive a minimum of 3 PMP's this year.

Be placed in the student's portfolio

Be given to Director each time a PMP is generated on updated

Be updated any time a child has met an objective for an area of concern; be sure to include how it was demonstrated that the child met the objective in the diagnostic area.

Include the updated information sections of the PMP.

Please fill out all information for the student and parents with the most updated information that the school or teacher has on file.

Where it states by whom, please write classroom teacher grade and your name.

Where it states frequency, please list the specific day of the week and the time you start and end (see example PMP's for reference).

If a student does not need a PMP in a particular area, simply place N/A (see example PMP's for reference)

If you have any questions please do not hesitate to ask me.

Thank you very much for your efforts and dedication.

Lily Swanson, Director

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**Progress Monitoring Form (PMP)
Kidz Choice Charter School**

DATE: _____ Teacher _____ Grade _____

Name _____ Student ID _____ ESOL Level _____

Areas of Concern

_____ Language Arts (Reading/Vocabulary/Fluency/Phonics/Comprehension)

_____ Math

Parental Notification – Consultation

Date: _____

- Notification sent home with student
- Notification mailed home
- Notification via phone call

Comments: _____

Parental Notification – PMP

Date: _____

- Parent Attended conference
- PMP discussed by phone
- PMP Discussed by e-mail
- PMP mailed home
- PMP sent home with student

Comments: _____

Signatures and Positions of Persons Attending

Date: _____

Teacher: _____

Parent: _____

Other: _____

Other: _____

_____ Update Teacher: _____

Parent: _____

_____ Update Teacher: _____

Parent: _____

_____ Update Teacher: _____

Parent: _____

Kidz Choice Charter School
Progress Monitoring Form (PMP)

Name _____ Student ID# _____ Grade _____

DOB _____ Teacher _____ ESOL Level _____

Specific Areas of Concern
_____ Reading _____ Math _____ Science _____ Writing

Parental Notification - Consultation: Date: _____

- Notification sent home with student
- Notification mailed home
- Notification via phone call

Comments: _____

Parental Notification - PMP: Date: _____

- Parent attended conference
- PMP discussed by phone
- PMP discussed by email
- PMP mailed to the home
- PMP sent home with student

Comments: _____

Signatures and Positions of Persons Attending Date: _____

Teacher: _____ Parent: _____

Other: _____ Other: _____

_____ Update Teacher: _____ Parent: _____

_____ Update Teacher: _____ Parent: _____

_____ Update Teacher: _____ Parent: _____

Interventions

Reading

Phonemic Awareness

- o Corrective Reading
- o Guided Reading
- o Voyager Passport
- o Sound/Letter Relationship
- o Phonemic Segmentation

Phonics

- o Corrective Reading
- o Guided Reading
- o Voyager Passport
- o Sound/Letter Relationship
- o Phonemic Segmentation
- o Making Words/Making Big Words Activities

Vocabulary

- o Voyager Passport
 - o CRISS Strategies
 - o Guided Reading
 - o Reciprocal Teaching
- Comprehension
- o Voyager Passport
 - o CRISS Strategies
 - o Read Alouds
 - o Read and Retell
 - o Reciprocal Teaching
 - o Guided Reading

Fluency

- o Books on Tape
- o Choral Reading
- o Echo Reading
- o Guided Reading
- o Independent Reading
- o Partner Reading
- o Reader's Theater
- o Repeated Reading
- o Activities

Date	Assessment Instruments	Area Assessed	Frequency	Duration	Monitoring Status	Comments	Parent Initial
					IP SP M		
					IP SP M		
					IP SP M		
					IP SP M		
					IP SP M		
					IP SP M		

IP – Insufficient Progress SP – Some Progress M – Mastery

Interventions

Writing

- Conferencing
- Daily Grammar Editing Sentence Activities
- Journaling
- Shared Writing
- Graphic Organizers
- Other: _____

Date	Assessment Instruments	Area Assessed	Frequency	Duration	Monitoring Status	Comments	Parent Initial
					IP SP M		
					IP SP M		
					IP SP M		
					IP SP M		
					IP SP M		
					IP SP M		

IP – Insufficient Progress SP – Some Progress M - Mastery

Interventions

Math

- o Cooperative Learning
- o Hands-on Instruction that Link to Read World Context
- o Individual Teacher Assistance
- o Peer Tutoring
- o Problem Solving Strategies
- o Guided Instruction/Step-by-Step Directions
- o Use of Charts, Tables, and Diagrams
- o Use of Center Activities
- o Transition through Concrete, Semi-concrete, Pictorial, and Abstract Phases

Date	Assessment Instruments	Area Assessed	Frequency	Duration	Monitoring Status	Comments	Parent Initial
					IP SP M		
					IP SP M		
					IP SP M		
					IP SP M		
					IP SP M		
					IP SP M		

IP – Insufficient Progress SP – Some Progress M – Mastery

Interventions

Science

- o Classroom-based Instruction
 - o Cooperative Learning
 - o CRIS Strategies
 - o Designing and Conducting Experiments
 - o Hands-on Instruction that Link to Read World Context
 - o Peer Tutoring
- o Problem Solving Strategies
 - o Small Guided Group Instruction
 - o Transition through Concrete, Semi-concrete, Pictorial, and Abstract Phases

Date	Assessment Instruments	Area Assessed	Frequency	Duration	Monitoring Status	Comments	Parent Initial
					IP SP M		
					IP SP M		
					IP SP M		
					IP SP M		
					IP SP M		
					IP SP M		

IP – Insufficient Progress SP – Some Progress M – Mastery

Kidz Choice Charter School
(5409)
2012 Charter School Renewal

INDICATORS AND STANDARDS



Renewal Application 2012
NOTEBOOK 2

2012 Charter School Renewal (5409)

Data-Driven Decision-Making

The school competently uses qualitative data to inform and guide instructional planning and practice alignment with the Next Generation Sunshine State Standards



Renewal Application 2012

Quarter 1 FCAT Practice Weekly Assessments (3rd Grade)

2011-2012

Tracking Progress

Name	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Average
[REDACTED]	92	77	77	85	77	85	85	92	77	83
[REDACTED]	92	62	77	77	62	77	77	46	54	69
[REDACTED]	85	77	77	69	77	77	85	54	62	74
[REDACTED]	92	77	85	92	92	38	62	85	69	77
[REDACTED]	69	77	54	69	69	69	85	85	62	71
[REDACTED]	77	92	100	69	85	92	69	69	77	81
[REDACTED]	92	77	62	100	77	100	85	69	54	80
[REDACTED]	85	100	85	77	85	77	69	69	69	80
[REDACTED]	92	77	100	100	92	92	92	100	69	90
[REDACTED]	85	69	69	92	69	77	85	92	54	77
[REDACTED]	100	92	77	92	92	77	69	85	69	84
[REDACTED]	95	69	77	69	85	77	69	77	62	76
[REDACTED]	77	77	77	54	54	69	77	38	46	63
[REDACTED]	62	85	85	69	85	77	92	85	77	80
[REDACTED]	77	54	85	77	85	62	69	85	69	74
[REDACTED]	92	92	100	90	92	100	85	100	85	93

4th Grade Reading Tracking Progress

Students	Florida Treasures Weekly Benchmark	Florida Treasures Weekly Benchmark	Florida Treasures Weekly Benchmark	Total Weekly Benchmark Score
[REDACTED]	37%	49%	60%	48.6%
[REDACTED]	69%	77%	71%	72.3%
[REDACTED]	43%	59%	70%	57.3%
[REDACTED]	87%	85%	90%	87.3%
[REDACTED]	66%	71%	78%	71.6%
[REDACTED]	39%	47%	52%	47.6%
[REDACTED]	57%	61%	68%	62%
[REDACTED]	78%	85%	80%	81%
[REDACTED]	89%	91%	93%	91.6%
[REDACTED]	34%	40%	50%	41.3%
[REDACTED]	74%	80%	86%	80%
[REDACTED]	85%	92%	90%	89%
[REDACTED]	88%	90%	91%	89.6%

4th Grade Reading/Comprehension Tracking Progress

Based on 4th Grade Reading/Comprehension Tracking Progress using Florida Treasures Weekly Benchmarks, the following students are staying after school on Tuesdays and Thursdays for 30 minutes additional instruction. In addition, they are pulled out during Language Arts twice a week for small group instruction.

The same students below are to begin additional FCAT instruction on December 5, 2012, every day from 3:20 – 4:20 p.m.

Student	41%
Student	47%
Student	48%
Student	57%
Student	62%
Student	71%
Student	72%

99% students in low 25% are Hispanic
1% students in low 25% are Black

(Names of students in front page)

4th Grade Math Tracking Progress

Students	Florida Assessment GO Math Weekly Benchmark	Florida Assessment GO Math Weekly Benchmark	Florida Assessment GO Math Weekly Benchmark	Total Weekly Benchmark Score
[REDACTED]	49%	60%	81%	63.3%
[REDACTED]	85%	76%	87%	82.6%
[REDACTED]	92%	52%	71%	71.3%
[REDACTED]	82%	74%	87%	81%
[REDACTED]	84%	53%	89%	75.3%
[REDACTED]	39%	52%	63%	51.3%
[REDACTED]	84%	55%	60%	66.3%
[REDACTED]	98%	77%	94%	89.6%
[REDACTED]	96%	64%	97%	85.6%
[REDACTED]	59%	62%	68%	72.6%
[REDACTED]	86%	68%	85%	79.6%
[REDACTED]	91%	69%	92%	75.3%
[REDACTED]	46%	88%	92%	75.3%

4th Grade Math Tracking Progress

Based on 4th Grade Math Tracking Progress using Florida Assessment Go-Math Weekly Benchmarks, the following children are staying after School on Tuesdays and Thursdays for 30 minutes additional instruction. In addition, they are pulled out during math twice a week for small group instruction.

Also the same students below are to begin additional FCAT instruction on December 5, 2012, every day from 3:20 – 4:20 p.m.

Student	51%
Student	63%
Student	71%
Student	72%

(Names of students in front page)

99% of the students on this list are Hispanic

5th Grade Reading Tracking Progress

Student's Name	Florida's Treasures Weekly Benchmark	Florida's Treasures Weekly Benchmark	Florida's Treasures Weekly Benchmark	Florida's Treasures Weekly Benchmark Average
[REDACTED]	31%	53%	60%	48%
[REDACTED]	69%	70%	80%	73%
[REDACTED]	58%	65%	70%	64%
[REDACTED]	89%	100%	95%	95%
[REDACTED]	81%	90%	75%	82%
[REDACTED]	89%	90%	95%	91%
[REDACTED]	89%	85%	90%	88%
[REDACTED]	69%	60%	74%	68%
[REDACTED]	53%	70%	67%	63%
[REDACTED]	72%	80%	85%	80%
[REDACTED]	72%	90%	90%	84%
[REDACTED]	75%	85%	100%	87%
[REDACTED]	75%	80%	85%	87%
[REDACTED]	75%	80%	85%	80%

5th Grade Reading/Comprehension Tracking Progress

Based on 5th Grade Reading/Comprehension Tracking Progress using Florida Treasures Weekly Benchmarks, the following students are staying after School on Tuesdays and Thursdays for 30 minutes additional instruction. In addition, they are pulled out during Language Arts twice a week for small group instruction.

The same students below are to begin additional FCAT instruction on December 5, 2012, every day from 4:25 – 5:30 p.m.

Student	48%
Student	63%
Student	64%
Student	68%
Student	73%

100% students in low 25% are Hispanic

(Names of students in front page)

5th Grade Math Tracking Progress

Student's Name	Florida Assessment Go-Math Weekly Benchmark	Florida Assessment Go-Math Weekly Benchmark	Florida Assessment Go-Math Weekly Benchmark	Florida Assessment Go-Math Weekly Benchmark Average
[REDACTED]	50%	65%	85%	70%
[REDACTED]	85%	35%	75%	65%
[REDACTED]	83%	80%	75%	79%
[REDACTED]	88%	100%	95%	94%
[REDACTED]	83%	85%	100%	90%
[REDACTED]	89%	50%	60%	66%
[REDACTED]	85%	70%	90%	82%
[REDACTED]	80%	65%	80%	75%
[REDACTED]	78%	57%	85%	73%
[REDACTED]	70%	80%	85%	80%
[REDACTED]	93%	80%	100%	91%
[REDACTED]	83%	92%	85%	87%
[REDACTED]	78%	91%	95%	88%
[REDACTED]	77%	83%	90%	83%

5th Grade math Tracking Progress

Based on 5th Grade Math Tracking Progress using Florida Assessment Go-Math Weekly Benchmarks, the following children are staying after School on Tuesdays and Thursdays for 30 minutes additional instruction. In addition, they are pulled out during math twice a week for small group instruction.

Also the same students below are to begin additional FCAT instruction on December 5, 2012, every day from 4:25 – 5:30 p.m.

Student	73%
Student	66%
Student	65%
Student	70%
Student	75%

(Names of students in front page)

99% of the students on this list are Hispanic

5th Grade Science Tracking Progress

Student's Name	Florida Science Fusion Weekly Benchmark	Florida Science Fusion Weekly Benchmark	Florida Science Fusion Weekly Benchmark	Florida Science Fusion Weekly Benchmark
[REDACTED]	40%	50%	70%	53%
[REDACTED]	40%	60%	65%	55%
[REDACTED]	60%	65%	80%	70%
[REDACTED]	81%	85%	90%	85%
[REDACTED]	70%	75%	80%	75%
[REDACTED]	57%	60%	70%	62%
[REDACTED]	76%	100%	90%	87%
[REDACTED]	48%	50%	80%	60%
[REDACTED]	43%	45%	80%	56%
[REDACTED]	60%	70%	85%	72%
[REDACTED]	60%	70%	88%	73%
[REDACTED]	60%	75%	80%	72%
[REDACTED]	53%	85%	80%	73%
[REDACTED]	70%	80%	90%	80%

5th Grade Science Tracking Progress

Based on Grade 5th Science Tracking Progress using Florida Science Fusion Weekly Benchmarks Assessments, the following children will be pulled out during Science for small group of 5 for instruction.

Also the same students below are to begin additional FCAT instruction on December 5, 2012, every day from 4:25 – 5:30 p.m.

Student	53%
Student	55%
Student	56%
Student	60%
Student	62%
Student	70%
Student	72%
Student	72%
Student	73%
Student	73%

99% of students in this group are Hispanic

(Names of students in front page)

2012 Charter School Renewal (5409)

Implementation of Exceptional Education

The school provides quality services for ESE students as defined in the school's contract and as required by applicable law.



Renewal Application 2012

Name:	Ms. Alarcon	
Date:	November 19-23 Week # 14	Textbooks Used this Week: Treasures Harcourt: Go Math Harcourt: Horizons: Social Studies Harcourt: Science Online Resources

Day	Alignment of: Subject, Standard-Objective, HW, Assessment, ELL, and ESE strategies	Activities/Assignments
Monday	November 19, 2012*****	*****
8:00 - 8:15		Pledge, Calendar, Announcements
8:15 - 10:15	<p>Reading / Language Arts</p> <p>Objective: We will identify and explain elements of plot structure with 80% accuracy. (LA. 4.2.1.2) We will make inferences with 80% accuracy. (LA.4.1.7.3) We will generate ideas using organizational strategies with 80% accuracy. (LA. 4.3.1.1. & LA.4.3.1.3.) Homework: <u>Reading</u>, Practice Book. P6> 70 <u>Grammar</u>: none <u>Spelling</u>: none</p> <p>ESE: Extended Time, one on one with the teacher. ELL: none</p>	<ul style="list-style-type: none"> • Review Spelling words Unit 2 P6>36 • Review Grammar Concepts Unit 2 P6> 63 • Introduce new expository topic: " Explain why everyone should learn how to read" • Organize ideas using a graphic organizer. • Choose correct transitions words.
10:15-11:15	<p>Math</p> <p>Objective: We will multiply multi digits whole numbers through four digits fluently, demonstrating understanding of the standard algorithm and checking for reasonableness of result, including solving real word problems with 80% accuracy. Standard: MA.4.A.1.2 Homework: Practice Book Pg. P 115-116 ESE: Extended Time, one on one with the teacher. ELL: none</p>	<ul style="list-style-type: none"> • Chapter 5. Lesson 5.8 TE. Pg. 211 • Unlock the Problem • Explain class activities and exercises. • Show and Share Pg. 212 (1-3) • Classwork. Pg. 213 (4-9)
11:15-11:45	<p>Science.</p> <p>Objective: We will explain how erosion affects rock with 80% accuracy. Standard: SC.D.1.2.4.4.1 & SC.H.2.2.1.4.2 Homework: Practice Book P6 RS 56-57 ESE: Extended Time, one on one with the teacher. ELL: none</p>	<ul style="list-style-type: none"> • Read and discuss Pg. 260-262 • Answer Cause and Effect Questions P6> 261,262
11:45-12:15	Lunch	

12:15-12:45	PE Objective: We will play a basketball game keeping scores with 90 % accuracy Standard: PE.4.M.1.9	<ul style="list-style-type: none"> Basketball
12:45-1:15	Social Studies Objective: We will identify the reasons for the decline of Spain's missions in Florida with 90% accuracy. Standard: SS.4.A.3.2 Homework: Practice Book Pg. 35-36 ESE: Extended Time, one on one with the teacher, ELL: none	<ul style="list-style-type: none"> Read and discuss Pg. 128-129 Answer Q. Lesson 5 review Pg. 129
1:15 - 1:45	Intervention	<ul style="list-style-type: none"> Help with any material that the student didn't understand during the lesson.
11:45 - 2:00	SSR Sustained Silent Reading	
Day	Alignment of: Subject, Standard-Objective, HW, Assessment, ELL, and ESE Strategies	
Tuesday	November 20, 2012*****	*****
8:00 - 8:15		Pledge, Calendar, Announcements
8:15 - 10:15	Reading/ Language Arts Objective: We will identify and explain elements of plot structure with 80% accuracy. (LA. 4.2.1.2) We will make inferences with 80% accuracy. (LA.4.1.7.3) We will use the prewriting plan to start our essay with 80% accuracy. (LA.4.3.2.1) Homework: <u>Reading</u> : none Spelling: none Grammar: none ESE: Extended Time, one on one with the teacher, ELL: none	<ul style="list-style-type: none"> Continue Practicing the spelling words of Unit 2 Continue Practicing with the Grammar Concepts of Unit 2 Using the organizational graph start introduction paragraph and body paragraphs.
10:15-11:15	Math Objective: We will multiply multi digits whole numbers through four digits fluently, demonstrating understanding of the standard algorithm and checking for reasonableness of result, including solving real word problems with 80% accuracy. Standard: MA.4.A.1.2 Homework: Practice book Pg. P 117-118 ESE: Extended Time, one on one with the teacher. ELL: none	<ul style="list-style-type: none"> Chapter 5 Lesson 5.9, (TE. PG> 215) Do unlock the problem Explain activities and class. Share and Show 1-4 On your own 5-17
11:15-11:45	Science Objective: We will describe what soil is with 80% accuracy. Standard: SC.D.1.2.1.4.1 & SC.H.1.2.2.4.1	<ul style="list-style-type: none"> Introduce Vocabulary words PG> 266 Read and Discuss TE. PG> 266-269 Answer Compare and Contrast PG> 267, 269

	Homework: none ESE: Extended Time, one on one with the teacher, ELL: none	
11:45-12:15	Lunch	
12:15-12:45	PE Objective: We will play and compete in a relay and obstacles race with 95% accuracy, Standard: PE.4.M.1.9	Relay and Obstacle Race Competition
12:45-1:45	Art (Ms. Coco)	
1:45- 2:00	SSR Sustained Silent Reading	
	Alignment of: Subject, Standard-Objective, HW, Assessment, ELL, and ESE Strategies	
Wednesday	November 21, 2012*****	*****
8:00 - 8:15		Pledge, Calendar, Announcements
8:15 - 10:15	Reading/Language Arts Objective: We will identify and explain elements of plot structure with 80% accuracy. (LA. 4.2.1.2) We will make inferences with 80% accuracy. (LA.4.1.7.3) We will vary language techniques and word choice, creating clarity. (LA. 4.3.3.3 & LA.4.3.3.2) Homework: <u>Reading</u> : none <u>Spelling</u> : none <u>Grammar</u> : none ESE: Extended Time, one on one with the teacher. ELL: none	<ul style="list-style-type: none"> • FCAT Unit 2 Assessment • Unit 2 Spelling Assessment • Unit 2 Grammar Concept Assessment • Using the organization patterns will start writing body paragraphs • Guide and check the use of Transitions words. • Continue writing and bring it back after Thanksgiving holiday.
10:15-11:15	Math Objective: We will multiply multi-digits whole numbers through four digits demonstrating understanding of the standards algorithm and checking for reasonableness of results, including solving real-world problems with 90% accuracy Standard: MA. 4.A.1.2 Homework: Practice Book P. 119-120 ESE: Extended Time, one on one with the teacher. ELL: none	<ul style="list-style-type: none"> • Chapter 5 Lesson 5.10 PG 219 • Unlocked the problem • Share and Show Pg. 220-221 (1-4) • On your own Pg. 221 (5-18)
11:15-11:45	Science Objective: We will explain how soil forms, and how soils differ with 80% accuracy. Standard: SC.D.1.2.1.4.1 & SC.H.1.2.2.4.2. Homework: Practice Book PG RS 58-59 ESE: Extended Time, one on one with the teacher. ELL: none	<ul style="list-style-type: none"> • Read and Discuss TE. PG. 270-271 • Answer Reading Review Pg. 271
11:45-12:15	Lunch	
12:15-12:45	PE Objective: We will be able to practice our moving	<ul style="list-style-type: none"> • Kickball game

	and responses through kickball with 80% accuracy. Standard: PE.4.M.1.9	
12:45-1:15	Social Studies Objective: We will apply critical thinking skills to interpret and use information on a historical time line with 90% accuracy. Standard: SS.4.A.3.2 & SS.4.A.3.3 Homework: none ESE: Extended Time, one on one with the teacher. ELL: none	* Chapter 3 Test
1:15 - 1:45	Intervention	Help with writing process
11:45 - 2:00	SSR Sustained Silent Reading	
	Alignment of: Subject, Standard-Objective, HW, Assessment, ELL, and ESE Strategies	
Thursday	November 22, 2012*****	*****THANKSGIVING HOLIDAY*****
8:00 - 8:15		Pledge, Calendar, Announcements
Friday	November 23, 2012*****	*****THANKSGIVING HOLIDAY*****
8:00 - 8:15		Pledge, Calendar, Announcements

ESE STUDENT: ~~NICHOLAS COLE~~

Progress Monitoring Program (Tuesday and Thursday) 30 minutes each day

Reading: L.A.4.1.7.3: Identifying inferences in written text in addition to extended time and one-one-one instruction with teacher.

Triumph intervention Reading Practice Book

Mathematics: M.A.4.A.1.2. Multiply multi-digits whole numbers through four digits demonstrating understanding of the standards algorithm and checking for reasonableness of results (includes solving real-world problems)

Go Math

Technological Based Program: Educational City, Brainchild, FCAT Explorer

Student is pulled out 5 x a week in addition to receiving Speech Services once a week

Name:	Mrs. Hernandez Fifth Grade	
Date:	October 15-19, 2012 Week # 9	Textbooks Used this Week: Reading/LA: Florida Treasure Math: Harcourt Go Math FL Science: Fusion Social Studies: Harcourt Horizon Online Resources: thinkcentral.com Brain Pop

Day	Alignment of: Subject, Standard-Objective, HW, Assessment, ELL, and ESE strategies	Activities/Assignments
Monday	October 15 th , 2012*****	*****
8:00 - 8:15		Pledge, Calendar, Announcements
8:15 - 10:15	<p>Reading/Language Arts Objective: We will: We will determine main idea with 80% accuracy. Student applies listening and speaking strategies with 70% accuracy. Demonstrate knowledge of characteristics of genres with 80% accuracy. Use context clues to determine word meanings with 90% accuracy. Standard: LA. 5.5.2, , LA.5.2.1.1, LA.5.1.6.3, LA.5.1.7.3</p> <p>Homework: Writing Journal Topics- TE- 90C Students must write everyday! Reading Log 15-30 min Everyday Comprehension: Spelling: SB. Pg. 39-40- Voc SB. Pg45 Grammar: SB. Pg 39</p> <p>ESE: extended time, one-on-one with teacher ELL: visual, modify language</p>	<p>Reading Weekly Theme: Slithery Snakes FCAT Skill- Main Idea and Details Comprehension: Strategy Summarize Writing: Narrative/ Pourquoi Story Science: Living Things and Their Environment Focus Question: TE-170 C- What do you know about snakes? Discuss weekly theme and essential question. (Look at the Poster) Build Background: TE-170 Read Aloud: "Snakebite" Pgs- 43-47 Read: " Poisonous Snakes" TE-172-173- Review questioning Strategy while reading/ Discuss Main Idea and Details/ Use context clues to determine meaning of the words Review Main Idea and Details- Provide definition and explain Review Context Clues- Strategy Restatements-TE-170 Introduce new vocabulary words and definitions. TE-191C Language Arts Spelling: Plurals TE-191G- Day 1 Pretest Grammar: Introduce Singular and Plural Nouns- TE-191 I Provide definition, discuss examples Writing: Write a Pourquoi Story- TE-190- Use Idea Web- TE-191 Plot Diagram</p> <p>Centers: TE- 170I-170J- Fluency, Independent Reading, Words Study (Spelling words) Context Clues</p> <p>Materials: SB. Pgs. 39-40-Spelling Grammar-Pg39</p>
10:15-11:15	<p>Math Objective: We will demonstrate knowledge of lesson 3.1-3.4 with 80% accuracy.</p> <p>Standard: MA. 5. A.1.1 Homework:</p> <p>ESE: extended time ELL: visuals</p>	<p>Chapter 3- Divide By 2-Digit Divisors Review lesson 3.1-3.4 Concepts before giving them the test Lesson 3.1-3.4- Mid-Chapter Checkpoint Go over the answers with the students</p> <p>Essential question: TE- About the Math: TE- Teach and Talk: TE- Unlock the problem: TE- Practice: Share and Show- TE- On your Own TE-87 Problem # Problem Solving- ALL- Discuss</p>

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11:15-11:45	Social Studies Objective: We will demonstrate knowledge of previous lessons with 80% accuracy. Standard: SS.5.6.2.1 Homework: Current event due on Friday ESE: extended time ELL: one-on-one	Lesson 2- 4 Quiz- Vocabulary Test Main Idea Questions from the book
11:45-12:15	Lunch	
12:15 - 12:45	Physical Education Objective: We will play a relay game Standard: PE.5.M.1.9	Relay Game Material: Outside equipment (balls, cones, hula hoops)
12:45-1:15	Science Objective: We will describe the work of hydrologist with 80% accuracy. Demonstrate knowledge of weather, Climate and the Water cycle with 80% accuracy. Standard: SC.5.E. 7.2, SC.5.E.7.4 Homework: Study for Unit Test tomorrow	Big Idea 7- Earth System and Patters Unit 3- Weather, Climate, and Water Cycle Career in Science- TE-157-158 Show what you know about Hydrologists Complete Sb. Pgs 157-158 Complete Benchmark Review- SB pg 159-161- Review Content as needed / Review for Unit Test on Friday Materials: Science Voc. (copies)
1:45 - 2:00	SSR Sustained Silent Reading	
Day	Alignment of: Subject, Standard-Objective, HW, Assessment, ELL, and ESE Strategies	
Tuesday	October 16th , 2012*****	*****
8:00 - 8:15		Pledge, Calendar, Announcements
8:15 - 10:15	Reading/Language Arts Objective: We will determine main idea through identifying relevant details with 80% accuracy. We will identifies, analyze and applies knowledge of elements of non-fiction with 70% accuracy. Standard: LA.5.1.7.3, LA.5.2.2 Homework: Writing Journal Students must write everyday! Reading Log 15-30 min Everyday Comprehension: SB. Pg 48 Spelling: SB. Pg 41- Complete a word map with the first 5 vocabulary word. Grammar: SB. Pg 40 ESE: extended time, one-on-one with teacher ELL: visual, modify language	Reading Focus Question: TE-170C How do rattlesnakes catch their prey? Read: "Rattlesn" TE-174 Discuss Genre: Nonfiction Article- Question strategy while reading FCAT Skill: Main Idea and details- TE-174 Follow Comprehension questions as guided on TE- STOP -pg. 181 Complete Main Idea and Details- Sb.pg 47 Language Arts Spelling: Word Sort-Day 2- TE-1916 Provide student with examples of how to sort plurals Grammar: Review Singular and Plural Nouns TE-191I Introduce Special Forms of Plural Nouns Writing: Writer's Craft- A Strong Conclusion-TE-190 Continue working on Plot Diagram Materials: Sb. Pg 41-Spelling --Grammar-SB. Pg40
10:15-11:15	Math Objective: We will adjust the quotient if the estimate is too high or too low with 70% accuracy. Standard: MA.5.A.1.1, MA.5.A.1.2-4	Lesson 3.5 Adjusting Quotients Daily Routine- Problem of the Day-TE-103A About the Math- TE-103A Engage TE-103 Teach and Talk TE-103

	<p>Homework: SB.pg 57-58/ Complete Student book if not finish in class (SB.pg105-106)</p> <p>ESE: extended time/One-on-one with teacher ELL: visual, modify vocabulary</p>	<p>Unlock the Problem TE-103 Share and Show- TE-SB.pg 90-# 3 & 6 On your Own-Problems #7,11,15 - Practice: 16, 22, 23, 24 Problem Solving TE-106- ALL- Discuss with the class Use ITEMS SPEC examples for benchmarks taught this week.</p> <p>Materials: Student book/TE</p>
11:15 - 11:45	<p>Science</p> <p>Objective: We will demonstrate knowledge of weather, climate and the water cycle with 80% accuracy.</p> <p>Standard: SC.5.E.7.3., SC.5.E.7.4, SC.5.E.7.5</p> <p>Homework:</p>	<p>Unit 3- Benchmark Review Assessment- 5b, Pgs 159-162 Go over as a class, discuss based on students' need</p> <p>Materials: Computer / Student Book</p>
11:45 - 12:15	Lunch	
12:15 - 12:45	<p>Physical Education</p> <p>Objective: We will play a relay game</p> <p>Standard: PE.5.M.1.9</p>	<p>Relay Game</p> <p>Materials: balls, Hula-hoops, bouncy ball</p>
12:45-1:45	Art (Ms Coco)	
1:45 - 2:00	SSR Sustained Silent Reading	
Day	Alignment of: Subject, Standard-Objective, HW, Assessment, ELL, and ESE Strategies	
Wed.	October 17th , 2012*****	*****
8:00 - 8:15		Pledge, Calendar, Announcements
8:15-10:15	<p>Reading/Language Arts</p> <p>Objective: We will identifies and analyze main idea of a nonfiction article with 80% accuracy. We will use context clues to determine meaning of the words with 90% accuracy.</p> <p>Standards: LA.5.2.1.2, LA.5.2.2.1</p> <p>Homework: Reading: Writing Journal (Any topic: between the student and the teacher) Students must write everyday! Reading Log 15-30 min Everyday</p> <p>Comprehension: SB. Pg. 41</p> <p>Spelling: SB. Pg 42 Complete vocabulary word map for the rest of the vocabulary words</p> <p>Grammar: SB. Pg 41</p> <p>ESE: extended time/One-on-one with teacher ELL: visual, modify vocabulary</p>	<p>Focus Question: Day 3- Te-170 D Read: " Rattlers" TE-182-187 Ask student to summarize the story up to this point- Ask questions to engage and assess comprehension- Review FCAT Skill- Main Idea and Details Continue reading the story and follow guided questions on TE Continue completing Main Idea Web Connect to the Author-TE-186-Complete comprehension Check Discuss Author Purpose.</p> <p>Language Arts Spelling: Day 3-TE-191H- Word Meanings- Categories Grammar: Day 3- TE-191J- Review Plural Nouns/ Proofread Writing: Write a Pourquoi Story-Writer's Checklist</p> <p>Materials: 5-pg42 6-pg 41</p>
10:15-11:15	<p>Math</p> <p>Objective: We will solve problems using the strategy guess, check, and revise with 70% accuracy.</p> <p>We will check the reasonableness of the quotients found using a calculator with 80% accuracy.</p> <p>Standard: MA.5.A.6.5, MA.5.A.1.4</p> <p>Homework: PB, Pgs-59-60 PB. 61-62</p>	<p>Lesson 3.6 Guess, Check, and Revise Daily routines: Check Homework Do Problem of the Day/Fluency Builder TE-107A About the Math: TE-103A Engage: TE- 107 Teach and Talk: TE- 107 Big Deeper: TE-107 Unlock the problem: TE- 107-108 Provide Examples Practice: Share and Show- TE-109 # 2,3</p>

	<p>Enrichment and Re-teach based on students' need</p> <p>ESE: extended time ELL: visuals</p>	<p>On your Own: TE- 110# 5,7, 9 Go over as a class Lesson 3.7-Check Reasonableness Do Problem of the Day/Fluency Builder TE-11A About the Math: TE-111A Engage: TE -112 Teach and Talk: TE- 111 Unlock the problem: TE- 111 Provide Examples Practice: Share and Show- TE-112 # 8& 8 On your Own: TE- 113 # 11, 14, 16, 17, 20 Problem Solving- ALL-TE- 114 Go over as a class</p> <p>Materials: PB, Pgs 59-62</p>
11:15- 11:45	<p>Social Studies Objective: We will understand how people use the land and its resources to meet their needs with 80% accuracy. Standard:SS.5.G.2.1 Homework:</p> <p>ESE: extended time ELL: one-on-one</p>	<p>Lesson 5- Where people live and work- TE-44 Introduce vocabulary words and definitions Read -TE-44-49 Discuss Table on TE-49- The Ten largest Cities in the U.S Review Questions- TE-49</p> <p>Materials: Sb, Pg 11 (copies)</p> <p>Materials: Student Book/ Elmo</p>
11:45-12:15	Lunch	
12:15-12:45	<p>Physical Education Objective: We will play and compete in a relay and obstacles race. Standard: PE.5.M.1.9</p>	Relay and Obstacle Race Competition
1:15 - 1:45	<p>Science Objective: We will describe some physical properties of matter with 70% accuracy. Relate the states of matter to temperature and the arrangement and movement of particles with 70% accuracy. Compare and liquids, and gases based on their physical properties with 70% accuracy. Standard:SC.5.P.8.1, SC.5.P.9.1 Homework: Sum it up! Brain Check SB, Pgs 176-178 ESE: extended time ELL: one-on-one</p>	<p>Unit 3- Benchmark Test- Practice Book Pgs-A628-A631 Go over the answer with the class</p> <p>Unit 4- The Nature of Matter Big Idea 8- Properties of Matter Lesson 1- What Are Solids, Liquids, and Gases? Essential question: TE-1638 Introduce Unit- TE-163 Engage and explore- TE-165 Introduce New Vocabulary Words and definitions (Use Building Vocabulary Pgs-16-17) Copies Virtual Lesson- Thinkcentral.com</p> <p>Materials: Benchmark Test (copies)</p>
1:45 - 2:00	SSR Sustained Silent Reading	
Day	Alignment of: Subject, Standard-Objective, HW, Assessment, ELL, and ESE Strategies	
Thursday	October 18th , 2012*****	*****
8:00 - 8:15		Pledge, Calendar, Announcements

8:15 - 10:15	<p>Reading/Language Arts Objective: We will demonstrate knowledge of characteristics of genres 80% accuracy. We will explain author's use of personification with 70% accuracy. Standard: LA.5.2.1.1. LA.5. 2.1.7. Homework: Writing Journal - Students must write everyday/ Reading Log 15-30 min Everyday Comprehension: SB. Pg. 49- Personification Spelling: SB. Pg 43- Study Vocabulary Words and definitions- Spelling words Grammar: Practice Book Pg 42 ESE: extended time ELL: visuals</p>	<p>Focus Question: TE- 170D- Day 4- Exit ticket for class Review Vocabulary Words/ Review HW Read: "How Poison Came Into The World" TE-188-189 Language Arts- Legends- TE-188 Introduce Literary Elements: Hero and Personification TE-188 Connect and Compare Activity- TE-189 Time for Kids: Pgs-54-59 Language Arts Spelling: Spiral review TE:191H Give SB- Pg 44 Pre-Quiz for Spelling words test tomorrow Grammar: Review and Proofread TE-191J Writing: Start Working in Final draft- TE-190-191 Finish Plot Diagram Do Centers Materials: Spelling PB.43 Grammar -SB.pg.42</p>
10:15-11:15	<p>Math Objective: We will adjust the quotient if the estimates are too high or too low 70% accuracy. Standard: MA. 5. A.1.4 Homework: PB. Pgs. 63-64 Review Chapter Test Tomorrow Connect to Reading Activity SB. Pg 118 ESE: extended time ELL: visuals</p>	<p>Lesson 3.8- Multistep Problems Essential question: TE-115A About the Math: TE-115A- Problem of the Day/Fluency Builder TE-1115A Engage: TE-115 Teach and Talk: TE-115 Unlock the problem: TE-115 Practice: Share and Show- TE-116 Problems # 2,3 On your Own TE-105 Problem #4,6, 7,- Discuss with the class Test Prep- Review for Chapter3 TEST Materials: Student Book/TE PB. Pg 63-64</p>
11:15-11:45	<p>Social Studies Objective: We will use latitude and longitude to locate places 80% accuracy. Standard:SS.5.6.1.2 Homework: Review Ch.1 Review Questions Study you will have your Chapter 1 Test tomorrow ESE: extended time ELL: visuals</p>	<p>Lesson 6-Use Latitude and Longitude Introduce new vocabulary words and definitions Read- Te- pgs 50-51 Use map to practice latitude and Longitude Materials: SB. Pg-12 (copies)</p>
11:45-12:15	Lunch	
12:15-12:45	<p>Physical Education Objective: We will be able to practice our moving and responses through kickball. Standard:PE.5.M.1.9</p>	Kickball game
12:45-1:15	<p>Science: Objective: We will compare and contrast physical changes and chemical changes with 70% accuracy. Understand how temperature can affect physical changes and chemical changes with 80% accuracy. Standard: SC.5.P.9.1 Homework: Brain Check Pgs-189-192</p>	<p>Lesson 2- How does Matter Changes? Engage and Explore- TE-179 Classify Changes- TE-180 View virtual lesson and apply concepts on student book</p>

1:15 - 1:45	Novel Study	
1:45 - 2:00	SSR Sustained Silent Reading	
Day	Alignment of: Subject, Standard-Objective, HW, Assessment, ELL, and ESE Strategies	
Friday	October 19 th , 2012*****	*****
8:00 - 8:15		Pledge, Calendar, Announcements
8:15 - 10:15	<p>Reading/Language Arts</p> <p>Objective: We will demonstrate comprehension of vocabulary words, spelling words and skills learned this week with 80% accuracy.</p> <p>We will demonstrate correct use of plural and singular nouns with 80% accuracy.</p> <p>Standard: LA. 5.1.7.3., LA.5.1.6.3, LA.5.3.4.4.</p> <p>Homework: Reading: Complete a book report Writing Journal (Any topic: between the student and the teacher) Students must write everyday! Reading Log 15-30 min Everyday</p> <p>ESE: extended time ELL: modify vocabulary</p>	<p>Focus Question: Day 5- TE-170D</p> <p>Read: FCAT weekly Assessment- Pgs- 81-92</p> <p>Assessed Skills- Main Idea and Details/ Vocabulary Words/ Context Clues: Restatements/ Plurals/ Singular and Plural Nouns</p> <p>Unit Test- Slithery Snakes Questions: 1-10</p> <p>Language Arts</p> <p>Spelling: TEST - Spellings words Vocabulary Words and definitions</p> <p>Grammar: Test- Singular and Plural Nouns-</p> <p>Writing: Writer's Craft Final Draft</p> <p>Materials: FCAT weekly assessment copies(7) Unit Test copies Grammar Test- Pgs 43-44 (copies)</p>
10:15-11:15	<p>Math</p> <p>Objective: We will demonstrate knowledge of all concepts learned on chapter 3 with 80% accuracy.</p> <p>Standard: MA.5.A.1.1, MA.A.1.3, MA.5.A.1.4</p> <p>Homework:</p> <p>ESE: extended time ELL: visuals</p>	<p>Chapter 3 Review/Test - TE119-120</p> <p>Check with class discuss answers</p> <p>Check Homework</p> <p>About the Math- TE-</p> <p>Engage TE-</p> <p>Unlock the Problem TE-</p> <p>Share and Show- TE-</p> <p>Problem Solving-ALL- - Discuss with the class</p> <p>Use ITEMS SPEC examples for benchmarks taught this week</p> <p>Materials: Student book/TE</p>
11:15-11:45	<p>Social Studies</p> <p>Objective: We will assess knowledge from chapter 1 with 80% accuracy.</p> <p>Standards: SS.5.6.1.2 SS.5.6.2.1</p> <p>Homework:</p>	<p>Chapter 1- TEST</p> <p>SB, Pg 53</p> <p>Materials: SB, Pg 53 (copies)</p>
11:45-12:15	Lunch	
12:15-12:45	<p>Physical Education</p> <p>Objective: We will pay and compete with an obstacle and relay race.</p> <p>Standard: PE.5.M.1.9</p>	<p>Obstacle race</p> <p>Run a lap</p>

12:45-1:45	Science Objective: We will experiment with chemical changes and temperatures with 70% accuracy. Standards: SC.5.P.9.1 Homework:	Lesson 3- Guided Inquiry TE-193A-194 Virtual LAB- thinkcentral.com How can Temperature Change Matter? <i>Experiment</i> Materials: SB/ TE/
1:45 - 2:00	SSR Sustained Silent Reading	

ESE Student: ~~Kyla Williams~~

Progress Monitoring Program (Tuesday and Thursday) 30 minutes each day

Reading: L.A. 5.2.1.2: Analyze elements of plot structure in addition to Extended Time and one-on-one with teacher

Triumph Intervention (Grammar Book)

Mathematics: M.A.S.A.1.1: Describe the process of finding quotients involving multi-digit dividends using models, place value, properties and the relationship of division to multiplication

Go Math Reteach Book

Technological Based Program: Educational City and Brainchild

Student is pulled out 5 x a week in addition to receiving Speech Services once a week

**Kidz Choice Charter School
Progress Monitoring Plan
Notification of Meeting**

To the Parent/Guardian of: _____ Date: _____

In response to the No Child Left Behind Act, the Florida Legislature passed Florida Statute 1008.25 regarding student progression, remedial instruction, and reporting requirement. As part of the legislation, students must participate in the statewide assessment program. Students who do not meet specific levels of performance in reading, writing, science and mathematics for each grade must be provided with additional diagnostic assessments to determine the nature of their difficulty and their areas of academic need.

For each student with identified and diagnosed deficiencies, the school in which the child is enrolled must develop a Progress Monitoring Plan (PMP) in consultation with the student's parent or guardian.

Your child has been identified as having a deficiency in one or more of the following areas: _____ reading _____ Writing _____ Mathematics _____ Science

A conference to discuss your child's academic progress has been scheduled on
Date: _____ at Time: _____ at Kidz Choice Charter School.

Your participation in this process is encouraged.

Sincerely,

Please complete the information below and return to your child's teacher.

Yes, I will attend the PMP meeting as scheduled

No, I am unable to attend the PMP meeting.

Student's Name: _____ Parent Signature: _____

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FINDS

A Research Process Model

Focus



- I can ask questions to find information.
- I can narrow or broaden my research topic.
- I can work with others to find answers to my questions.

Investigation



- I can find resources from different locations like the library and the Internet.
- I know that resources can be organized in different ways (fiction/nonfiction, print/digital).
- I know how to take care of different types of resources.

Note



- I know the difference between literature and informational text.
- I can make predictions about what I'm reading.
- I know which facts about the research topic are useful.

Develop







- I can draw conclusions from information to answer my questions.
- I can share the information I've learned and experiences I've had with others.

Score

- I can determine if the question has been answered.
- I can share how I found information to answer the questions.
- I can decide how well I did using the FINDS Research Process.

Kindergarten *FINDS* Research Process Model Rubric

I can research a topic, create a project and present to others.

<p>Common Core State Standard: CCLA W.K.7: Participate in shared research and writing projects.</p>		
<p>Performance Task: Students locate key facts or information related to the research topic and (with prompting and support from the teacher) demonstrate understanding of the <i>FINDS</i> research process by creating and presenting a class, group or individual research project.</p>		
4	<p>Proficient</p> 	<p>The student can:</p> <ul style="list-style-type: none"> • Create a class, group, or individual research project using the <i>FINDS</i> research process model. • Share research by writing and retelling key facts, details and information about the research topic. • Use provided resources, (print and digital) to find information about the research topic. • Ask questions about the research topic.
3	<p>Developing</p> 	<p>The student can:</p> <ul style="list-style-type: none"> • Share research by writing and retelling key facts, details and information about the research topic. • Use provided resources, (print and digital) to find information about the research topic. • Ask questions about the research topic.
2	<p>Emerging</p> 	<p>The student can:</p> <ul style="list-style-type: none"> • Locate a picture or information from a book that is related to the research topic. • Ask questions about the research topic.
1	<p>Experimenting</p> 	<p>The student can:</p> <ul style="list-style-type: none"> • (With help from the teacher) ask questions about the research topic.
<p>*Additional CCLA strands addressed in the <i>FINDS</i> research process: CCLA W.K.8: With guidance and support from adults recall information from experiences or gather information from provided sources to answer a question. CCLA SL.K. 4: Describe people, places, things and events and with prompting and support, provide additional detail. CCLA SL. K. 5: Add drawings or other visual displays to descriptions as desired to provide additional detail. CCLA SL. K 6: Speak audibly and express thoughts, feelings and ideas clearly.</p>		

FINDS

Grade Kindergarten

Kindergarten	FINDS – A Research Process Model	SSS	AASL Standards
	The student will:		
Focus on the information need			
K.1.1 Identify areas of inquiry, working in groups or individually.	K.1.1.1 Ask questions to obtain information, collaborating with others if working in group. K.1.1.2 Narrow or broaden topic.	LA.K.6.2.1	AASL 1.1.3 AASL 1.1.9
K.1.2 Decide how much information is needed, working in groups or individually.			
K.1.3 Develop a search action plan and timeline, working in groups or individually.	K.1.3.1 Work individually or in cooperative group to decide who can assist in locating an answer to a librarian/teacher directed activity.	LA.K.6.2.1	AASL 1.4.2 AASL 1.4.4
Investigate resources to search for answers			
K.2.1 Locate collections such as fiction, nonfiction, reference, biography, nonprint, and e-resources, working in groups or individually.	K.2.1.1 Know that story books are in the easy fiction section.	LA.K.2.1.4	AASL 1.1.4
	K.2.1.2 Know that books are placed in order on the library shelves.		AASL 1.1.4
	K.2.1.3 Identify appropriate resources from various locations (e.g., school/public library or book store).	LA.K.2.1.4 LA.K.2.2.3	AASL 1.2.2
K.2.2 Apply evaluative criteria to select the best resources to answer the search question, working in groups or individually.	K.2.2.1 Understand that the information need determines the resources selected (e.g., dictionary, nonfiction, photograph).	LA.K.6.1.1 LA.K.6.2.2	AASL 1.1.4 AASL 1.1.5
K.2.3 Demonstrate an understanding of how information is organized and located, working in groups or individually.	K.2.3.1 Recognize that reference information is organized in specific formats (e.g., dictionaries).	LA.K.6.2.2	AASL 1.1.4
	K.2.3.2 Understand that resources may be organized according to type or format either alphabetically or numerically.		AASL 1.1.6
K.2.4 Exhibit responsible care and use of materials, e-resources, equipment, and facilities, working in groups or individually.	K.2.4.1 Follow procedures for circulation and timely return of materials.		AASL 3.1.5 AASL 3.1.6
	K.2.4.2 Exhibit responsible care in the use of materials, equipment, and facilities.		AASL 1.3.3 AASL 3.1.6
	K.2.4.3 Follow guidelines and etiquette in the use of electronic information sources.	LA.K.6.4.1	AASL 1.3.5 AASL 3.1.6
Note and evaluate facts			
K.3.1 Read, evaluate, and select	K.3.1.1 Differentiate between fiction and nonfiction.	LA.K.1.7.2	AASL 1.1.4

9/22/09

Report Execution Scope and Characteristics: Report Parameter	Supplied Value (may be programmatically overridden)
School Number:	5409
School Type (TYPE = 1 THRU 5):	1
ALL Grade Level:	ALL
Sort (N=Name, G=Grade, Name, T=Team, Name):	N
Program Status (ALL, A=active, P=Pending, I=Inactive):	A
Optional - Program Code:	ALL
Optional - Program Extension Indicator Code:	ALL
Optional - Primary Exceptionality Code:	ALL

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EXCEPTIONAL STUDENT VERIFICATION

54061 - KIDZ CHOICE CHARTER SCHOOL

Please be advised of the following warnings...

- 1 ALL GRADES WERE SELECTED.

509

NAME	STUD ID	STUD SEX	DOB	GR	PRIM	ACCT/	EARLY INTERVENTION	QAL	QAL	EVEN	FLST	SPEC	PKM
	STUD_NBR	STUD_SEX	DOB	GR	RECP	TRSP	YEAR	PLAN	PLAN	STRT	PART	PART	PKM
S	0608093997	M	08/19/02	04	V	1800	0/00	Z Z Z Z Z Z Z Z Z Z	Z Z Z Z Z Z	Z	Z	Z	Z
T													
P													
S													
S													
S	0612050572	M	11/08/05	04	F	1800	0/00	Z Z Z Z Z Z Z Z Z Z	Z Z Z Z Z Z	Z	Z	Z	Z
T													
P													
S													
S													
S	0609145063	F	09/16/03	04	L	1800	0/00	Z Z Z Z Z Z Z Z Z Z	Z Z Z Z Z Z	Z	Z	Z	Z
T													
P													
S													
S													
S	0613043203	F	11/02/02	05	K	1800	1770	Z Z Z Z Z Z Z Z Z Z	Z Z Z Z Z Z	Z	Z	Z	Z
T													
P													
S													
S													
S													

Total Students = 4

507

2012 Charter School Renewal (5409)

Implementation of ELL Program

The school provides quality services for English Language Learners students as defined in the school's contract and as required by applicable law.



Renewal Application 2012

AGENDA

October 6, 2012

Time: 9:30 a.m. – 12:30 p.m.

Presenter: Lily Swanson

ELL (English Language Learner) Presentation

Welcoming remarks

Explanation of ELL (English Language Learner) determination

Tools used:

Parent Survey (copy provided)

Parent Participation Letter (copy provided)

IPT I-Oral Test Pictures by Ballard & Tighe

IPT I-Oral Test Booklets by Ballard & Tighe

CELLA – end of year (copy provided)

Initial Language Classification Assessment Form (provided)

Percentile and Standard Score Chart (provided)

Assessing and Classifying steps

15 min break

Breaking into groups and follow along to learn how to administer and assess students.

Administering CELLA

Conclusion:

Questions, suggestions, feedback, comments, recommendations

ELL (ENGLISH LANGUAGE LEARNER) WORKSHOP/PRESENTATION

Date: Saturday, October 6, 2012 Time: 8:30 a.m.

Welcome all to the ELL presentation. Please sign your name on the Sign In/Out sheet provided.

The purpose of this Workshop/Presentation is to explain the steps necessary to test, and designate and classify the levels of English Language Learners of Elementary School children in our area.

The majority of children enrolled in our elementary schools in the Pembroke Pines area are children who have Spanish as their primary language. Many do not speak English at all when they begin school. In addition, many of these students come from economically disadvantaged families. In order to help them we must first assess their English language proficiency.

Kidz Choice Charter School staff as well as other individuals attending this presentation will become familiarize with the tools available in order to better help each individual child.

This presentation will serve as an overview of the English Language Learner program. It is recommended that personnel attending this presentation/workshop would receive additional courses on how to administer and assess students from the Multicultural, ESOL and Program Services Department.

Assessing Tools:

Home Language Survey

This survey is provided in several languages. Parents must answer the 3 questions and sign the survey.

1. Is language other than English used in the home? Yes ___ No ___
2. Did the student have a first language other than English? Yes ___ No ___
3. Does the student most frequently speak a language other than English? Yes ___ No ___

If any of the answers to the 3 questions is "YES" the student must be tested for English proficiency. This is the first step in determining who will be tested

Parent participation letter

A parent/guardian will be invited to discuss the ESOL program and a participation letter must be signed.

All students should be tested at the beginning of the school year. This oral test is required in order to access the IPT I-Oral Score Levels and the Oral Language Designation of each child.

How to administer the IPT I-Oral test

The testing booklets (IPT I-Oral) may be obtained from Ballard & Tighe at www.ballard-tighe.com

The TEST Pictures book (for testing administrators) is also available from Ballard & Tighe.

According to the IPT I-Test booklet Initial classification means that any child of Preschool age or Kindergarten who is tested in the fall or upon entering school should receive his/her designated classification.

10:30 – 10:45 break

We will break into groups

A copy of a booklet has been provided to each individual to follow along

The booklet is divided into Sections B through F

The test will continue until a child receives 8 or 9 errors (depending of Level). At that time the test administrator or examiner would stop the test and would score the Level indicated.

Initial Language Classification Assessment Form (provided)

Percentile and Standard Score Chart (provided)

This chart demonstrates the Raw Score, Percentile and Standard Score received in the tests (provided)

Correlations of IPT I-Oral Broward County Initial Identification of Language Level (provided).

Broward County Language Level Classifications of D and E should always be considered if applicable. Interview and background data would be helpful in determining D and E.

Enter the Raw Score, the Percentile and the Standard Score in the Initial Language Classification Assessment Form.

These are classified as (NES) Non-English Speaking, (LES) Limited English Speaking and (FES) Fluent English Speaking.

A CELLA test is administered at the end of each school year to all children who had taken the IPT I-Oral test at the beginning of the school year.

ELL Committee recommendations will be obtained to help determine if a child is not in need of farther ESOL instruction.

ESOL Program Exit Information must be provided in order to continue monitoring of students who have exited the program. Parents must sign a letter advising the exit decision.

Other guidelines to follow after exiting:

First Report Card after exit date must be provided (for students in first through fifth grade)

End of 1st Semester After exit Date (first through fifth grade)

End of First Year after exit Date (kindergarten through fifth grade)

End of Second Year after exit Date (kindergarten through fifth grade)

Recommendation to exit ESOL Program is given from the ELL Committee Meetings (minimum of 4 attending is required)

Presentation/workshop adjourned at 12:30 p.m.

Name:	Mrs. Rosenberg Kindergarten	Textbooks Used this Week: Harcourt Math Storytown Language Arts Harcourt: Horizons: Harcourt Science Social Studies
Date:	October 29 – November 2, 2012 NO ESE STUDENTS	

Day	Alignment of: Subject, Standard-Objective, HW, Assessment, ELL, and ESE strategies	Activities/Assignments
Tuesday	10/30/12	
8:00 – 8:15		Pledge, Calendar, Announcements
8:15 – 10:15	<p>Language Arts Objective: we will identify characters in a story Standard: L.A.K.2.1.3.- identify a regular beat and similarities of sounds in words Standard: L.A.K.1.6.6.- relate new vocabulary to prior knowledge Standard: L.A.K.4.2.1.- participate in creating a variety of information forms Homework: on level/ below: match letters challenge level: trace and read words ELL: F12 think aloud</p>	<p>Begin With a Song pg 176, phonological awareness, phonics: word blending, high frequency words,comprehension, reading, build robust vocabulary, modeled writing in journal: draw and write about the classroom job you like most Materials: write on/ wipe off boards, word cards, Practice BK pg 19,</p>
10:15 – 10:45	Recess	
10:45 – 11:15	Lunch	
11:15 – 11:45	<p>P.E. Objective: we will use movement control to run, skip in large group Standard: PE.A.2.1.- student applies concepts and principles of human movement to develop motorskills ELL: E3 games</p>	We will play 4 corners

11:45 - 12:15	<p>ART Objective: we will use good craftsmanship when producing works of art Standard: VA.A.1.1.- student understands and applies media, techniques and processes ELL: F14 visualization</p>	We will create pictures, cutting and pasting, using a model
12:15 - 1:15	<p>Math Objective: we will use problem solving strategies, make a model Standard: MA.A.1.1.4.K.1 represents equivalent forms of same number up to 10 Homework: challenge level-nature graphing on level – counting shapes ELL: D5 manipulatives</p>	Problem Solving Strategy, problem of the day pg 93A- 94, "More or Fewer" pg 93B, introduce, teach, practice, assess, Practice BK pg 4.4 Materials: connecting cubes
1:15 - 1:45	<p>Science Objective: we will understand that a terrarium is a model of a system Standard: SC.B.1.1.4.K.1 – heat release ELL: A15 heat release</p>	How Does Energy Move? Pg 82 – 83, guided inquiry prior knowledge, investigate, Big Book pg 26, Activity BK pg 29
11:45 – 2:00	SSR Sustained Silent Reading	

ELL: 5 students B₁
3 students B₂

No. Calendar First Grade Week 7	Monday October 3 rd	Tuesday October 4 th	Wednesday October 5 th	Thursday October 6 th	Friday October 7 th
Morning -Pledgers	8:00 – 8:15 -Pledge -Attendance -Calendar	8:00 – 8:15 -Pledge -Attendance -Calendar	8:00 – 8:15 -Pledge -Attendance -Calendar	8:00 – 8:15 -Pledge -Attendance -Calendar	8:00 – 8:15 -Pledge -Attendance -Calendar
Math	<p>8:15 – 9:15 5.4 PSS: Draw a Picture Teachers Guide Pg. 77A – 78 Intro, Teach, Practice, Assess</p> <p>Materials Workbook: 77 – 78 Practice Book: 5.4</p> <p>Obj: We will use the problem solving strategy <i>draw a picture</i> to solve problems</p> <p>MAA.3.1.3.1.1: The student knows appropriate methods to solve real-world problems involving addition and subtraction</p> <p>ELL: DS: Pictures ESE: None</p> <p>Homework: Review/Test & Extra Practice Workbook 79 – 80</p>	<p>8:15 – 9:15 Chapter 5 Assessment Students will do chapter 5 assessment</p> <p>Materials Assessment Guide 33 – 35 Form A: Multiple Choice Form B: Free Response</p> <p>Obj: We will check understanding of concepts, skills, and problem solving presented in Chapter 5</p> <p>Standard 3: The student understands the effects of operations on numbers and the relationships among these operations, selects appropriate operations, and computes for problem solving</p> <p>ELL: E1: Variety Complexity of Assignment ESE: None</p>	<p>8:15 – 9:15 6.1 Use the Strategies Teachers Guide Pg. 85A – 86 Intro, Teach, Practice, Assess</p> <p>Materials Workbook: 85 – 86 Practice Book: 6.1 Family Activities: 21 – 24 copies</p> <p>Obj: We will use previously strategies to memorize addition facts through sums of 10.</p> <p>MAA.3.1.1.1.2: The student solves basic addition facts using concrete objects and thinking strategies, such as count on, count back, doubles, doubles plus one, and make ten</p> <p>ELL: E1.3: Drills (Substitution, Expansion, Paraphrase, Repetition) ESE: None</p> <p>Homework: Below/On-Level Re-Teach Workbook: RW 24 Above Level Challenge Workbook: CW24</p>	<p>8:15 – 9:15 6.2 Sums to 8 Teachers Guide Pg. 87A – 88 Intro, Teach, Practice, Assess</p> <p>Materials Workbook: 87 – 88 Practice Book: 6.2</p> <p>Obj: We will practice addition facts through 8 and commit them to memory</p> <p>MAA.3.1.1.1.4: The student knows how to use the commutative and associative properties of addition in solving problems and basic facts</p> <p>ELL: E2.5: Repetition ESE: None</p> <p>Homework: Below/On-Level Re-Teach Workbook: RW 25 Above Level Challenge Workbook: CW 25</p>	<p>8:15 – 9:15 6.3 Sums to 10 Teachers Guide Pg. 89A – 90 Intro, Teach, Practice, Assess</p> <p>Materials Workbook: 87 – 88 Practice Book: 6.3</p> <p>Obj: We will practice addition facts through sums of 10 and commit them to memory</p> <p>MAA.3.1.1.1.1: The student demonstrates knowledge of the meaning of addition and subtraction using manipulatives, drawings, symbols, and story problems</p> <p>ELL: E7: Repeat ESE: None</p>
Recess	9:15 – 9:45	9:15 – 9:45	9:15 – 9:45	9:15 – 9:45	9:15 – 9:45
Social Studies (MWF) Art (T) Music (Thurs)	<p>9:45 – 10:15 Unit 1 A School for Firefighters Teachers Guide Pg. 34A – 35 Motivate: Get Ready Teach: What to See Close: Take a Field Trip Our class will be visited by a firefighter who will explain to us what Firefighter School was like for him and what his job is like</p> <p>Materials Student Text: 34 – 35</p> <p>Obj: We will describe the requirements of various jobs and the characteristics of a job well-performed</p> <p>SSA.4.1.1(L.1): Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.</p> <p>ELL: P1: Guest Speaker ESE: None</p>	<p>9:45 – 10:15 Art Students will create a model of themselves using People Shapes Project from Lakeshore Learning and then present to the class</p> <p>Materials People Shapes Project Kit (24)</p> <p>VA.1.S.1.3: Create works of art to tell a personal story.</p> <p>ELL: F3: Cultural Sharing ESE: None</p>	<p>9:45 – 10:15 Unit 1 Test Review Teachers Guide Pg. 36 – 39 Review and Test Preparation</p> <p>Materials Student Text: 36 – 39</p> <p>Obj: We will review understanding of concepts and skills found in Unit 1 All standards from Unit 1</p> <p>SS.1.A.2.2: Compare life now with life in the past.</p> <p>ELL: G2: Content Retelling ESE: None</p> <p>Homework Test Preparation Activity Book Pg. 12</p>	<p>9:45 – 10:15 Music Students will be learning a Fall song</p> <p>The leaves are falling down The leaves are falling down Red, yellow, green, and brown The leaves are falling down</p> <p>By the end of instruction they will be required to perform it from memory</p> <p>MU.1.S.2.1: Sing or play songs, which may include changes in verses or repeats, from memory.</p> <p>ELL: B17: Music/Songs ESE: None</p>	<p>9:45 – 10:15 Unit 1 Assessment Students will take unit 1 assessment</p> <p>Materials Assessment Guide pg. 1-4 copies</p> <p>Obj: We will check understanding of concepts and skills found in Unit 1 All standards from Unit 1</p> <p>SS.1.A.2.2: Compare life now with life in the past.</p> <p>ELL: E1: Vary complexity of Assignments ESE: None</p>
P.E.	<p>10:15 – 10:45 Students will travel through an teacher made obstacle course</p> <p>PE.1.M.1.1: Travel using various locomotor skills while changing directions, pathways, and speeds.</p> <p>ELL: D4 ESE: None</p>	<p>10:15 – 10:45 Students will get into teams and cooperatively play dodgeball</p> <p>PE.1.M.1.9: Demonstrate an overhand throwing motion for distance using correct technique.</p> <p>ELL: D4 ESE: None</p>	<p>10:15 – 10:45 Students will play teacher led Simon Says</p> <p>PE.1.R.1.3: Follow directions during a large group activity.</p> <p>ELL: D4 ESE: None</p>	<p>10:15 – 10:45 Students will be divided into sides and practice "bumping" a volleyball back and forth</p> <p>PE.1.M.1.2: Strike an object upward using body parts.</p> <p>ELL: D4 ESE: None</p>	<p>10:15 – 10:45 Students will be visited by a lifeguard</p> <p>PE.1.C.1.4: Identify the rules for safe water activities and understand the importance of a lifeguard in a swimming facility.</p> <p>ELL: F1: Guest Speakers ESE: None</p>
Lunch	10:45 – 11:15	10:45 – 11:15	10:45 – 11:15	10:45 – 11:15	10:45 – 11:15

Reading/Language Arts

Science

11:15 - 1:15
Theme 3: Lesson 7 Day 1
 Teachers Guide T34 - T49
 Q of the Day, Read Aloud: Big Book- Counting on the Woods, Word Wall, Phonemic Awareness: *Phoneme Blending*, Phonics: *Intro short vowel /e/*, Spelling: *Pretest set, sent, ten, tell, let, get, all, call, make, of*, High-Frequency Words: *review make*, Reading: "Ten Eggs", Fluency: *expression*, Comprehension: "Little Red Hen", Build Robust Vocabulary: *intro chorus, odor, shoved*, Grammar: *exclamations*, Daily Proofreading, Modelled Writing: *intro- Sentences About Events, writing trait-Ideas*

Materials:
 Student Text: 16 - 23
 Read-Aloud Anthology pg. 28
 Practice Book 2 - 3
 Transparency LA 13 - 14
 Overhead Projector

Obj: We will set a purpose for listening

LA.1.1.3.3: The student will blend three to five phonemes for form words
 LA.1.5.2.1: The student will listen attentively and understand directions for performing tasks
 LA.1.1.7.1: The student will identify a text's features, use them to make predictions, and establish a purpose for reading

ELL: C9: Choral Reading
 ESE: None

Homework:
 - Write Spelling Words 3 times each
 Below/On-Level
 - Extra Support Pg. 3
 Above-Level
 Challenge pg. 3

11:15 - 1:15
Theme 3: Lesson 7 Day 2
 Teachers Guide T50 - T71
 Q of the Day, Shared Reading: "What Am I Baking?" Word Wall, Phonemic Awareness: *Phoneme Blending*, Phonics: *Intro short vowel /e/*, Spelling: *word building, High-Frequency Words: intro- day, eat, first, said, time was*, Reading: "Little Red Hen Gets Help", Comprehension: "Intro- Compare and Contrast, Intro- Answer questions, Retelling/Fluency: *Expression*"
 Build Robust Vocabulary: *intro chorus, odor, shoved*, Grammar: *exclamations*, Daily Proofreading, Shared Writing: *intro- Sentences About Events, writing trait-Ideas*

Materials:
 Big Book of Rhymes and Poems pg. 14
 Phonics Practice Book: 33 - 36
 Student Text: 24 - 45
 Practice Book: 4
 Photo Cards 46, 103, 147
 Story Retelling Cards 1 - 6
 Grammar Practice Book: 25

Obj: We will generate ideas before writing an assigned task

LA.1.4.1.2: The student will identify the sounds of vowels and consonant digraphs in printed words
 LA.1.1.1.1: The student will locate the title, table of contents, names of author and illustrator, glossary, and index
 LA.1.1.4.5: The student will recognize high frequency words

ELL: B5: Pictures
 ESE: None

Homework:
 Below/On-Level
 - Extra Support Pg. 4
 Above-Level
 - Challenge Pg. 4

11:15 - 1:15
Theme 3: Lesson 7 Day 3
 Teachers Guide T72 - T83
 Q of the Day, Shared Reading: "What Am I Baking?" Word Wall, Phonemic Awareness: *Phoneme Blending*, Phonics: *Intro short vowel /e/* and */o/*, Spelling: *State the Generalization*, High-Frequency Words: *review- day, eat, first, said, time was*, Fluency: "Little Red Hen Gets Help", Comprehension: *Review- Compare and Contrast, Pared Selection: "Let's Make Tortillas"*, Connections Build Robust Vocabulary: *intro assemble, consume, enthusiastic*, Grammar: *review- exclamations*, Daily Proofreading, Shared Writing: *review- Sentences About Events, writing trait-Ideas*

Materials:
 Big Book of Rhymes and Poems pg. 14
 Student Text: 46 - 49
 Practice Book: 5
 Transparency R13
 Overhead Projector
 Grammar Practice Book: 26

Obj: We will recognize spelling patterns

LA.1.1.4.1: The student will generate sounds from all letters and spelling patterns
 LA.1.1.5.2: The student will recognize high frequency and familiar words in isolation and in context
 LA.1.1.6.2: The student will listen to, read, and discuss both familiar and conceptually challenging text

ELL: B14: Demonstrations
 ESE: None

Homework:
 Use each Spelling Word in a sentence
 Below/On-Level
 - Extra Support Pg. 5 - 6
 Above-Level
 - Challenge Pg. 5 - 6

11:15 - 1:15
Theme 3: Lesson 7 Day 4
 Teachers Guide T84 - T93
 Q of the Day, Shared Reading: "Something Special?" Word Wall, Phonemic Awareness: *Phoneme Blending*, Phonics: *Intro- Initial Blends with l*, Spelling: *review Spelling Words, Frequency Words: review- day, eat, first, said, time was*, Fluency: "Little Red Hen Gets Help", Comprehension: *Review- Compare and Contrast, Build Robust Vocabulary: review- assemble, consume, enthusiastic*, Grammar: *review- exclamations*, Daily Proofreading, Independent Writing: *review- Sentences About Events, writing trait-Ideas*

Materials:
 Big Book of Rhymes and Poems pg. 15
 Student Text: 28 - 45
 Transparency R14
 Phonics Practice Book: 37 - 38
 Overhead Projector
 Grammar Practice Book: 27

Obj: We will use /e/o and other known letter-sounds to spell and write words

LA.1.1.5.1: The student will apply letter-sounds knowledge to decode phonetically regular words quickly and accurately in isolation and in context
 LA.1.3.A.2: The student will identify capital letters for the pronoun I, the beginning of a sentence, names, days of the week and months of the year
 LA.1.3.1.1: The student will identify individual phonemes (sounds) in words

ELL: B6: Explain Key Concepts
 ESE: None

Homework:
 Study for tomorrow's Spelling Test

11:15 - 1:15
Theme 3: Lesson 7 Day 5
 Teachers Guide T94 - T103
 Q of the Day, Shared Reading: "Something Special?" Word Wall, Phonemic Awareness: *Phoneme Blending*, Phonics: *Intro- Initial Blends with l*, Frequency Words: *review- day, eat, first, said, time was*, Fluency: "Little Red Hen Gets Help", Comprehension: *Review- Compare and Contrast, Build Robust Vocabulary- review, Grammar: review- exclamations*, Daily Proofreading, Independent Writing: *review- Sentences About Events, writing trait-Ideas*

Assessment:
 1. Spelling Test
 2. Weekly Test: Multiple Choice/Fill in the Blank

Materials:
 Big Book of Rhymes and Poems pg. 15
 Student Text: 28 - 45
 Practice Book: 7 - 8
 Phonics Practice Book: 37 - 38

Obj: We will write complete, coherent sentences

LA.1.1.5.2: The student will recognize high frequency and familiar words in isolation and in context
 LA.1.1.6.6: The student will identify and sort common words into conceptual categories
 LA.1.1.4.2: The student will identify the sounds of vowels and consonant digraphs in printed words

ELL: C9: Group Texting
 ESE: None

1:15 - 1:45
Chapter 2 Lesson 2
Where Do People Get Energy?
 Teachers Guide: 76 - 77
 Introduce: Build on Prior Knowledge
 Teach: Tips and Guided Inquiry, Expected Results, Draw Conclusions

Materials:
 Student Text: 76 - 77
 Transparency D1 9
 Overhead Projector

Obj: We will observe human activities that require and release energy

SC.8.1.1.4.1: The student knows way that human activities require and release energy

ELL: A7: Activating Prior Knowledge
 ESE: None

1:15 - 1:45
Chapter 2 Lesson 2
Where Do People Get Energy?
 Teachers Guide: 78 - 79
 Teach: Key Science Concepts, Interpret Visuals, Critical Thinking, Key Science Concepts, Inquiry Skills, Insta-Lab, Writing Link

Materials:
 Student Text: 78 - 79

Obj: We will observe human activities that require and release energy

SC.8.1.1.5.1.1: The student understands that people need food for energy

ELL: C2: Small Group Activities
 ESE: None

1:15 - 1:45
Chapter 2 Lesson 2
Where Do People Get Energy?
 Teachers Guide: 80 - 81
 Teach: Develop Science Vocabulary, Interpret Visuals, Critical Thinking, Inquiry Skills, Assess and Extend: Graphic Organizer

Materials:
 Student Text: 80 - 81
 Reading Support and Homework: Pg 17 - 18

Obj: We will explain that people get energy from eating healthful foods

SC.8.1.1.5.1.2: The student knows nutritional value of various foods (ex: fruit, cereals, dairy, meat.)

ELL: B5: Pictures
 ESE: None

1:15 - 1:45
Chapter 2 Lesson 2
Where Do People Get Energy?
 Teachers Guide: 80 - 81
 Assess and Extend: Graphic Organizer

Materials:
 Student Text: 80 - 81
 Reading Support and Homework: Pg 17 - 18

Obj: We will identify food groups and the healthful foods in each

SC.8.1.1.3.1.1: The students works with others to complete and experiment or to solve a problem

ELL: B14: Matching with Visuals
 ESE: None

1:15 - 1:45
Chapter 2 Lesson 2
Where Do People Get Energy?
 Teachers Guide: 76 - 81
 Students will be creating their own Food Guide

Materials:
 construction paper
 crayons
 markers
 scissors
 glue

Obj: We will identify food groups and the healthful foods in each

SC.8.1.1.5.1.2: The student knows nutritional value of various foods (ex: fruit, cereals, dairy, meat.)

ELL: B16: Labeling
 ESE: None

1:45 - 2:00
 Drop Everything And Read

1:45 - 2:00
 Drop Everything And Read

1:45 - 2:00
 Drop Everything And Read

1:45 - 2:00
 Drop Everything And Read

1:45 - 2:00
 Drop Everything And Read

5/14

Subject:	Monday	Tuesday	Wednesday
8:00-8:15	Pledge/Morning Work	Pledge/Morning Work	Pledge/Morning Work
8:15-10:15 Reading & Language Arts	<p>- Question of the Day: What are some fun things that you do with your family? <i>Obj-</i> We will listen attentively and respond appropriately to oral communication</p> <p>- Question of the Day - review Spelling Words - High-Frequency Words - Robust Vocabulary - read story- "Gus and Grandpa" pgs. 200-230 - Grammar- Singular & Plural Nouns - Writing- Direction Practice WB 47-49</p> <p><i>LA.2.5.2.1- interpret information presented orally</i> <i>ELL-C2- small group activities</i></p>	<p>- Question of the Day: Imagine you are a bike. What are some of your feelings? <i>Obj-</i> We will listen attentively and respond appropriately to oral communication</p> <p>- Question of the Day - review Spelling Words - High-Frequency Words - Robust Vocabulary - read story- "Gus and Grandpa" pgs. 200-230 - Grammar- Singular & Plural Nouns - Writing- Direction Practice WB 50-51; Grammar WB 23</p> <p><i>LA.2.1.6.1- use new vocabulary</i> <i>ELL-C2- small group activities</i></p>	<p>- Question of the Day: What would your favorite to say about you? <i>Obj-</i> We will blend sounds into words</p> <p>- Question of the Day - review Spelling Words - High-Frequency Words - Robust Vocabulary - read story- "Gus and Grandpa" pgs. 200-230 - Grammar- Singular & Plural Nouns - Writing- Direction Grammar WB 24</p> <p><i>LA.2.1.5.1- decode letter/sound knowledge</i> <i>ELL-C2- small group activities</i></p>
10:15-10:45 Social Studies/Art/Music	<p>- Unit 1- Review and Assessment Preparation pgs. 36-39</p>	<p>Art- 10:15-11:15 <i>Obj-</i> We will create a silhouette of a desert</p> <p><i>VA.A.1.1.4- the student understands and applies media, techniques, and processes by using good craftsmanship when producing works of art</i> <i>ELL- B5- pictures</i></p>	<p>- read Unit 2- Lesson 1- Getting Along in a Community pgs. 46-49 <i>Obj-</i> We will recognize laws in the community and the consequences of breaking them</p> <p><i>SS.C.1.1.3(2.1)- understands there might be consequences for breaking rules</i> <i>ELL- F7- read aloud</i></p>
10:45-11:15 Physical Education	<p>- routine exercises - Soccer</p> <p><i>PE.A.1.1.2- kicks stationary and rolled balls with strong force while maintaining balance</i> <i>ELL- E5- games</i></p>	<p>Art- 10:15-11:15 <i>Obj-</i> We will create a silhouette of a desert</p> <p><i>VA.A.1.1.4- the student understands and applies media, techniques, and processes by using good craftsmanship when producing works of art</i> <i>ELL- B5- pictures</i></p>	<p>- routine exercises - Soccer</p> <p><i>PE.A.1.1.2- kicks stationary and rolled balls with strong force while maintaining balance</i> <i>ELL- E5- games</i></p>
11:15-11:45	LUNCH	LUNCH	LUNCH
11:45-12:15	RECESS	RECESS	RECESS
12:15-1:15 Math	<p>- Calendar Math - Lesson 4.3- Make a Concrete Graph pgs. 55-56 <i>Obj-</i> We will make and interpret concrete graphs Research WB 18</p> <p><i>MA.E.1.1.1.2.2- records data using pictures, concrete materials, or tally marks</i> <i>ELL- C4- graphs</i></p>	<p>- Calendar Math - Lesson 4.4- Make a Pictograph pgs. 57-58 <i>Obj-</i> We will make and interpret pictographs Research WB 19</p> <p><i>MA.E.1.1.1.2.2- records data using pictures, concrete materials, or tally marks</i> <i>ELL- C4- graphs</i></p>	<p>- Calendar Math - Lesson 4.5- Problem Solving Skill: Use Data from a Graph pgs. 59-60 <i>Obj-</i> We will use the problem solving skill use data from a graph to solve problems Research WB 20</p> <p><i>MA.E.1.1.1.2.1- poses questions and collects data to answer questions with two, three, or more categories or choices (for example, favorite ice cream, left handed/right handed)</i> <i>ELL- C4- graphs</i></p>
1:15-1:45 Science	<p>- Chapter 1 Review and Assessment Preparation pgs. 62-63 (textbook)</p>	<p>- Chapter 2- Lesson 1- How Can Matter Change? pgs. 66-73 <i>Obj-</i> We will describe what happens when matter is mixed</p> <p><i>SC.A.1.1.3- verifies that things can be done to materials to change some of their physical changes</i> <i>ELL- E10- think, pair, share</i></p>	<p>- review Lesson 1- How Can Matter Change? - Assessment Reading Support and Homework RS 14-15</p>
1:45-2:00	D.E.A.R/Dismissal	D.E.A.R/Dismissal	D.E.A.R/Dismissal

Subject:	Thursday	Friday	
8:00-8:15	Pledge/Morning Work	Pledge/Morning Work	Spelling Words
8:15-10:15 Reading & Language Arts	<p>- Question of the Day: What things remind you of hills? <i>Obj-</i> We will blend sounds into words</p> <p>- Question of the Day - review Spelling Words - High-Frequency Words - Robust Vocabulary - read story- "Gus and Grandpa" pgs. 200-230 - Grammar- Singular & Plural Nouns - Writing- Direction Practice WB S2-S3; Grammar WB 25</p> <p><i>LA.2.3.4.6- use end punctuation</i> <i>ELL:C2- small group activities</i></p>	<p>- Question of the Day: What imaginary animals and creatures have you read about? <i>Obj-</i> We will write commands and exclamations</p> <p>- Spelling Assessment - Reading Assessment- LESSON 7- "Gus and Grandpa" - Question of the Day</p> <p><i>LA.2.1.4.2- use spelling patterns to identify syllables</i> <i>ELL:C2- small group activities</i></p>	<ol style="list-style-type: none"> 1. rain 2. mail 3. paint 4. train 5. mailbox 6. highway 7. daytime 8. raindrop 9. crayon 10. rattling 11. romp 12. defeated 13. master 14. prying 15. impatiently
10:15-10:45 Social Studies/Art/Music	<p>-Music: - songs: Time Of My Life, Just The Way You Are, DJ Got Us Falling In Love, Animal, Dynamite, The Lazy Song, Rolling In The Deep</p> <p><i>MU.A.1.1.1- the student sings, alone and with others, a varied repertoire of music</i> <i>ELL: D4- music and song</i></p>	<p>- re-read Unit 2- Lesson 1- Getting Along in a Community pgs. 46-49 <i>Obj-</i> the student will recognize laws in the community and the consequences of breaking them</p> <p>Activity Book pg. 13</p> <p><i>SSC.1.1.3(2.1)- understands there might be consequences for breaking rules</i> <i>ELL: F7- read aloud</i></p>	
10:45-11:15 Physical Education	<p>- routine exercises - Dodge Ball</p> <p><i>PE.A.1.1.4- chases, flees, & dodges to avoid or catch other and maneuver around obstacles</i> <i>ELL: E3- games</i></p>	<p>- routine exercises - Soccer</p> <p><i>PE.A.1.1.2- kicks stationary and rolled balls with strong force while maintaining balance</i> <i>ELL: E3- games</i></p>	Homework
11:15-11:45	LUNCH	LUNCH	Monday- - Read for 20 minutes, 4X each, PW 18, Extra Support 47 & Challenge 47
11:45-12:15	RECESS	RECESS	Tuesday- - Read for 20 minutes, sentences, PW 19, Extra Support 49 & Challenge 50
12:15-1:15 Math	<p>- Calendar Math - review Lessons 4.1-4.5 pgs. 51-60 - CHAPTER 4 ASSESSMENT TOMORROW!</p>	<p>- Calendar Math - CHAPTER 4 ASSESSMENT!</p>	Wednesday- - Read for 20 minutes, ABC order, PW 20, Extra Support 51 & Challenge 50
1:15-1:45 Science	<p>- Lesson 2- How Can Water Change? pgs. 74-81 <i>Obj-</i> We will recognize that water can be a solid, a liquid, or a gas <i>ELL: E10- think, pair, share</i></p>	<p>- review Lesson 2- How Can Water Change - Assessment Reading Support and Homework RS 16-17</p>	Thursday- - Study for your Spelling Test, Extra Support 52 & Challenge 52
1:45-2:00	D.E.A.R/Dismissal	D.E.A.R/Dismissal	Friday- - Read for 20 minutes!
			<p>Materials for the week: - white board, textbooks, workbooks, worksheets, journals, overhead projectors & transparencies, & Education City (on the computer)</p> <p>NO ESE and ESOL students</p>

EVERY TUESDAYS/THURSDAYS - PMP's for struggling students

- worksheets on Reading Comprehension (main idea, detail, setting, characters, etc.)
- technology: Education City - computer researched based program
Obj: We will listen attentively and respond appropriately to oral communication

LA.2.5.2.1- interpret information presented orally
ELL: C9- Choral Reading/Read Around Groups

Name:	Ms. Reyno Second Grade	Textbooks Used this Week:	
Date:	November 26 - November 30, 2012 Week #15	Harcourt Math Harcourt Science	Storytown Language Arts Harcourt: Horizons: Social Studies

Day	Alignment of: Subject, Standard-Objective, HW, Assessment, ELL, and ESE strategies	Activities/Assignments
Monday	November 26, 2012*****	*****
8:00 - 8:15		Pledge, Calendar, Announcements
8:15 - 10:15	<p>Reading/Language Arts Objective: We will read high-frequency words with 80% accuracy. Standard: LA.2.1.4.5- recognize high-frequency words Standard: LA.2.1.7.1- identify text features Standard: LA.2.5.2.2- use appropriate language Homework: 4x each; Extra Support & Practice Workbook 76; Read for 20 minutes! ESE: None ELL: C2 - small group activities</p>	<ul style="list-style-type: none"> - Journal- Question of the Day, "What are some ways that farmers take care of the animals on their farm?" - Long Vowel /o/ oa, ow; pg. T424-425 (Teacher's Manual) - Review High-Frequency Words- ago, caught, clear, coming, enough, idea, learn, lose, though, understand pgs. 429 - read "A Trip to the Fire Station" pgs. 304-315 - Discuss Robust Vocabulary- minor, previous, priorities, extinguish, hazard, efficient, instantly, drench pg. T431 (Teacher's Manual) - Grammar- review Proper Nouns T432 (Teacher's Manual) - Writing-Publish T433 (Teacher's Manual) - Small Group Activity - Classwork- Practice Book pgs. 76-77 <u>"Spelling Words"</u> trace, jump, yours, building, fishing, practice, morning, island, dirty, scream, hugged, chairs, been, late, draw
10:15-10:45	<p>Social Studies Objective: We will compare the roles of mayor and governor with 80% accuracy. Standard: SS.C.1.1.3 (2.1)- understands there might be consequences for breaking rules Homework: ESE: ELL: F7- Read aloud</p>	<ul style="list-style-type: none"> - Lesson 4 - Our State Government - Go over Vocabulary Words pg. 64 (governor, legislature, property) - Read Our State Government pgs. 64-67 - Go over Lesson 4 Review #1-3 pg. 67 - Classwork- Activity Book pg. 18
10:45 - 11:15	<p>PE Objective: We will make sure the ball hits the other team to get the people out with 80% accuracy. Standard: PE.A.1.1.4- chases, flees, & dodges to avoid or catch other and maneuver around obstacles ESE: ELL: E3: Games</p>	<ul style="list-style-type: none"> - Game: Dodgeball - Split the class in two teams. The students with the balls will hit the opposing team to get them out. - If a ball is caught, the person who threw it is out and the person who caught the ball can get teammate back in. - The last person in the game, that team wins.
11:15 - 11:45	Lunch	
11:45 - 12:15	Recess	
12:15 - 1:15	<p>Math Objective: We will model adding 1-digit to 2-digit numbers with 80% accuracy. Standard: MA.A.2.1.1.2.2- demonstrate the place value groupings of numbers to 1000 or</p>	<ul style="list-style-type: none"> - Lesson 7.3- Regroup Ones as Tens - go over vocabulary words - regroup - Go over lesson together on pg. 111 - Students will work on pg. 112 - Getting Ready for FCAT- Transparency 7.3

	more using concrete materials, pictures, and symbols Homework: Practice Workbook 34 ESE: ELL: A4 - Whole Group Approach	- Materials: base-ten blocks	
1:15 - 1:45	Science Objective: We will review Chapter 4 to check understanding with 80% accuracy. Standard: SC.H.1.1.1- the student knows that in order to learn, it is important to observe the same things often and compare them Homework: ESE: ELL: A4 - Whole Group Approach	- review Chapter 4 - Energy for Living pgs. 130-155 Classwork: Reading Support and Homework Workbook pgs. RS 29-34	
1:45 - 2:00	SSR Sustained Silent Reading		
Day	Alignment of: Subject, Standard-Objective, HW, Assessment, ELL, and ESE Strategies	Activities/Assignments	
Tuesday	November 27, 2012*****	*****	
8:00 - 8:15		Pledge, Calendar, Announcements	
8:15 - 10:15	Reading/Language Arts Objective: We will review spelling words with 80% accuracy. Standard: LA.2.1.4.5- recognize high-frequency words Standard: LA.2.1.7.1- identify text features Standard: LA.2.5.2.2- use appropriate language Homework: Spelling Pyramid; Extra Support & Challenge 78; Read for 20 minutes! ESE: ELL: C2 - small group activities	- Journal- Question of the Day, "What is the best way to learn to ride a bike?" - Long Vowel /a/ ai, ay; pg. T404-405 (Teacher's Manual) - review- Plot pgs. 437 - Review High- Frequency Words- ago, caught, clear, coming, enough, idea, learn, lose, though, understand pgs. 438 - read "A Trip to the Fire Station" pgs. 304-315 - Discuss Robust Vocabulary- minor, previous, priorities, extinguish pg. T409 (Teacher's Manual) - Grammar- review Nouns, Singular & Plural Nouns, Proper Nouns T440 (Teacher's Manual) - Writing- Present T441 (Teacher's Manual) -Small Group Activity - Classwork- Practice Book pgs. 78 <u>*Spelling Words*</u> trace, jump, yours, building, fishing, practice, morning, island, diply, scream, hugged, chairs, been, late, draw	
10:15 - 10:45	ART - MS. COCO		
10:45 - 11:15	ART - MS. COCO		
11:15 - 11:45	LUNCH		
11:45 - 12:15	RECESS		
12:15 - 1:15	Math Objective: We will model adding 2-Digit numbers with 80% accuracy. Standard: M.A.A.3.1.1.2.4- adds and subtracts two-digit numbers with or without regrouping using models, concrete materials, and algorithms Homework: Practice Workbook 35 & 36 ESE:	- Lesson 7.4- Model 2-Digit Addition - go over vocabulary words - regroup - Go over lesson together on pg. 114 - Students will work on pg. 115 -Getting Ready for FCAT- Transparency 7.4 - Materials: base-ten blocks - Lesson 7.5- Problem Solving Strategy: Make a Model - Go over lesson together on pg. 115	

	ELL: A4 - Whole Group Approach	- Students will work on pg. 116 - Getting Ready for FCAT- Transparency 7.5 - Materials: base-ten blocks	
1:15 - 1:45	Science Objective: We will review Chapter 4 to check understanding with 80% accuracy. Standard: S.C.H.1.1.1- the student knows that in order to learn, it is important to observe the same things often and compare them Homework: ESE: ELL: A4 - Whole Group Approach	- review Chapter 4 - Energy for Living pgs. 130-155 Chapter 4 - Review and Test Preparation pgs. 156-157	
1:45 - 2:00	SSR Sustained Silent Reading		
Day	Alignment of: Subject, Standard-Objective, HW, Assessment, ELL, and ESE Strategies	Activities/Assignments	
Wed.	November 28, 2012*****	*****	
8:00 - 8:15		Pledge, Calendar, Announcements	
8:15 - 10:15	Reading/Language Arts Objective: We will read high-frequency words with 80% accuracy. Standard: LA.2.1.4.5- recognize high-frequency words Standard: LA.2.1.7.1- identify text features Standard: LA.2.5.2.2- use appropriate language Homework: A Trip To The Fire Station Word Search; Extra Support 73&75; Read for 20 minutes ESE: ELL: C2 - small group activities	- Journal- Question of the Day, "What nighttime animal would you like to be? Tell why" - r-Controlled Vowel ar; pg. T414-415 (Teacher's Manual) - review- Plot pgs. 416 - Review High- Frequency Words- ago, caught, clear, coming, enough, idea, learn, lose, though, understand pgs. 417 - read "A Trip to the Fire Station" pgs. 304-315 - Discuss Robust Vocabulary- minor, previous, priorities, extinguish, hazard, efficient, instantly, drench pg. T419 (Teacher's Manual) - Grammar- review Proper Nouns T420 (Teacher's Manual) - Writing- Proofread and Publish T421 (Teacher's Manual) - Small Group Activity - make sure Practice and Grammar Workbook pages are done *Spelling Words* trace, jump, yours, building, fishing, practice, morning, island, dirty, scream, hugged, chairs, been, late, draw	
10:15 - 10:45	Social Studies Objective: We will locate states and state capitals on a map with 80% accuracy. Standard: SS.B.1.1.1 (2.1)- knows the locations of the community, city, state, and country on a map and globe Homework: ESE: ELL: F7- Read aloud	- Skills - Find States and Capitals - Go over Vocabulary Words pg. 68 (border, capital) - read Skills - Find States and Capitals pgs. 68-69 - Go over Practice the Skill #1-3 - Classwork- Activity Book pg. 19	
10:45 - 11:15	PE Objective: We will make sure the ball hits the other team to get the people out with 80% accuracy. Standard: PE.A.1.1.4- chases, flees, & dodges to avoid or catch other and maneuver around obstacles ESE: ELL: E3: Games	- Game: Dodgeball - Split the class in two teams. The students with the balls will hit the opposing team to get them out. - If a ball is caught, the person who threw it is out and the person who caught the ball can get teammate back in. - The last person in the game, that team wins.	
11:15 - 11:45	Lunch		
11:45 - 12:15	Recess		

11:45 - 12:15	RECESS	
12:15 - 1:15	<p>Math</p> <p>Objective: We will check the understanding of concepts, skills, and problem solving presented in Chapter 7 with 80% accuracy.</p> <p>Standard: MA.A.3.1.2.2.1- solves problems involving addition and subtraction using a variety of strategies</p> <p>Homework: PS 32 & 34</p> <p>ESE:</p> <p>ELL: A4 - Whole Group Approach</p>	<ul style="list-style-type: none"> - review Lessons 7.1-7.5 pgs. 105-116 - Chapter 7 Test - Explore 2-Digit Addition
1:15 - 1:45	<p>Science</p> <p>Objective: We will understand that things move at different speeds with 80% accuracy.</p> <p>Standard: SC.C.1.1.1.2.1- knows that objects exhibit different kinds of motion (for example, straight, circular, back and forth)</p> <p>Homework:</p> <p>ESE:</p> <p>ELL: A4 - Whole Group Approach</p>	<ul style="list-style-type: none"> - Introduce Chapter 5 - Motion - Lesson 1 - What Are Ways Things Move? - Review Investigate pg. 163 - Review Vocabulary Words on pg. 164 (motion, speed) - Read together and review pgs. 164-167 - Review and go over together #1-4 on pg. 167 <p>Classwork: Reading Support and Homework Workbook pgs. R5 37-38</p>
1:45 - 2:00	SSR Sustained Silent Reading	
Day	Alignment of: Subject, Standard-Objective, HW, Assessment, ELL, and ESE Strategies	Activities/Assignments
Friday	November 30, 2012*****	*****
8:00 - 8:15		Pledge, Calendar, Announcements
8:15 - 10:15	<p>Reading/Language Arts</p> <p>Objective: We will review spelling words with 80% accuracy.</p> <p>Standard: LA.2.1.4.5- recognize high-frequency words</p> <p>Standard: LA.2.1.7.1- identify text features</p> <p>Standard: LA.2.5.2.2- use appropriate language</p> <p>Homework: Read for 20 minutes!</p> <p>ESE:</p> <p>ELL: C2 - small group activities</p>	<ul style="list-style-type: none"> - r-Controlled Vowel ar; pg. T414-415 (Teacher's Manual) - review- Plot pgs. 416 - Review High-Frequency Words- ago, caught, clear, coming, enough, idea, learn, lose, though, understand pgs. 417 - read "A Trip to the Fire Station" pgs. 304-315 - Discuss Robust Vocabulary- minor, previous, priorities, extinguish, hazard, efficient, instantly, drench pg. T419 (Teacher's Manual) - Grammar- review Proper Nouns T420 (Teacher's Manual) - Writing- Proofread and Publish T421 (Teacher's Manual) - make sure Practice and Grammar Workbook pages are done - Spelling Test - Reading Test- Lesson 10- "A Trip to the Fire Station"
10:15 - 10:45	<p>Social Studies</p> <p>Objective: We will review previous lessons with 80% accuracy.</p> <p>Standard: SS.C.1.1.3 (2.1)- understands there might be consequences for breaking rules</p> <p>Homework:</p> <p>ESE:</p> <p>ELL: F7- Read aloud</p>	<ul style="list-style-type: none"> - review Unit 2 pgs. 40-69 - Classwork- Activity Book pg. 12-19 are done
10:45 - 11:15	<p>PE</p> <p>Objective: We will make sure the ball hits the other team to get the people out with 80% accuracy.</p> <p>Standard: PE.A.1.1.4- chases, flees, & dodges to avoid or catch other and maneuver around obstacles</p> <p>ESE:</p> <p>ELL: E3: Games</p>	<ul style="list-style-type: none"> - Game: Dodgeball - Split the class in two teams. The students with the balls will hit the opposing team to get them out. - If a ball is caught, the person who threw it is out and the person who caught the ball can get teammate back in. - The last person in the game. that team wins.

12:15 - 1:15	<p>Math</p> <p>Objective: We will check the understanding of concepts, skills, and problem solving presented in Chapter 7 with 80% accuracy.</p> <p>Standard: MA.A.3.1.2.2.1- solves problems involving addition and subtraction using a variety of strategies</p> <p>Homework: Big Math Book pgs. 117-120</p> <p>ESE:</p> <p>ELL: A4 - Whole Group Approach</p>	- review Lessons 7.1-7.5 pgs. 105-116	
1:15 - 1:45	<p>Science</p> <p>Objective: We will complete the Chapter 4 Test with 80% accuracy.</p> <p>Standard: SC.H.1.1.4.2.2- analyzes information to make predictions, make sketches and diagrams to explain ideas, draws conclusions using information and prior knowledge</p> <p>Homework:</p> <p>ESE:</p> <p>ELL: A4 - Whole Group Approach</p>	- Chapter 4 Test - Energy for Living	
1:45 - 2:00	SSR Sustained Silent Reading		
Day	Alignment of: Subject, Standard-Objective, HW, Assessment, ELL, and ESE Strategies	Activities/Assignments	
Thursday	November 29, 2012*****	*****	*****
8:00 - 8:15		Pledge, Calendar, Announcements	
8:15 - 10:15	<p>Reading/Language Arts</p> <p>Objective: We will read high-frequency words with 80% accuracy.</p> <p>Standard: LA.2.1.4.5- recognize high-frequency words</p> <p>Standard: LA.2.1.7.1- identify text features</p> <p>Standard: LA.2.5.2.2- use appropriate language</p> <p>Homework: Study for Spelling Test; E6-73-875; Read for 20 minutes <i>Thanksgiving</i>.</p> <p>ESE: <i>1621 Worksheet</i></p> <p>ELL: C2 - small group activities</p>	<ul style="list-style-type: none"> - r-Controlled Vowel ar; pg. T414-415 (Teacher's Manual) - review- Plot pgs. 416 - Review High-Frequency Words- ago, caught, clear, coming, enough, idea, learn, lose, though, understand pgs. 417 - read "A Trip to the Fire Station" pgs. 304-315 - Discuss Robust Vocabulary- minor, previous, priorities, extinguish, hazard, efficient, instantly, drench pg. T419 (Teacher's Manual) - Grammar- review Proper Nouns T420 (Teacher's Manual) - Writing- Proofread and Publish T421 (Teacher's Manual) <p>- make sure Practice and Grammar Workbook pages are done</p>	
10:15 - 10:45	<p>Social Studies</p> <p>Objective: We will locate states and state capitals on a map with 80% accuracy.</p> <p>Standard: SS.B.1.1.1 (2.1)- knows the locations of the community, city, state, and country on a map and globe</p> <p>Homework:</p> <p>ESE:</p> <p>ELL: F7- Read aloud</p>	<ul style="list-style-type: none"> - Skills - Find States and Capitals - Go over Vocabulary Words pg. 68 (border, capital) - read Skills - Find States and Capitals pgs. 68-69 - Go over Practice the Skill #1-3 <p>- Classwork- States and Capital worksheet</p>	
10:45 - 11:15	<p>PE</p> <p>Objective: We will make sure the ball hits the other team to get the people out with 80% accuracy.</p> <p>Standard: PE.A.1.1.4- chases, flees, & dodges to avoid or catch other and maneuver around obstacles</p> <p>ESE:</p> <p>ELL: E3: Games</p>	<ul style="list-style-type: none"> - Game: Dodgeball - Split the class in two teams. The students with the balls will hit the opposing team to get them out. - If a ball is caught, the person who threw it is out and the person who caught the ball can get teammate back in. - The last person in the game, that team wins. 	
11:15 - 11:45	LUNCH		

11:15 - 11:45	LUNCH	
11:45 - 12:15	RECESS	
12:15 - 1:15	<p>Math</p> <p>Objective: We will check the understanding of concepts, skills, and problem solving presented in Chapter 7 with 80% accuracy.</p> <p>Standard: MA.A.3.1.2.2.1- solves problems involving addition and subtraction using a variety of strategies</p> <p>Homework:</p> <p>ESE:</p> <p>ELL: A4 - Whole Group Approach</p>	<p>- review Lessons 7.1-7.5 pgs. 105-116</p> <p>- Chapter 7 Test - Explore 2-Digit Addition</p>
1:15 - 1:45	<p>Math</p> <p>Objective: We will check the understanding of concepts, skills, and problem solving presented in Chapter 7 with 80% accuracy.</p> <p>Standard: MA.A.3.1.2.2.1- solves problems involving addition and subtraction using a variety of strategies</p> <p>Homework:</p> <p>ESE:</p> <p>ELL: A4 - Whole Group Approach</p>	<p>- review Lessons 7.1-7.5 pgs. 105-116</p> <p>- Chapter 7 Test - Explore 2-Digit Addition</p>
1:45 - 2:00	SSR Sustained Silent Reading	

Materials for the week:

- white board, textbooks, workbooks, worksheets, journals, overhead projectors & transparencies, & Education City (on the computer)

ELL STUDENTS:

Daniel Fernandez C, C₁
 Jasmine Ortiz C₁
 Daniella Zamora B₂

ELL: paired reading with another student & one-on-one instruction

NO ESE

Ms. Palonis Grade 3rd

Palonis	Mon, Oct. 3	Tues, Oct. 4	Wed, Oct. 5	Thurs, Oct. 6	Fri, Oct. 7
Openers	8:00 - 8:15 -Flag -Attendance -Calendar	8:00 - 8:15 -Flag -Attendance -Calendar	8:00 - 8:15 -Flag -Attendance -Calendar	8:00 - 8:15 -Flag -Attendance -Calendar	8:00 - 8:15 -Flag -Attendance -Calendar
PE	8:15 - 8:45 Dodge ball PE.A.3.1: We will analyze the benefits of regular participation in physical activity. ELL: D4-Games	8:15 - 8:45 Baseball PE.A.3.1: We will analyze the benefits of regular participation in physical activity. ELL: D4-Games	8:15 - 8:45 Students will be exposed to different types of dances geared to promoting flexibility, endurance, and concentration, coordination, and cultural awareness. PE.A.3.1: We will analyze the benefits of regular participation in physical activity. ELL: B17-Music/Songs	8:15 - 8:45 SPUD PE.A.3.1: We will analyze the benefits of regular participation in physical activity. ELL: D4-Games	8:15-8:45 4 Corners PE.A.3.1: We will analyze the benefits of regular participation in physical activity. ELL: D4-Games
Language Arts	8:45 - 10:45 We will use new vocabulary and spelling taught directly. Focus Question: Being in a show can be exciting. Describe a favorite show you have seen. Build Background p. 152 Read Aloud, "Move to the Beat," Student Book p. 153 Read, "The Wind and the Sun: An Aesop's Fable," Student book p. 154-155 Spelling Practice Book p. 33-34 Homework: Write each spelling work 3x's each in rainbow writing in spelling journal. Vocabulary: On Level Practice Book O, Beyond Level Practice Book B, and Approaching Level Practice Book p. 38 LA.3.1.6.3: Use new vocabulary taught directly LA.3.1.6.3: Use context clues LA.3.1.6.8: Use knowledge of antonyms to determine meaning LA.3.1.7.3: Determine main idea, relevant supporting details LA.3.1.6.2: Read text ELL: B9-Story Maps Technology: Overhead Projector/Transparencies	8:45 - 10:45 We will use comprehension strategies to comprehend text. Focus Question: How does Little Red Ant find who is the strongest one? Read "The Strongest One," Student Book p. 156-169 Review vocabulary, p. 156 Spelling Practice Book p. 36 Grammar Practice Book p. 33-34 On Spelling Practice Book p. 40 (story map) Homework: Choose 10 spelling words and write them in a sentence in spelling journal. Vocabulary: On Level Practice Book O, Beyond Level Practice Book B, and Approaching Level Practice Book p. 39 (vocabulary review) LA.3.2.1.1: Understand distinguishing features of literature LA.3.1.7.8: Question to repair comprehension LA.3.1.7.3: Determine main idea LA.3.1.7: Use strategies to comprehend text ELL: C7-Cooperative Learning Groups Technology: Overhead Projector/Transparencies	8:45 - 10:45 We will review words in context and use knowledge of antonyms. Focus Question: How is Little Red Ant's problem like Wind and Sun's problem? How is their problem solving methods different? Read silently, "The Strongest One" in Student Book p. 156-169 Discuss comprehension questions in Student Book pg. 171 Review words in context, p. 177 C Spelling Practice Book p. 37 Grammar Practice Book p. 35-36 Homework: Spelling Practice Book p. 37 Vocabulary: On level Practice Book O, Beyond Level Practice Book B, and Approaching Level Book p. 42 LA.3.1.6.8: Use knowledge of antonyms LA.3.2.1.2: Identify problem/resolution LA.3.2.1.7: Connect text to self LA.3.1.7.3: Determine main idea ELL: C9- Choral Reading/Read Around Groups Technology: Overhead Projector/Transparencies	8:45 - 10:45 We will read accurately with good fluency. Focus Question: Think about the article and The Strongest One, According to the article, what are some powerful things that can move and change Earth? Read, "What Makes the Earth Move?" Student Practice Book p. 172-175 Spelling Practice Book p. 38 Grammar Practice Book p. 37-38 Homework: Study for Spelling Test Vocabulary: On level Practice Book O, Beyond Level Practice Book B, and Approaching Level Book p. 42 LA.3.1.5: Demonstrate the ability to read text orally with expression LA.3.3.2.2: Use appropriate voice and eye and body movements for presentation LA.3.6.1.1: Read informational text to be informed LA.3.1.7.1: Identify a text's features ELL: C6-Think/Pair Share Technology: Overhead Projector/Transparencies	8:45 - 10:45 We will segment and blend words with long o. Focus Question: Summarize what makes each character special in "The Wind and the Sun" and The Strongest One End of Week Assessment p. 69-80 Spelling Assessment Daily Writing: Write a complete sentences that tell your opinion of the play, "The Strongest One." Explain why you feel that way. LA.3.1.6.3: Use new vocabulary taught directly LA.3.1.6.2: Determine main idea, relevant supporting details LA.3.3.1: Use prewriting strategies to generate ideas LA.3.3.5: Publish final product for intended audience ELL: G9-Group Testing Technology: Overhead Projector/Transparencies
Science	10:45 - 11:15 We will review chapter concepts. Student Book p. 60-61 (chapter review) SC.H.3.2.1.3.1: contributions of scientists SC.H.3.2.3.3.1: scientific discoveries SC.H.3.2.1.3.1: history of science Student Book p. 60-61 (chapter review) ELL: C2- Small Group Activities Technology: Overhead Projector/Transparencies	10:45 - 11:15 We will review chapter concepts. Chapter Test Assessment Guide p. AG1-AG4 SC.H.3.2.1.3.1: contributions of scientists SC.H.3.2.3.3.1: scientific discoveries SC.H.3.2.1.3.1: history of science ELL: C9-Group Testing	10:45 - 11:15 We will define energy. Student Book p. 64-66 Student Workbook p. RS 12 SC.B.1.2.2.3.2: forms of energy SC.B.1.2.3.3.1: sun energy/heat and light SC.B.2.2.1.3.1: organisms need energy ELL: C9-Choral Reading/Read Around Groups Technology: Overhead Projector/Transparencies	10:45 - 11:15 We will explain the difference between kinetic energy and potential energy. Student Book p. 68-71 Student Workbook p. RS 12 SC.B.1.2.2.3.2: forms of energy SC.B.1.2.3.3.1: sun energy/heat and light SC.B.2.2.1.3.1: organisms need energy ELL: C6 Think Pair Share Technology: Overhead Projector/Transparencies	10:45 - 11:15 We will explain the difference between kinetic energy and potential energy. Student Book p. 68-71 Student Workbook p. RS 12 SC.B.1.2.2.3.2: forms of energy SC.B.1.2.3.3.1: sun energy/heat and light SC.B.2.2.1.3.1: organisms need energy ELL: C6 Think Pair Share Technology: Overhead Projector/Transparencies

Lunch	11:15 - 11:45	11:15 - 11:45	11:15 - 11:45	11:15 - 11:45	11:15 - 11:45
Recess/Art	11:45 - 12:15 Recess	11:45 - 12:15 Recess	11:45 - 12:15 Recess	11:45 - 12:15 Recess	11:45 - 12:15 Recess
Social Studies/Music	12:15 - 12:45 Social Studies-We will share research reports for Hispanic Heritage. SS.A.1.2.1(3.1): Read about Americans who have worked to make life better for others. SS.C.2.2.2(3.1): Recognize the risks some people have taken to secure freedom for themselves and for others. ELL: C7-Cooperative Learning Group (Group, Reports/Projects)	12:15 - 12:45 Art- Paint a full picture. VA.A.1.1.2: We will use art materials and tools to develop basic processes and motor skills, in a safe and responsible manner. ELL: B5-Pictures	12:15 - 12:45 Social Studies-We will share research reports for Hispanic Heritage. SS.A.1.2.1(3.1): Read about Americans who have worked to make life better for others. SS.C.2.2.2(3.1): Recognize the risks some people have taken to secure freedom for themselves and for others. ELL: C7-Cooperative Learning Group (Group, Reports/Projects)	12:15-12:45 Music-Musical chairs M.U.A.1.1: We will sing, alone or with others, a variety of repertoire music. ELL: B17-Music/songs	12:15 - 12:45 Social Studies- We will share research reports for Hispanic Heritage. SS.A.1.2.1(3.1): Read about Americans who have worked to make life better for others. SS.C.2.2.2(3.1): Recognize the risks some people have taken to secure freedom for themselves and for others. ELL: C7-Cooperative Learning Group (Group, Reports/Projects)
Math	1:15 - 1:45 We will read data in a pictograph. Student Workbook p. 71-72 Homework: Student Practice Book p. P39-P40 MA.3.S.7.1: Construct and analyze frequency tables, bar graphs, pictographs, and line plots from data collected through observations, surveys, and experiments. ELL: B4-Graphs Technology: Overhead Projector/Transparencies	1:15 - 1:45 We will analyze data in a pictograph in which each picture represents more than 1. Student Workbook p. 73-76 Homework: Student Practice Book p. P41-P42 MA.3.S.7.1: Construct and analyze frequency tables, bar graphs, pictographs, and line plots from data collected through observations, surveys, and experiments. ELL: B4-Graphs Technology: Overhead Projector/Transparencies	1:15 - 1:45 We will make a pictograph to show data in a table. Student Workbook p. 77-80 Homework: Student Practice Book p. P43-P44 MA.3.S.7.1: Construct and analyze frequency tables, bar graphs, pictographs, and line plots from data collected through observations, surveys, and experiments. ELL: B4-Graphs Technology: Overhead Projector/Transparencies	1:15 - 1:45 We will make a pictograph to show data in a table. Mid-Chapter Checkpoint p. 81-82 Homework: Retewch p. R17 and Enrich p.E17 MA.3.S.7.1: Construct and analyze frequency tables, bar graphs, pictographs, and line plots from data collected through observations, surveys, and experiments. ELL: B4-Graphs Technology: Overhead Projector/Transparencies	1:15 - 1:45 We will read data in a bar graph. Student Workbook p. 83-84 MA.3.S.7.1: Construct and analyze frequency tables, bar graphs, pictographs, and line plots from data collected through observations, surveys, and experiments. ELL: B4-Graphs Technology: Overhead Projector/Transparencies
DEAR	1:45 - 2:00 Silent Reading	1:45 - 2:00 Silent Reading	1:45 - 2:00 Silent Reading	1:45 - 2:00 Silent Reading	1:45 - 2:00 Silent Reading

ESOL-NONE

PMP-Tuesday/Thursday 2:15-2:45

LA.3.1.5.1: apply letter-sound knowledge to decode unknown words quickly and accurately in context
LA.3.1.5.2: adjust reading rate based on purpose, text difficulty, form, and style

LA.3.1.7.2: understand author's purpose
Technology: Education City

ELL Students –

The following is a basic description of how English Language Learner (ELL) students are monitored after he/she meets all criteria to EXIT from the program.

1. The student participates in the Comprehensive Language Learner Assessment (CELLA) with all other student for two (2) consecutive years.
2. For students in 3rd – 5th grades. The CELLA scores are compared with students' Florida Comprehensive Assessment Test (FCAT) for verification of progress made during the school year. Kinder through 2nd are compared to FAIR, FLKRS, and/or SAT tests*
3. The students are included in the ELL list of the current school year for the teachers to continue using ELL strategies with these students, when needed.
4. ELL contact makes a quarterly informal classroom observation to monitor students and reassure they are showing progress based on their current reading level.

The following is a chart of students who have exited the ELL program and the results of their CELLA scores as a comparative of student progress,

Student Name	Grade	ELL Classif.	EXIT Being Monitored		Comprehensive English Language Learning Assessment (CELLA)			
			2 nd Year	1 st year	2011-12	2010-11	2009-10	2008-09

KIDZ CHOICE CHARTER

ELL STUDENTS PER YEAR

YEAR	GRADE	STUDENTS
2007-2008	KINDERGARTEN	5
2007-2008	FIRST	1
	TOTAL 2007	6
2008-2009	KINDERGARTEN	11
2008-2009	SECOND	1
	TOTAL 2008	12
2009-2010	KINDERGARTEN	7
2009-2010	FIRST	3
2009-2010	SECOND	2
2009-2010	THIRD	
	TOTAL 2009	13
2010-2011	KINDERGARTEN	12
2010-2011	FIRST	1
2010-2011	SECOND	0
2010-2011	THIRD	1
2010-2011	FOURTH	1
	TOTAL 2010	15
2011-2012	KINDERGARTEN	7
2011-2012	FIRST	3
2011-2012	FIFTH	1
	TOTAL 2011	11
2012-2013	KINDERGARTEN	8
2012-2013	FIRST	7
2012-2013	SECOND	3
2012-2013	THIRD	1
	TOTAL 2012	19

ELL Students for 2012-2013

STUDENTS	CLASSIF.	STU #	GRADE
[REDACTED]	B1 R9 11% LEVEL B	[REDACTED]	KG
[REDACTED]	B1 R9 11% LEVEL B	[REDACTED]	KG
[REDACTED]	B2 R31 34% LEVEL C	[REDACTED]	KG
[REDACTED]	B2 R25 28% LEVEL C	[REDACTED]	KG
[REDACTED]	B1 R11 13% LEVEL B	[REDACTED]	KG
[REDACTED]	B1 R10 12% LEVEL B	[REDACTED]	KG
[REDACTED]	B2 R24 27% LEVEL C	[REDACTED]	KG
[REDACTED]	B1 R14 13% LEVEL B	[REDACTED]	KG

LY STUDENTS CONTINUING ESOL PROGRAM

[REDACTED]	B2 R23 26% LEVEL C	[REDACTED]	1 ST
[REDACTED]	C1 R66 71% LEVEL E	[REDACTED]	1 ST
[REDACTED]	C1 R37 43% LEVEL D	[REDACTED]	1 ST
[REDACTED]	B2 R32 36% LEVEL C	[REDACTED]	1 ST
[REDACTED]	B2 R11 13% LEVEL C	[REDACTED]	1 ST
[REDACTED]	B2 R9 11% LEVEL C	[REDACTED]	1 ST
[REDACTED]	C1 R37 43% LEVEL D	[REDACTED]	1 ST
[REDACTED]	C1 R36 42% LEVEL D	[REDACTED]	2 ND
[REDACTED]	C1 R36 42% LEVEL D	[REDACTED]	2 ND
[REDACTED]	B2 R22 25% LEVEL C	[REDACTED]	2 ND
[REDACTED]	C1 R34 40% LEVEL D	[REDACTED]	3 RD

EXITING LE

[REDACTED]	C2 R36 42% LEVEL D	[REDACTED]	1 ST
[REDACTED]	C2 R63 68% LEVEL F	[REDACTED]	2 ND

12/12

Report Execution Scope and Characteristics:	Report Parameter	Supplied Value (may be programmatically overridden)
School Name:		5409
School Type:		T
Sort (Grade, Se-Student Name, T=Team, L=LER):		G
Grade Level Path:		ALL
Sex (M, F):		ALL
Race (All, W, B, U, A, H):		ALL
LEP Status Code:		LY
Language Classification Code:		ALL
Team: Blank for All, Separate mult. with colon:		
Header: Blank for All, Separate mult. with a comma:		

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54091 - KIDZ CHOICE CHARTER SCHOOL LIMITED ENGLISH PROFICIENCY ROSTER SORT BY: GRADE, POB, STUDENT NAME

POINT#	EXP	STUDENT NAME	ESOL	SCINUM	STUD ID	ENTRY DATE	LM	IA	IA	I	AO	SI	LEP	IRS	PAR	SUBV	CLASS	BEHIE	ENTER	PLAN	EXIT	MILEVAL	MILLASS	RECLASS	ENTRY		
		[REDACTED]		06502012	06502012		SP	06502011	06502011	06502011	06502011	06502011	06502011	06502011	06502011	06502011	06502011	06502011	06502011	06502011	06502011	06502011	06502011	06502011	06502011	AZ	HA
TESTS		DATE	TEST ID	TEST FORM	TEST LEVEL	SCORE	PERCENT																				
		08/16/2012	IP1		SUB TEST	46	46																				
		08/16/2012	IP1		LISTENING	17	17																				
		08/16/2012	IP1		SPEAKING	29	29																				
		08/16/2012	IP1		LISTENING	21	21																				
		08/16/2012	IP1		SPEAKING	25	25																				
		[REDACTED]		06502012	06502012		PS	06502010	06502010	06502010	06502010	06502010	06502010	06502010	06502010	06502010	06502010	06502010	06502010	06502010	06502010	06502010	06502010	06502010	06502010	AZ	HA
TESTS		DATE	TEST ID	TEST FORM	TEST LEVEL	SCORE	PERCENT																				
		02/21/2012	IP1		SUB TEST	52	52																				
		02/21/2012	IP1		LISTENING	18	18																				
		02/21/2012	IP1		SPEAKING	34	34																				
		08/28/2011	IP1		LISTENING	6	6																				
		08/28/2011	IP1		SPEAKING	14	14																				
		08/28/2012	IP1		LISTENING	11	11																				
		08/28/2012	IP1		SPEAKING	8	8																				
		06/26/2011	IP1		LISTENING	4	4																				
		05/26/2010	IP1		SPEAKING	8	8																				
		[REDACTED]		06502012	06502012		SP	06502011	06502011	06502011	06502011	06502011	06502011	06502011	06502011	06502011	06502011	06502011	06502011	06502011	06502011	06502011	06502011	06502011	06502011	AZ	HA
TESTS		DATE	TEST ID	TEST FORM	TEST LEVEL	SCORE	PERCENT																				
		02/21/2012	IP1		SUB TEST	43	43																				
		02/21/2012	IP1		LISTENING	14	14																				
		08/16/2011	IP1		SPEAKING	29	29																				
		08/16/2011	IP1		LISTENING	20	20																				
		08/16/2012	IP1		SPEAKING	23	23																				
		08/16/2012	IP1		LISTENING	10	10																				
		08/16/2012	IP1		SPEAKING	13	13																				
		[REDACTED]		06502012	06502012		HC	06502011	06502011	06502011	06502011	06502011	06502011	06502011	06502011	06502011	06502011	06502011	06502011	06502011	06502011	06502011	06502011	06502011	06502011	AZ	HA
TESTS		DATE	TEST ID	TEST FORM	TEST LEVEL	SCORE	PERCENT																				
		02/22/2012	IP1		SUB TEST	37	37																				
		02/22/2012	IP1		LISTENING	17	17																				
		02/22/2012	IP1		SPEAKING	20	20																				
		08/28/2011	IP1		LISTENING	24	24																				
		08/28/2011	IP1		SPEAKING	25	25																				
		08/28/2012	IP1		LISTENING	30	30																				
		08/28/2012	IP1		SPEAKING	30	30																				
		[REDACTED]		06502012	06502012		SP	06502011	06502011	06502011	06502011	06502011	06502011	06502011	06502011	06502011	06502011	06502011	06502011	06502011	06502011	06502011	06502011	06502011	06502011	AZ	HA
TESTS		DATE	TEST ID	TEST FORM	TEST LEVEL	SCORE	PERCENT																				
		08/28/2012	IP1		SUB TEST	41	41																				
		08/28/2012	IP1		LISTENING	17	17																				
		08/28/2012	IP1		SPEAKING	24	24																				
		08/28/2011	IP1		LISTENING	25	25																				
		08/28/2012	IP1		SPEAKING	30	30																				

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540971 - KIDZ CHOICE CHARTER SCHOOL LIMITED ENGLISH PROFICIENCY ROSTER SORT BY: GRADE, PGM, STUDENT NAME

PGM E - 139	ESOL	SCHOOL	HM	S	S R	LG	PGM	PAR	REFDTE	CLASS	ENTRY	PLAN	EXIT	REVAL	RECLASS	RECLASS	ENTRY	EXIT
STUDENT NAME	STDT NBR	ENTRY DT	IM	I	X C	DEF CL	ST	LNG	DATE									
	09/15/2008	1PT				LISTENING			0									
	08/15/2006	1PT				SPEAKING			0									
	03/05/2012	1PT				LISTENING			40									
	06/05/2012	1PT				SPEAKING			40									
	08/21/2008	1PT				LISTENING			0									
	09/23/2008	1PT				SPEAKING			0									
	10/13/2008	1PT				LISTENING			12									
	10/13/2008	1PT				SPEAKING			12									
	09/24/2010	1PT				LISTENING			12									
	09/24/2010	1PT				SPEAKING			12									

Student Count for PGM 130 - GRADE 03 = 1

Student Grand Total = 19

534

Kidz Choice Charter School 2012 Renewal (5409)
**Demonstration of Professional competence and
sound system in managing the school 's financial
operations**

The school implements an effective system of internal control over revenues, expenses, and fixed assets, and exercises good business practices.

Adherence to generally accepted accounting principles

The school adheres to generally accepted accounting principles.

Financial Reporting Requirements

The school submits timely and accurate financial information adhering to its financial reporting requirements as defined in the school's contract.



2012

CHARTER SCHOOL POLICIES AND PROCEDURES MANUAL

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1.0 Principles - The following are the broad principles governing the financial transactions of the school. The broad principles establish the basic foundation for financial activity.

A. The charter school board shall be responsible for administration and control of financial assets of the charter school, and in connection therewith shall:

1. Adopt written rules governing the receipt and disbursement of all funds and for the accounting of property pursuant to Florida Statutes.
2. The Board may contract with a qualified Financial Management Services Company either direct or indirect through its Management Oversight Provider (or Education Services Provider) to provide bookkeeping services including, but not limited to: general ledger, management of payables, receivables, payroll, tax reporting, financial reporting, purchase orders and asset management. References herein shall be to the Board's Designee for authority to authorize purchases for goods or services and to submit payment for those goods or services as provided in the annual budget approved by the Board of Directors.
3. Provide for an annual audit of the funds and accounts of the charter school in compliance with Florida Statutes.

B. The financial transactions of the charter school shall be accounted for in the school's accounting system. All funds handled by charter school employees during normal working hours shall be included in and become part of the funds of the charter school. All organizations of the charter school, or operating in the name of the charter school, which obtain monies from the public, shall be accountable to the board for receipt and expenditure of those funds in the manner prescribed by the board. If authorized by the charter school board, a direct support organization may have all financial transactions accounted for in the school's account.

C. Charter school funds shall be used to benefit activities authorized by the charter school board.

D. Student participation in fund raising activities shall not be in conflict with the program as administered by the charter school board.

E. The objective of fund raising activities by the charter school, by any group within, or in the name of the charter school shall not conflict with programs as administered by the charter school board.

- F. Funds collected shall be expended to benefit those students in the charter school unless those funds are being collected for a specific documented purpose. Those funds designated for general purposes shall be used to benefit the student body.
 - G. Collecting and expending of charter school funds shall be in accordance with the Florida Constitution, applicable Florida Statutes, and State Board of Education rules. Sound business practices must be observed in all transactions.
 - H. Each charter school organization should operate within a budget formulated by the charter school board. The format of the budget shall be established by the Board or the Board's designee if not prescribed by Sponsoring district.
 - I. Purchases from charter school funds shall not exceed the resources of the applicable student activity/project account, except for items acquired for resale or items authorized by charter school board rule. A temporary exemption may be granted by the Board's Oversight/Management entity to facilitate the initial purchase of goods to be sold or to otherwise facilitate the successful start-up of a project.
 - J. An adequate system of internal control shall be maintained in order to safeguard the assets of the charter school funds.
- 1.1 Responsibilities - The following are the responsibilities for processing charter school fund accounts.
- A. Charter School Board
 - 1. Shall require that its written policies relating to internal funds be enforced.
 - 2. Shall provide fidelity bonds, if required by the Charter Agreement, for employees responsible for such funds.
 - 3. Shall provide for an annual audit by a certified public accountant or qualified auditor.
 - B. Charter School Principal/Board Designee (Oversight Entity)
 - 1. Shall administer all rules and policies established by the charter school board relating to financial transactions.
 - 2. Shall have the authority to implement all policies and rules pertaining to the supervision and administration of charter school funds in accordance with established policies and procedures of the school.

3. Shall be held accountable for the handling of all phases of internal accounting in the charter school.
4. Shall use a uniform system of accounting.
5. Shall submit to the charter school board, monthly and annual financial reports.
6. Shall be directly responsible for the conduct of student financial activities in accordance with the policies, rules and procedures, and as amended from time to time.
7. Shall have the opportunity to participate in the preparation, modification, and interpretation of policies and procedures affecting charter school funds. Federal regulations, state laws, and state board regulations are to be observed.

C. Charter School Bookkeeper

1. Shall be responsible under the direction of the Board's Designee for all financial transactions.
2. Shall maintain records and follow procedures as adopted by the charter school board.

D. Charter School Employees

1. Shall be responsible for compliance with all applicable laws, rules, policies and procedures in all internal accounts transactions.

1.2 Audits

- A. The charter school board shall provide for an annual audit of the charter school funds by a person certified by the State Board of Accountancy as a certified public accountant. The auditor shall submit a signed, written report to the school board in compliance with GAAP and GASB 34 which shall include any notations of any failure to comply with requirements of applicable Florida Statutes, State Board rules, and policies of the charter school board, and commentary as to financial management and irregularities. Such audit shall be presented to the charter school board while in session and filed as part of the public record.
- B. If there are any adverse findings in the auditor's report, the school principal/Board Designee shall respond to the auditor, noting, if required, any corrective action taken. Such response will then be included in the auditor's report at the time it is presented to the charter school board.

- 2.0 Collections - Good internal control requires that monies collected be properly documented in ink at the initial time of collection and that the transfer of these collections between employees be properly documented. General Policies related to collections are as follows:

- A. Good internal control requires that monies collected be properly documented in ink at the initial time of collection and that the transfer of these collections between employees be properly documented.
- B. For this reason, each time the bookkeeper receives money to be entered into the charter school's accounting system, a Report of Monies Collected Form, or other approved collection form (receipt), must accompany the money.
- C. Depositories in which charter school funds are kept must be qualified public depositories.
- D. The charter school shall have only one operating checking account. All monies received by the school will be deposited intact as collected into this account and all disbursements will be made by checks drawn on this account. The Charter School shall be permitted to invest surplus funds in Bank Certificates of Deposit. The Charter School shall be permitted to have an additional checking account for internal use.
- E. Savings or other investment accounts may be opened as needed and as approved by the charter school board. The Charter School shall be permitted to invest surplus funds in Bank Certificates of Deposit.

2.1 Report of Monies Collected Form – the purpose of this form is as follows:

- A. A Report of Monies Collected Form (see Appendix), or other official collection form, is the supporting documentation for the Official Receipt and must be completed. It must be prepared in ink indicating the purpose of the collection, and amounts. When received by the bookkeeper, the forms must be numbered consecutively using the Official Receipt number. If the collection is from students or individuals, the names must be listed on the Report of Monies Collected Form.
- B. It is recognized that during special activities (e.g. registration fees, sales or rental of locks, etc.) there is a possibility of overages and shortages. If this occurs, it must be indicated on the Monies Collected Forms as such. All discrepancies must be discussed with the person responsible for collection and clarified before receipting.
- C. Any differences between the amount reported on the Monies Collected Form and the actual amount of cash and checks on hand must be researched and documented. The corrections must be written in ink on the face of the collection document without obscuring the original entry and must be signed by both the bookkeeper and the collector.

2.2 Report of Tickets Sold – The purpose of this form is as follows:

- A. This report shall be prepared in support of all collections from the sale of admission tickets. The color of tickets, ticket numbers and prices are to be listed on the form. Report of Tickets Sold (see Appendix) must be completed by the person responsible for the sales along with the collections to the school bookkeeper. It is recognized that errors may occur in making change and that the actual cash received may not always agree with the number of tickets sold. For this reason, any difference in cash is to be accounted for and actual cash received must be shown on the Report of Tickets Sold. Excessive differences must be investigated by the Board's Designee.
- B. All tickets shall be prenumbered and perpetual inventories shall be maintained on the Ticket Log (see Appendix). Any prenumbered tickets shall be accompanied by a certified statement of the numbers received. A printer's affidavit must be retained for audit when tickets are purchased from outside vendors.
- C. The bookkeeper will be the custodian of all prenumbered tickets. The bookkeeper will be in charge of ordering, receiving, storing, issuing and inventorying tickets. A physical inventory must be done annually of all prenumbered tickets. The physical inventory must be compared to the perpetual inventory (Log) of the tickets and any discrepancies must be investigated. A staff member other than the bookkeeper must complete or witness the physical inventory count. This process must be documented and be signed by the bookkeeper and the other staff member. The report on this process must be submitted to the principal.

2.3 Teacher Receipts – procedures related to Teacher Receipts are as follows:

- A. Teacher Receipts may be issued to students, parents, employees or patrons as an accommodation upon request. They are not to be used in lieu of Official Receipts or Report of Monies Collected. The issuing of all receipt books to teachers or other school employees must be strictly controlled using the Teacher Receipt Book Log (see Appendix). The bookkeeper must know exactly which receipt books are being used and by whom. Support Organizations, such as parent groups, which maintain separate banking accounts are prohibited from using receipt books assigned to the school.
- B. The original teacher receipt, prepared in ink, is to be given to the payer; the carbon copy must remain in the book. Receipts are not required to be issued if the student's name appears on the Report of Monies Collected. However, if a Teacher Receipt is issued, the name of the student and the

teacher receipt number must be included on the Report of Monies Collected Form.

- C. Teacher Receipt Books must be returned to the bookkeeper after the last receipt has been issued and/or at the end of the school year, whichever occurs first.
- D. In the event the loss of a Teacher Receipt Book occurs, the following procedures are required:
 - 1. After every effort has been exhausted, the responsible individual will write a statement indicating the book has been lost and that all monies have been turned over to the bookkeeper. The receipt numbers pertaining to the lost receipt book must be indicated on the statement. The statement must have the approval of the principal and be filed with the bookkeeper.
- E. A Teacher/Department receipt must be issued if requested by the payer.
- F. The bookkeeper will be the custodian of all prenumbered Teacher Receipt books. The bookkeeper will be in charge of ordering, receiving, storing, issuing and inventorying the Teacher Receipt books. A physical inventory must be done annually of all prenumbered Teacher Receipt books. The physical inventory must be compared to the perpetual inventory (Log) of the Teacher Receipt books and any discrepancies must be investigated. A staff member other than the bookkeeper must complete or witness the physical inventory count. This process must be documented and be signed by the bookkeeper and the other staff member. The report on this process must be submitted to the principal.

2.4 Official Receipts – procedures related to official receipts are as follows:

- A. An Official Receipt must be written for all money collected by the bookkeeper from each source. These prenumbered receipts are the means of recording all monies received and substantiating each deposit, as well as providing support for entries on the Report of Monies Collected Forms and serve as evidence to document the transfer of monies between employees and the bookkeeper. The original Official Receipt must be submitted to the person who collected the monies and the copy remains in the Official Receipt book.
- B. Official Receipts are to be used in numerical order.
- C. When an Official Receipt is voided, both copies must be retained in the Official Receipt book for audit purposes.

2.5 Deposits – procedures related to deposits are as follows:

- A. The bookkeeper shall total the actual amount of cash and/or checks on hand and determine that this amount agrees to the total of Official Receipts issued for that time period.
- B. After completing this reconciliation, the bookkeeper shall prepare a bank deposit slip for the total of the currency, coins and checks on hand.
- C. The amount and date of deposits and the beginning and ending official receipt numbers shall be footnoted on the last official receipt (copy bound in official receipt book) of each deposit.
- D. Checks must be restrictively endorsed immediately upon receipt.
- E. Deposits should be made daily to the extent practicable and as dictated by sound business practices. At the least, funds collected shall be deposited within five (5) working days after receipt. If for any reason, a deposit cannot be made within 5 working days then the Principal or Board Designee must be notified.
- F. Money kept over night must be kept in a secure location.

2.6 Returned Checks – procedures related to returned checks are as follows:

- A. Returned checks are those checks that have been deposited into the charter school bank account but have been returned by the bank primarily due to insufficient funds or closed accounts. Checks returned are to be recorded as accounts receivable. Once collection efforts have been exhausted, the worthless checks may be written off with charter school board approval.
- B. Procedures for processing returned checks are as follows:
 - I. As soon as a returned check is received, a Returned Check Worksheet (see Appendix) should be started. Returned checks may be redeposited one or two times prior to documented contact with the maker (if the bank charges a fee to the school for returned checks, redeposit without prior contact with the maker is not recommended). Redeposits of returned checks should be made as a separate deposit. Attempts must be made to contact the maker by phone or other means. All contact attempts must be documented on the Returned Check Worksheet (see Appendix). Contact should be made within five working days of notice. If phone contact is unsuccessful, a certified letter (see Appendix) is prepared on

- school letterhead and is signed by the principal. The letter should be sent with 10 working days of notice.
2. If the check is redeposited within 10 working days without letter contact (no service fee is required to be collected) or if cash or a money order is submitted within 10 working days without letter contact (service fee required to be collected) additional checks may be accepted from the maker without restriction.
 3. If cash or money order is submitted by the maker for the amount owed plus the appropriate service charge following the receipt of the certified letter additional checks may be accepted from the maker without restriction.
 4. If cash or a money order is submitted for only the amount owed (no service charge collected) following the receipt of the letter, additional checks may not be accepted from the maker until the service charges are paid.
 5. If restitution in any amount is not made, no additional checks may be accepted from the maker.
 6. A Report of Monies Collected Form must be completed, an Official Receipt is prepared and the original check must be returned to the maker upon full payment. This amount is deposited separately. Service charges collected are posited to the Principal's project as "Other Income".
 7. If it is determined, for good reason, that the returned check service fee should not be collected, the principal should prepare and sign a memorandum explaining the circumstances leading to the decision. This document should be retained for audit.
 8. If restitution is not made by the end of the month, the amount must be recorded as accounts receivable.
 9. All returned check transactions should be recorded on the Accounts Receivable Log (see Appendix) as part of the bank reconciliation process at month end.

2.7 Miscellaneous Collections – Procedures related to miscellaneous collections are as follows:

- A. Donations – Any cash donation received by the school will be handled using the normal receipting procedures. Restricted donations must be documented with a written statement from the donor indicating the intended purpose of the donation and any alternative use. An acknowledgement letter (see Appendix) will be sent to the donor where requested or as appropriate.
- B. Interest – Interest earnings from checking accounts, savings accounts, certificates of deposit, etc, must be promptly recorded upon receipt of the bank statement and/or credit advice form bank. These earnings shall

always be credited to the principal's account except where directed by an outside donor.

- C. Lost and Damaged Textbooks/Media Fines – Fees and fines will be established by the charter school board. Monies collected through these sources will follow the normal collection procedures. Proceeds will be used to replace textbooks and media center materials.
- D. Field Trips - Monies collected for field trips will follow the normal collection procedures.
- E. Property Deposits (lock or locker rentals, etc) – Monies collected through these sources will follow the normal collection procedures. Because all property deposits may be fully or partially refundable, it is highly recommended that Teacher Receipts be issued for these collections.
- F. Commissions (School pictures, vending machines, etc) – The charter school may choose vendors who handle all collections and then pay a commission to the school based on the sales. Monies collected through these sources will follow the normal collection procedures.
- G. School Store – The operation of a school store consists of the sale of merchandise that is needed by students to facilitate classroom instruction and to accommodate students. Permission to operate such stores shall be granted by the Principal. The following procedures apply to the school store:
 - 1. Amount of sales are to be recorded daily on the Report of Monies Collected Form. Students' names are not required to be recorded for small dollar (<\$5) sales. Collections must be remitted to the bookkeeper daily if practicable or at least once per week
 - 2. Goods sold in a school store are subject to sales tax. Sales tax on school store merchandise should be paid to the vendor at the time of purchase.
 - 3. At the end of the school year, an Inventory of School Supplies (see Appendix) and Sales Recap Form (see Appendix) must be completed. These reports will be submitted to the charter school board for review.
- H. Yearbook – The following procedures apply to yearbook sales:
 - 1. Monies collected for yearbook sales must be receipted with a Teacher Receipt. When funds are remitted to the bookkeeper, a Report of Monies Collected showing the receipt numbers issued must accompany the funds. If receipt books are provide by the yearbook publisher, the receipts must be received by the

bookkeeper and checked out in the same manner as the Teacher Receipt books.

2. At year end, the yearbook sponsor shall submit a Yearbook Report. (see Appendix) This report will be submitted to the charter school board for review.

I. Property Damage Reimbursements – Any reimbursements collected from students, parents or other outside individual for damage to school property will be accounted for as “Other Income” in the principal’s account and will be used to offset any cost for replacement or repair.

J. General Sales – On certain occasions the individual listing of names is not practical, such as where individual collections are very small (car washes, bake sales, candy sales, concession stand sales).

K. Refunds – Expenditure refunds will be credited to the expense account where the original cost was charged.

Chapter 3 – Purchasing & Expenditures

3.0 The charter school’s Board Designee is fully responsible for all purchases and purchase commitments requiring present or future disbursement of school funds. A signed commitment (Purchase Order) from the principal or designee must be on file before any purchase is made. Vendors will be notified of this policy. No purchase shall be made unless sufficient resources are available, except items for resale.

3.1 Check signatures – Procedures related to check signing are as follows:

A. There shall be at least three (3) authorized check signers, one of whom must be a board member

B. A copy of the current bank signature card will be kept on file for audit purposes.

C. As authorized signers leave the charter school, the bank must be notified immediately to remove them as authorized signers.

D. All checks issued by the School’s Financial Services Provider must be signed by two signers, at least one of which must be the board member. The Board’s designee shall have signature authority for amounts up to \$15,000. Checks under \$15,000.00 may be written by the Board’s designee for items pertaining to the school’s operations. All checks over \$15,000 (except for payroll) must include the signature of at least one board member.

- E. The Board's Designee is responsible for all financial transactions and proper check signatures.
- F. Under no circumstances will blank checks be signed.
- G. Under no circumstances will checks be written with to "Cash".

3.2 General Policies for Disbursements are as follows:

- A. Purchases for any group shall not exceed the cash resources of that group during any school year except as approved by the Board's Designee.
- B. Charter school employees or others are not to make personal purchases through school funds in order to take advantage of purchasing privileges such as discounts, tax exemptions, etc.
- C. Prenumbered checks shall be used as the means for disbursing funds, and as the basis for accounting entries, with the exception of disbursements from properly established petty cash funds.
- D. School funds shall not be used to cash checks to accommodate individuals, make any type of loans, or extend credit. Charter school employees who are compensated for additional services (with Board approval) shall be paid through normal payroll procedures. This does not prohibit the Principal or the Board's designee from approving a payroll advance as long as the employee can demonstrate repayment ability.
- E. School funds shall be expended for the purpose for which they are collected. Charter school board policies governing expenditures apply regardless of the method of making payment, whether by check, credit or debit card, or from a petty cash fund. Payments in cash are prohibited except for properly authorized petty cash funds.
- F. Evidence supporting all expenditures must be kept on file and available for audit. Documentation includes authorized purchase orders, and original signed receipts or invoices, etc. Vendor statements alone are not considered valid documentation for expenditures. If an original invoice or receipt is not available, a signed statement, approved by the school principal or Board Designee must be included explaining the reason that the original document is not available.
- G. Purchases should not be made from any charter school board member or employee. There are certain exceptions, such as when the goods or services are purchased using a competitive bid process or if a system of rotation is used which makes the process completely fair to those vendors

who are not employees of the charter school. Under any circumstances payment must be made to a vendor with a separate tax identification number from the board member or employee.

- H. School funds shall not be used to pay for any expenditure in excess of \$25 made by a student, teacher or other charter school employee who had not first obtained an approved Purchase Order or other appropriate Authorization Form signed by the principal. Oral requests and authorizations for expenditures shall not be valid.
- I. Invoices must be paid on a timely basis. In most instances, the due date is stated on the vendor statement. Payment must be made on time to avoid penalties and late charges. Also cash discounts for early payment must be taken when offered.
- J. Invoices must be properly canceled when paid.
- K. Persons signing checks shall require proper and adequate supporting evidence at the time the checks are presented for signature.
- L. Reimbursement for travel expenses using FEFP funds are restricted to those allowed by Florida Statute. Authorization to incur travel expenses must be obtained in writing in advance of the travel taking place. Request for reimbursement of expenses will be made using a Travel Reimbursement Request.

3.3 Petty Cash – procedures related to petty cash are as follows:

- A. A petty cash fund is a relatively small amount of cash used to make infrequent, small and emergency purchases. Normal pre-approval procedures are not followed with this kind of expenditure, but good business practices are expected to be followed as with other purchases.
- B. The principal may establish a petty cash fund not to exceed \$100. Funds to establish the petty cash fund shall be taken from the principal's account. The petty cash fund must be properly recorded in the general ledger.
- C. The following procedures apply to petty cash funds:
 - 1. A check is written to the principal or bookkeeper for the amount of the fund.
 - 2. After the check is endorsed, it is to be cashed at the bank in whatever denomination of currency and coins are desired. The cash is to be kept in a secure place with access limited to the principal and the bookkeeper.
 - 3. As the need arises, cash is taken from the fund to make small purchases. The maximum amount for a single purchase is \$25. A

single purchase is defined as one that occurs infrequently and for a variety of goods and services. Splitting invoices for a single expenditures or making multiple transactions in order to bypass the \$25 limit is not permitted.

4. Expenditures must be supported by an original invoice, ticket, cash register receipt or other similar document. The document must be signed by the person making the purchase and include a brief description of the item purchased and the purpose. If an original invoice or receipt is not available, a signed statement, approved by the school principal must be included explaining the reason that the original document is not available.
5. As the fund is depleted, a Petty Cash Reimbursement Form (see Appendix) must be prepared and check written to the principal or bookkeeper to replenish the fund. When recording the check into the accounting system, expenditures will be charged to the appropriate account as indicated on the supporting documents. The Petty Cash Reimbursement Form and all of the documents supporting the petty cash disbursements will be filed with the replenishment check.
6. The individual responsible for the petty cash fund must at all times have in his/her custody cash or paid documents or both totaling the amount of the petty cash fund.

3.4 Change Funds – Procedures related to change funds are as follows:

- A. Student activities frequently require cash for making change. Change funds are issued and processed in the same manner as petty cash. The change fund must be returned to the bookkeeper and redeposited promptly after the event is over.
- B. As change funds are issued and returned, the Change Fund Log (see Appendix) must be completed.

3.5 Check Requisition/Purchase Order Request – The purpose of this form is as follows:

- A. Expenditures must be documented with a Check Requisition/Purchase Order Request (see Appendix). This form documents information about the anticipated purchase and the principal's approval of the commitment. The approval of a purchase order request is intended to serve as authorization for the purchase, not authorization for payment. This form is also used for requesting checks for payment included with an order, reimbursement of expenses, etc.
- B. Check Requisition(s)/Purchase Order Requests are to be completed and properly approved prior to purchase.

- C. Check Requisition/Purchase Order are required for any purchase of \$25 or greater at the discretion of the school principal.
- D. When a Check Requisition/Purchase Order is properly prepared and approved, a number will be assigned to it by the school bookkeeper. A Check Requisition/Purchase Order Log (see Appendix) will be maintained.
- E. Blanket Purchases – Recurring expenses may be covered by a blanket purchase order which may be issued for a six month period. Such blanket purchase orders shall give the authority for these purchases. Each time an invoice is recorded against a purchase order, it should be noted or recorded on the original (bookkeeper's) copy of the blanket purchase order and kept for audit purposes. A copy of the purchase order must be kept with the check documentation and the final payment must have the original purchase order attached.
- F. Check Requisition/Purchase Order Requests/Blank Purchase Requests are not required for payroll expenditures, or for recurring expenditures such as

3.6 Federal Charter School Grant Bidding Procedures

- A. The Principal Project/Director shall be responsible for all purchasing, contracting, competitive bidding, and receiving and processing of all bid protests, in accordance with the school procurement regulations.

B. Purchases Not Requiring Bidding

Purchases of \$ _____ or less may be made at the discretion of the Project Director.

Verbal price quotations will be requested from at least three vendors for a transaction in excess of \$ _____ but less than \$ _____. The price quotations should be shown on, or attached to, the related requisition form. If three verbal quotations cannot be obtained, documentation showing the vendors contacted that did not offer price quotations, or explaining why price quotations were not obtained, shall be maintained on file in the School office.

Written price quotations will be requested from at least three vendors for transactions costing at least \$ _____ but less than \$ _____. for non-construction or construction. If three written price quotations cannot be obtained, documentation showing the vendors contacted that did not

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offer written price quotations, or explaining why written price quotations were not obtained, shall be maintained on file in the School office.

C. Purchases Requiring Bidding

Sealed bids will be requested for transactions costing more than \$ _____ or more for supplies, equipment, outside professional services, or construction, in accordance with the Florida Administrative Code (FAC) procurement rules and regulations. FAC 6A-1.012.

Bidding Methods

Sealed bids will be requested when the purchase of an item, or a collection of items, may result in award of a purchase transaction in an amount exceeding \$ _____. The Project Director must review the expenditure and make a recommendation to the Board for final action. The Governing Board reserves the right to waive informalities in any bid or to reject any bid, all bids, or any part of any bid. Any bid may be withdrawn prior to the scheduled time for the opening of bids. The bidder to whom the award is made may be required to enter into a written contract with the School,

Construction Defined

Construction is defined as physical changes to land or buildings that materially alter the previous structure or physical condition, i.e. new construction, including fixed physical additions to land such as concrete, fencing, etc., structural remodeling, major renovations that are not merely maintenance in nature, and major demolitions. All such construction shall be identified, and the estimated aggregate total cost of goods and services for the project shall be made before undertaking the project. This estimated total cost should determine which of the quoting/bidding methods as outlined is to be utilized.

Transaction Defined

A "transaction" as used in this policy is determined by application of these three conditions:

- A. Items or services that are so alike in nature that they might likely or reasonably be available from a certain type of vendor are grouped together; and
- B. The items or services being considered for the grouping in "A" above are to be purchased at a given point in time with no intent to split groupings in order to lower group totals and thereby avoid bidding; and

- C. The composite estimated total cost of the items grouped in AA and AB above. If this total exceeds \$ _____, sealed competitive bids shall be sought; if less than \$ _____, bidding will not be required.

Notice of Competitive Sealed Bidding

Adequate public notice of the invitation for bids shall be given and shall indicate that any bid protest shall be filed with the School representative, who shall be named therein.

The Governing Board reserves the right to reject any or all bids and to accept the bid that appears to be in the best interest of the School. The Governing Board reserves the right to waive informalities in any bid or to reject any bid, all bids, or any part of any bid. Any bids may be withdrawn prior to the scheduled time for the opening of the bids. Any bids received after the opening begins shall not be accepted. Opening of bids shall not be delayed to accommodate late bid responses. Submitted bids shall be honored for at least thirty days or as otherwise stated in the invitation. All information relating to a bid shall be retained and made available for public inspection after the bids are opened, and prospective bidders shall be notified of this in the invitation or specifications relating to the bid call.

A bidder file shall be maintained, and a bidder application may be used for placing names in the file. Reference data will be kept relating to bad experiences with vendors, contractors, etc. If a bidder defaults on either price or performance, the Board shall be notified and, if the Governing Board permits, the bid will be offered to the next-lowest bidder who will still accept the order, as far as it is pragmatic to do so. Written documentation of all such situations noted in this paragraph shall be kept in the defaulting bidder's file.

For transactions requiring written quotations, at least three shall be obtained, and, if less than three are obtained, an explanation must be provided and approved by the Executive Director. Prospective quoters shall be given a reasonable time following the mailing of the quotation request in which to respond. All requests for written quotations shall be at the direction of the Executive Director. The details of a request for written quotations, including names of all bidders to whom the requests were sent, the dates of mailing, all responses, reasons for selection if other than lowest price, etc., shall be made and retained in the School records.

Emergency Purchases

An exception to the above procedures for price competition may be made in the event of an emergency involving an imminent threat to the health, safety, or welfare of school personnel or students. In such an emergency, declared by the Project Director, emergency purchase action may be taken without price competition, if necessary. Even under emergency conditions, price competition should be sought if it will not unacceptably delay the correction of the condition requiring emergency procedures. If emergency purchases are made without price competition, a complete written description of the circumstances should be maintained on file in the School office and Governing Board members immediately notified.

Sole-Source Procurements

A contract may be awarded for a material, service, or construction item without competition if the Governing Board determines in writing that there is only one source for the required material, service, or construction item. Sole-source procurement shall be avoided, except when no reasonable alternative source exists. A copy of the written evidence and determination of the basis for the sole-source procurement shall be retained in the procurement file by the Governing School. The Governing School shall, to the extent practicable, negotiate with the single supplier a contract advantageous to the School.

- 3.7 Disbursements – Procedures for disbursements are as follows:
- A. Obligations for services, equipment or supplies shall be paid only upon receipt of an itemized invoice and a receiving statement signed and dated by a responsible employee, certifying receipt of merchandise as described and in proper condition. All of these documented including the approved purchase order must be attached to the check voucher for audit purposes.
 - B. Every effort shall be made to secure an original invoice as proof of purchase or service rendered. A vendor statement is not an invoice and shall not be used as the sole basis for payment. A canceled check is not acceptable as evidence in lieu of an invoice. If no receipt or invoice is available, a signed, dated, written explanation of the expenditures, approved by the principal, shall be recorded on or attached to the Check Requisition/Purchase Order.
 - C. Initials or rubber stamp signatures are not permitted on invoices to certify receipt of goods or services and may not be used on Check Requisition/Purchase Orders.
 - D. If, for any reason, a check must be voided, "VOID" must be written across the face of the check, the date voided and the signature block must be removed. Voided checks shall be kept for audit purposes.

- E. Checks which have erasures or alterations of any type on them must not be used. These checks must be voided.
 - F. The IRS information form W-9 (see Appendix) will be used as the official vendor information document. This form will be obtained for all vendors. The W-9 will not be required for payment to employees, parents, and students assuming that the payment is for reimbursement. If the payments made to parents or students are for services rendered, normal vendor documentation and IRS reporting procedures will apply. If the payment to the employee is for services rendered, the payment must be board approved and must go through normal payroll procedures. Completed W-9 forms will be retained by the bookkeeper.
 - G. Information will be maintained in order to prepare IRS form 1099's to vendors providing professional services as required.
- 3.8 Credit/Debit Cards – Credit/debit cards will be used only by charter staff approved by the charter school board.
- A. The credit card statement must be reconciled to original receipts prior to payment. The statement and the original receipts must be attached to the Check Requisition/Purchase Order Request.
 - B. Debit card transactions must be recorded on the accounting records using an Adjustment Worksheet (see Appendix). Original receipts must be attached to the worksheet.
 - C. Credit card transactions must be recorded on the accounting records through the check for payment to the credit card company. Original receipts must be attached to the check documentation.
- 3.9 Refunds – Procedures related to refunds are as follows:
- A. On occasion, refunds may be permitted to students and parents for collections previously made with approval by the principal. The original payment should have been documented on a Report of Monies Collected Form. A copy of this form, along with a written explanation for the refund will be attached to the Check Requisition/Purchase Order Request.
 - B. In a case where a refund is to be made affecting many students (canceled field trip) AND the individual dollar amounts involved are small, the bookkeeper may, with the principal's approval, issue a check in the normal manner made payable to an appropriate staff member for the total of the refunds due. It is the responsibility of this staff member to cash the check and issue refunds in cash to the individual students. A log must be

kept containing the names of the students and the amount each received. Each student must sign the log to verify receipt of the refund. The dollar amount of the refund and the age of the student should be considered before this method of refund is used.

- C. Refunds should be coded to the same account where the original collection was coded.

3.10 Purchases Subject to Sales Tax

- A. All purchases will be made in accordance with Department of Revenue – Sales & Use Tax Rules – 12A-1.001(15).
- B. The sale of schoolbooks, including printed textbooks and workbooks, containing printed instructional material, and questions and answers for school purposes used in regularly prescribed courses of study in public schools grades K through 12 are exempt.
- C. Yearbooks, magazines, directories, bulletins, papers, and similar publications distributed by educational institutions to the students are classified as schoolbooks and are treated in the same manner as other schoolbooks.
- D. Sale of school materials and supplies are taxable regardless of by whom sold; however, for the sake of convenience, schools grade K through 12 and their respective PTA's have been granted the privilege of paying tax to their suppliers on school materials and supplies that they purchase for resale to students and the tax is passed on to the student as part of the selling price.
- E. On the sale of food and drinks through vending machines, the school must pay sales tax to the supplier on the cost of the food or drinks delivered to the school.
- F. The sale of photographs by photographers for use in students' yearbooks is taxable if the student makes the purchase and payment. They are exempt only if payment is made from school funds.
- G. Band uniforms, athletic uniforms and equipment, caps and gowns and other items of clothing bought and paid for by a school with ownership and title remaining in the school are exempt. If the student keeps any of these items then the purchase is subject to sales tax.
- H. Tangible personal property sold outright or rented through the school to students is taxable based on delivered cost to the school on the amount charged to the student upon sale or rental. Student photographs, candies,

confections, and novelties sold to students or the public for fund raising purposes come within this rule.

- I. Admissions to athletic or other events held by elementary schools, middle schools, high schools, and vocational technical schools, are exempted only when student or faculty talent is utilized.
- J. If meals for members of school organizations are paid for out of school funds, the person paying for them may give a certificate to the person collecting for them, stating that the meals are purchased from the school funds for school purposes. This will relieve the seller of the responsibility of collecting sales tax on the meals. The certificate referred to above can best be in the form of a copy of the school purchase order form.

3.11 Transfers Between Funds and Projects – Procedures related to transfers are as follows:

- A. Operating transfers are made to move funds from one account to another. The transfer is a receipt to the project to which the money is transferred and an expenditure of the fund from which the money is transferred. It is not, however, considered a receipt or expenditure of the total activity fund of the school.
- B. Transfers are made by journal entry and are documented with an Adjustment Worksheet (see Appendix) bearing the signatures of the principal and the staff member responsible for the projects that are affected by the transfer.
- C. Equity transfers are made from one account to another with the principal's approval, provided that the accounts from which funds are transferred are:
 - 1. No longer operative and the balance is moved to an appropriate active account.
 - 2. The account is an enterprise account (such as the school store and vending machine) and the profits are transferred to the principal's account or a designated account.
 - 3. At the request of the organization to whose account the funds were originally credited.
 - 4. From the principal's account to any other school account where the funds are needed to complete a project which will benefit the major part of the student body or to cover negative balances at year end.
 - 5. Transfers are NOT made to correct errors. Errors are corrected using journal entries that debit (or credit) the incorrect account and debit (or credit) the correct account. An Adjustment Worksheet (see Appendix) is used to document error corrections.

6. Transfers may not be made between school raised funds and funds provided by the District.

3.12 Travel

- A. All travel expenses will be reimbursed in compliance with Chapter 112, Florida Statutes.
- B. Travel must be by the most efficient and economical means.
- C. Per Diem and meal allowances will be paid only when the employee is traveling outside the county where the employee's school is located.
- D. All travel reimbursement requests must be submitted on the Reimbursement Voucher for Travel Expenses (see Appendix). This form shall include departure and return points in time, purpose of travel and supporting documents for itemized expenses. Any claim for reimbursement of expenses for conventions and conferences shall include a copy of the program or agenda and an itemization of registration fees including meals or lodging contained in the fees. All travel expenses shall be reimbursed at the standard rate for Class A, B, and C travel.
 1. Class A Travel – continuous travel of 24 hours or more
 2. Class B Travel – continuous travel of less than 24 hours which involves overnight absence
 3. Class C Travel – travel for short or day trips where the traveler is not away overnight
- E. Reimbursement of travel expenses will be limited to those expenses ordinarily and necessarily incurred in the performance of the employee's duties.
- F. Rates of Per Diem and Subsistence Allowance
 1. Fifty dollars per diem, or
 2. If actual expenses exceed \$50, meal allowance plus actual expenses for lodging at single occupancy rate to be substantiated by paid bills
 3. Meal Allowances:
 - a. Breakfast - \$TBD; when travel begins before 6:00 AM and extends beyond 8:00 AM
 - b. Lunch - \$TBD; when travel begins before 12 noon and extends beyond 2:00 PM
 - c. Dinner - \$TBD; when travel begins before 6:00 PM and extends beyond 8:00 PM

G. Mileage Allowance

1. The use of privately owned vehicles for official travel may be authorized. Whenever travel is by privately owned vehicle, the traveler shall be entitled to a mileage allowance at a fixed rate of \$.50 cents per mile.
2. All mileage shall be shown from point of origin to point of destination. Vicinity mileage necessary for the conduct of official business is allowable but must be shown as a separate item on the expense voucher.
3. The following incidental travel expenses may be reimbursed:
 - a. taxi fare
 - b. ferry fares, and bridge, road and tunnel tolls
 - c. storage or parking fees
 - d. communication expense
 - e. convention or conference registration fees

3.13 Long Distance Telephone Calls

- A. No personal long distance calls should be made at the school. If personal calls are made in an emergency situation or in error, reimbursement for such calls should be made to the school immediately. The reimbursement collections should be coded to the same account where the phone bill payment is coded.

4.0 Tangible Personal Property – Procedures related to tangible personal property will comply with the Rules of the Auditor General, Chapter 10.400

- A. The charter school's capitalization limit shall comply with Section 274, Florida Statutes or the sponsoring District's capitalization limit, whichever is greater.
1. The word "property" means fixtures and other tangible personal property of a nonconsumable nature the value of which is \$750 or more and the normal expected life of which is 1 year or more.
- B. The property custodian for tangible personal property shall be the principal or the Board's Designee of the charter school. This custodian may delegate use and immediate control of the property to the employees. The property custodian may not delegate the ultimate responsibility for control and use.
- C. It shall be contrary to Board policy for an employee to remove property from its assigned premises without advance approval from the property custodian.

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- D. All tangible personal property items purchased or donated at a cost or value that exceeds the capitalization limit shall be tagged and inventoried.
- E. Tags shall include the school name and sequential property tag number.
- F. Tags should be placed in a uniform method on similar types of property such as:
 - 1. Desks and tables – front leg just below top
 - 2. Chair – back of chair seats
 - 3. File Cabinets, Lockers, Racks, etc – front top, left corner
 - 4. Office machines & accessories, upholstered and decorative furniture – attach where convenient, but so as not to mar appearance
 - 5. Machinery, mowers, etc – attach where easily visible and yet not subject to obliteration
- G. Secondary marking shall be made on each item that also includes the school name and sequential property tag number so that it can be positively identified should the decal come off or be removed...
- H. Secondary markings can be done in several different ways, including but not limited to:
 - 1. paint or stencils
 - 2. electric pencils or engravers
 - 3. India or indelible ink
 - 4. steel dies
 - 5. branding or soldering irons
- I. The Inventory Listing of Tangible Personal Property (see Appendix) shall be perpetually maintained.
- J. Annually, an inventory of tangible personal property shall be completed. The inventory will be signed by the principal as property custodian and will be submitted to the charter school board for review. Discrepancies shall be brought before the Board for disposition
- K. Any items determined to be missing during the annual inventory shall be thoroughly investigated, then listed and presented to the charter school board for review and approval. Subsequent to the charter school board approval, the missing items will be identified as deleted on the tangible personal property listing.
- L. Equipment belonging to the charter school may be checked out to school employees for use in their homes for purposes beneficial to the school

such as the completion of work assignments and the improvement of computer related skills. Equipment may be loaned to students for instructional purposes. The employee or student will check out the equipment in accordance with the following procedures and will be responsible for its care, use and return.

1. Information on the Equipment Check Out Log (see Appendix) is to be completed, in ink, as items are checked out and back in.

5.0 Fund Raising – Fundraising guidelines will comply with those of the sponsoring District. Additional procedures are as follows:

A. These guidelines for fund-raisers involving the sale of merchandise are intended to insure the following:

1. The safety of the students is insured by limiting their participation in the process to taking home the fundraiser information.
2. These guidelines include no encroachment on the instructional day.
3. This format follows Florida PTA guidelines and complies with the Florida Department of Revenue.

B. All fundraising projects and activities by the schools or groups within the school shall contribute to the educational experiences of students and shall not be in conflict with the overall instructional program.

C. A parent-teacher association or other organization connected with the school may sponsor fund raising activities provided that schoolwork and time are not affected. Such activities shall be conducted in accordance with the policies of the board and with the approval of the principal.

D. Each fund raising activity shall be planned to finance a specific objective.

E. The principal shall control the fund raising activities conducted in the name of the school and assure that the purposes are worthwhile.

F. Fund raising activities for which students are charged an admission shall not be presented during school hours.

G. Collections and expenditures for fund raising activities must be accounted for through the schools accounting system.

H. Prior to the start of fund raising activities and the procurement of merchandise for sale, a Fund Raising Application (see Appendix) must be prepared and approved by the principal and filed with the bookkeeper.

I. All products purchased for resale must be accounted for at retail value. Make a full count of all items received BEFORE sale starts. An example of estimating profit follows:

J.

<u>Estimated Revenues:</u>	
Received for Resale	100 boxes of candy
Selling price	\$1.00 per box
Expected income	\$100.00 (100 x \$1.00)
Gross profit	\$50.00 (\$100 - \$50)

<u>Estimated Costs:</u>	
Received for resale	100 boxes of candy
Purchase price	\$0.50 per box
Total costs	\$50.00 (100 x \$0.50)

K. Any reduction in the price of the product or service must be documented in writing at the time of the reduction and must be approved by the principal. All items used as prizes or gifts must be documented at the time a fundraising activity is contracted.

L. A Fund Raising Recap Report (see Appendix) must be filed with the principal's office at the close of each fund raising activity. Any material variances from the information in the original Fund Raising Application must be adequately explained.

M. Florida sales tax must be paid to the vendor when items for resale are purchased. Florida Department of Revenue Statute 12A-1.001, Article 15(d) specifies that tangible personal property sold through the school for fundraising purposes is taxable based on the delivered cost to the school. The Florida State PTA recommends that the company be a registered sales tax vendor in the State of Florida, who will agree to collect and pay sales tax to the Department of Revenue.

N. For Fund Raisers that require pledges from individuals such as walk-a-thons, dance-a-thons, etc, pledge sheets must be retained for audit. Pledge sheet totals must agree with the amount deposited unless verified by the student and sponsor as uncollectible.

O. Special events such as barbecues, dances, etc., represent yet another form of fundraising activity. These may require the use of tickets, and following the same guidelines related to the use of tickets described earlier.

6.0 Financial Reports

- A. The funds of the charter school shall be accounted for on the same fiscal year basis and accounting basis as the sponsoring district. No school organization shall make expenditures that exceed the cash resources available to that organization. All accounts payable shall be disclosed to the board at year-end.
- B. Bank statements shall be reconciled as soon as received, preferably by a person other than the person who receipts and disburses funds. It is acknowledged that this is generally not practical; therefore the bank reconciliation form (see Appendix) will be signed and reviewed by the school principal. The importance of reconciling the bank balance cannot be over-emphasized. It must be done monthly and the procedure is as follows:
1. When the bank statement has been received (usually several days after the end of the month), canceled checks should be arranged in a numerical sequence (if applicable).
 2. Each check that has been paid and returned with the bank statement should be checked off.
 3. If there are deposits in transit (deposits entered in the record book during the same period but not shown on the bank statement) the total of these should be added to the balance shown on the bank statement.
 4. Outstanding checks (checks which were issued during the period covered by the statement, but which have not cleared the bank) on the Bank Reconciliation Report (see Appendix). The total amount of the outstanding checks is deducted from the balance referred to in item (3) above.
 5. The available bank balance should be equal to the balance per ledger and should be the same as that shown on the Balance Sheet. If the amounts do not agree, a mistake has been made either in the ledgers or in the reconciliation procedure and must be traced to the source immediately. Corrections must be made for any mistakes discovered. Sometimes it is necessary to verify each canceled check and each deposit against the bank statement and/or ledgers to find the error. If an error is found on the bank statement, the bank must be notified immediately so a correction may be made.
 6. If the bank requires any type service charge on internal funds or if there is a charge for check printing, deposit slips, etc. the amount of the charge must be posted to the ledgers through a journal entry before starting the bank reconciliation. The journal entry will be supported by the Adjustment Worksheet (see Appendix).
 7. Occasionally, debits and credits will be made to a school account through error. The bank must be notified immediately. The bank

will issue a credit or debit to the school account, off-setting the erroneous charge. Neither the charge nor the credit need to be posted to the ledgers; however, the error needs to be shown on the bank reconciliation as a reconciling item until the bank issues a debit or credit to the school account to correct the error.

8. Checks returned by the bank, primarily due to insufficient funds or closed accounts, are accounts receivable to the school's internal funds. Returned checks can be carried as unrecorded reconciling items for thirty days. If the checks have not cleared within thirty days they must then be recorded to the appropriate accounts receivable account for the project.
- C. Monthly financial statements shall be made in an approved written form to provide the school's administration with financial information necessary for decision making.
- D. Financial statements will be submitted to the charter school board on at least a monthly basis. These financial statements will include, at the minimum, a current balance sheet, activity statement, a fund balance report, statement comparing actual revenues and expenditures to amounts budgeted, and a check register.
- E. Financial statements shall be submitted to the sponsoring District in accordance with the charter contract.
- F. At the close of the school year the annual report shall be prepared as district procedures provide, and shall be attested to by the principal and the preparer by their signatures as to its accuracy on reflecting the year's activity and year-end balances to be included in the District's Annual Financial Report.
- G. Fiscal Year End Procedures - The close-of-business for the last month of the fiscal year is the appropriate time for an analysis of all projects.
 1. Any remaining balances in the account of a graduated class after graduation of that class, and after the class has had an opportunity to determine the disposition of the balance, should be considered as belonging to the general fund following a reasonable time after the date of graduation. The same procedure should apply to the fund balance of any club account three months after the close of the school year during which said club account becomes inactive.
 2. In keeping with sound business practices and good accounting procedures, it is understood that no account is allowed to have a deficit balance at school year-end.
 3. No project shall show a deficit balance at year-end.

4. Monies Due to the sponsoring district are remitted by fiscal year-end.
5. Change Fund accounts must be closed out at the end of each school year.

7.0 Support Organizations – Support organizations are generally parent groups. They may operate their own bank account or be included in the accounts of the charter school. If the support organization operates within the accounts of the charter school, then the policies and procedures included elsewhere in this manual apply. If the support organization operates outside the school with its own bank account, the following procedures apply:

- A. Support organizations using its own bank account must obtain its own federal employer's identification number. It may NOT use the EIN of the charter school.
- B. Support organizations using its own bank account must obtain its own Florida sales tax exemption certificate. It may NOT use the sales tax exemption of the charter school.
- C. The principal of the charter school shall be an active member of the support organization.
- D. The principal may enter into written cooperative activities agreements with support organizations in connection with student activity events. These may include sale of souvenirs, fairs, and other activities. The distribution of profits shall be specified in the agreement; otherwise the total proceeds shall belong to the school and shall be deposited in the school's bank account. All such agreements shall be retained for audit purposes.
- E. All fundraising activities and projects of the support organization must have prior knowledge and written approval of the charter school principal.
- F. The support organization will submit to the charter school principal a financial statement (including at least a balance sheet and activity statement) at least quarterly.
- G. The support organization shall be audited annually by a certified public accountant, certified internal auditor or an auditing committee of not less than three members. The members of the auditing committee must not be signers on the support organization bank account. The CPA, CIA or the auditing committee shall submit a signed, written report to the principal of the charter school.
- H. The charter school principal will maintain a file on each support organization containing the cooperative activities agreements, financial statements and audit reports for the support organization for audit review.

8.0 Retention of Records

- A. Chapter 119, Florida Statutes, provide that no public official may mutilate, destroy, sell, loan, or otherwise dispose of any public record without the consent of the Bureau of Records and Information Management of the Department of State. Provided applicable audits have been released, records may be disposed of in accordance with procedures established by Department of Records and Forms management. Examples of such records of internal funds could include check requisitions and documentation, canceled checks, recap of collections, journals, ledgers, financial reports, purchase orders, payroll records, and serialized forms.
- B. Procedures for destruction of records shall be in accordance with Chapters 119, Florida Statutes.

9.0 Restricted District Funds

- A. Categorical Funds – Spending plans (see Appendix) for each categorical funding source will be prepared and submitted to the charter school board for approval. The charter school principal and bookkeeper will be responsible to ensure that expenditures from these projects meet the applicable requirements. Categorical funds include the following:
 - 1. TEACHER TRAINING - Individual professional development plans must be established for each teacher that is based on the performance of students to whom the teacher is assigned. The extent to which prescribed training is associated with increased student performance must be measured. Funds provided are for the in-service training of instructional personnel. 50% of these funds shall be used for teacher professional development in scientifically based reading instruction methods.
 - 2. SAFE SCHOOLS - Safe Schools activities include: (1) after school programs for middle school students, (2) other improvements to enhance the learning environment, including implementation of conflict resolution strategies, (3) alternative school programs for adjudicated youth, and (4) other improvements to make the school a safe place to learn.
 - 3. INSTRUCTIONAL MATERIALS - Funds are provided to purchase instructional materials including, but not limited to library media materials and science lab materials and supplies.

4. SUMMER READING ALLOCATION - Funds are to be used to first serve third and twelfth grade students for summer reading or other supplemental instruction and then for students in other grades not meeting reading standards.
5. PUBLIC TECHNOLOGY - Funds are to be used for purchase, installation and set up of computer hardware and/or software that are for **instructional** use.
6. ESE GUARANTEED ALLOCATION - Funds are to be used to provide educational programs and services for exceptional students (programs 111, 112, 113, 254 and 255).
7. SUPPLEMENTAL ACADEMIC INSTRUCTION - Provide supplemental services to students who are not meeting standards or are in danger of not meeting achievement levels required for promotion (Level 1 and 2). Emphasis should be on 3rd grade reading and 12th graders not meeting promotion standards. Strategies may include, but are not limited to modified curriculum, reading instruction, after school instruction, tutoring, mentoring, class size reduction, extended school year, and intensive skills development in summer school. After Level 1 and 2 students have been served, these funds may be used for class size reduction. Supplemental instruction may be provided to a student in any manner and at any time during or beyond the regular 180-day term identified by the school as being the most effective and efficient way to best help that student progress from grade to grade and to graduate.
8. LOTTERY - At least \$10 per student must be used at the discretion of the school advisory council, or in the absence of such, at the discretion of the staff and parents of the school. After the \$10 per student allocation to the SAC, the balance may be used at the school's discretion in accordance with the following rules. A portion of these funds shall be used for implementing the school improvement plan. The improvement plan shall include performance indicators which are measurable. Funding for use by the school advisory councils shall be allocated directly to the school advisory councils and shall be earmarked for the councils' use. Council funds are not subject to override by the principal. Lottery funds may not be used for capital project items involving construction, renovation, remodeling, or site improvement, nor may they be used for any project or program that has duration of more than one year. The Legislative intent is that funds be expended in the current fiscal year in order to have direct, positive

impact on current student learning rather than be set aside for future expenditures.

9. CLASS SIZE REDUCTION - After class size reduction requirements are met, funds may be used to provide additional teachers in any core subject areas (Math, Science, Social Science and English).

B. Capital Outlay Funds – A capital outlay plan will be prepared and submitted to the charter school board for approval. The capital outlay plan will be submitted to the sponsoring District as required. The charter school principal and bookkeeper will be responsible to ensure that expenditures from this project meet the applicable requirements.

10.0 Payroll & Timekeeping

- A. Each year, the charter school board shall adopt a salary schedule for all employees of the school. The schedule so adopted shall be the sole instrument used in determining the annual, monthly, bi-weekly or hourly compensation for employees of the board. Such salary schedules shall clearly show the method of computing compensation of employees, whether paid on hourly, daily, bi-weekly or annual rates and individual personnel records for each employee shall contain evidence of each factor used in calculating that employee's compensation for the year.
- B. No deductions shall be made from the salaries of employees of the school unless such deductions are required by law or are approved in writing by the employee to be affected. Deductions made from the salary of employees shall be promptly remitted to the agency for which such deductions were made pursuant to the requirement of such agency.
- C. No compensation shall be made to any employee of the school prior to the service having been rendered.
- D. No extra compensation shall be made to any employee of the school without the approval of the board.
- E. No salary shall be paid differing from the amount to which the employee is entitled under the salary schedule. When it is determined that an incorrect amount has been paid, the difference shall be adjusted between the school and the employee to the end that the employee shall received the amount to which he or she is entitled under the salary schedule.
- F. All charter school employees will complete and sign a biweekly Time Sheet (see Appendix). Any leave (paid or unpaid) used must be entered on the time sheet. The time sheet will also be signed by the charter school

principal. All entries and signatures must be completed in ink. It is acknowledged that the school principal is required to approve his/her own time reporting; therefore it is recommended that a board member periodically review the completed time sheets. The time sheet will be the basis for reporting to the payroll service/employee leasing company. Any differences between time reported on the time sheet and time paid will be properly documented.

- G. Regardless of whether a payroll service or employee leasing company is used, the school will obtain evidence that appropriate payroll tax deposits on behalf of the charter school are made on a timely basis.
- H. Regardless of whether a payroll service or employee leasing company is used, the school will obtain copies of all payroll tax reports issued on behalf of the charter school. These include but are not limited to:
 - 1. 941
 - 2. 940
 - 3. UCT-6
 - 4. W-2
 - 5. W-3
 - 6. 1099
- I. The board shall establish policy related to paid leave (sick and vacation) for all employees. This policy shall include provision for pay out of earned leave for employees who terminate employment prior to the end of the contract.

11.0 Budget

- A. An annual budget will be prepared and presented to the charter school board for approval.
- B. Amended budgets will be submitted to the Board for approval accompanied by detailed explanations for the amendments.

12.0 Annual Audit

- A. A contract should be signed with the external auditor no later than March of each fiscal year.
- B. Audited amounts and reports must be completed and submitted to the sponsoring District in compliance with the charter contract. Copies of these reports along with the principal's response to any management letter findings must be submitted to the charter school board for approval.

Kidz Choice Charter School- 5409 (KCC)
Statement of Revenues and Expenses, Actual and Budget
All Funds
07/01/2011 to 06/30/2012

	Year-To-Date Actual	Annual Budget	Budget Remaining	% Ratios
100-4000-7300-230 Group Insurance	7,534.14	11,700.00	4,165.86	64.39%
100-4000-7300-240 Workers Compensation	578.40	1,155.00	576.60	50.08%
100-4000-7300-250 Unemployment Compensation	1,636.40	210.00	(1,426.40)	779.24%
100-4000-7300-310 Contracted Services	1,296.00	0.00	(1,296.00)	*** **%
100-4000-7300-370 Postage	554.51	409.00	(145.51)	135.58%
100-4000-7300-390 Advertising	310.00	1,318.00	1,008.00	23.52%
100-4000-7300-510 Office Expense	3,411.75	4,653.00	1,241.25	73.32%
100-4000-7300-642 Non-Capital Furniture and Equipment	1,318.47	379.00	(939.47)	347.88%
Total 7300 School Administration	142,179.44	144,160.00	1,980.56	98.63%
7400 Facilities Acquisition and Construction				
100-4000-7400-360 Facility Lease	84,652.59	85,272.00	619.41	99.27%
100-4000-7400-630 Facility Cost	20,537.22	59,040.00	38,502.78	34.79%
Total 7400 Facilities Acquisition and Construction	105,189.81	144,312.00	39,122.19	72.89%
7500 Fiscal Services				
Total 7500 Fiscal Services	0.00	0.00	0.00	*** **%
7600 Food Services				
410-4000-7600-510 Food Service Supplies	95.00	0.00	(95.00)	*** **%
410-4000-7600-570 Food	4,320.10	5,083.00	762.90	84.99%
410-4000-7600-730 Dues and Fees	110.00	0.00	(110.00)	*** **%
Total 7600 Food Services	4,525.10	5,083.00	557.90	89.02%
7800 Pupil Transportation Services				
Total 7800 Pupil Transportation Services	0.00	0.00	0.00	*** **%
7900 Operation of Plant				
100-4000-7900-320 Insurance - Building	4,465.05	3,391.00	(1,074.05)	131.67%
100-4000-7900-351 Contract Custodial Service	12,700.00	7,676.00	(5,024.00)	165.45%
100-4000-7900-370 Communications	3,285.74	5,057.00	1,771.26	64.97%
100-4000-7900-380 Water, Sewer, Garbage Collection	1,243.82	840.00	(403.82)	148.07%
100-4000-7900-390 Other Contracted Bldg. Services	10,652.25	4,605.00	(6,047.25)	231.32%
100-4000-7900-430 Electricity	5,092.85	5,399.00	306.15	94.33%
100-4000-7900-510 Custodial Supplies	6,758.67	5,038.00	(1,720.67)	134.15%
100-4000-7900-642 Non Capital Furniture and Equipment	649.23	1,915.00	1,265.77	33.90%
Total 7900 Operation of Plant	44,847.61	33,921.00	(10,926.61)	132.21%

Adhering to generally accepted accounting principles

According to King & Walker Audit Report Page 614 ended on fiscal year June 30, 2012 in accordance with Government audit standards, Kidz Choice Charter School is in compliance with the GAP implementations of effective systems of internal control over revenues, expenses, and fixed assets, and exercises good business practices.

Financial Reporting is made according with the school's contract and BCPS expectations. Report submitted periodically.

Kidz Choice Charter School- 5409 (KCC)
Statement of Revenues and Expenses, Actual and Budget
All Funds
07/01/2011 to 06/30/2012

	Year-To-Date Actual	Annual Budget	Budget Remaining	% Ratios
8100 Maintenance of Plant				
100-4000-8100-350 Repairs and Maintenance	13,888.50	7,988.00	(5,900.50)	173.87%
Total 8100 Maintenance of Plant	<u>13,888.50</u>	<u>7,988.00</u>	<u>(5,900.50)</u>	<u>173.87%</u>
9100 Community Services				
100-4000-9100-790 Fundraiser	1,268.17	0.00	(1,268.17)	***.***%
Total 9100 Community Services	<u>1,268.17</u>	<u>0.00</u>	<u>(1,268.17)</u>	<u>***.***%</u>
9200 Debt Service				
100-4000-9200-710 Debt Service Principal	0.00	4,583.00	4,583.00	0.00%
100-4000-9200-720 Debt Service Interest	94.52	30.00	(64.52)	315.07%
Total 9200 Debt Service	<u>94.52</u>	<u>4,613.00</u>	<u>4,518.48</u>	<u>2.05%</u>
9700 Transfers				
100-4000-9700-710 Transfers from General	4,525.10	0.00	(4,525.10)	***.***%
Total 9700 Transfers	<u>4,525.10</u>	<u>0.00</u>	<u>(4,525.10)</u>	<u>***.***%</u>
Total Expenses	<u>\$786,817.60</u>	<u>\$739,124.00</u>	<u>(47,693.60)</u>	<u>106.45%</u>
Excess Revenues Over Expenses	<u>(\$35,615.84)</u>	<u>\$47,605.00</u>		

Kidz Choice Charter School-5409 (KCC)

Balance Sheet

All Funds

July 31, 2011

8/18/2011

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Page 1

Assets

100-1111-0000-000	Cash In Bank - Operating Fund	106,583.95	
100-1120-0000-000	Prepaid Visa Card 001	1,000.00	
100-1131-0000-000	Revenue Receivable - CO	3,428.00	
100-1230-0000-000	Prepaid Expenses	4,714.95	
100-1351-0000-000	Deposits	1,574.88	

Total Assets

\$117,301.78

Liabilities

100-2100-0000-000	Accrued Salaries and Benefits	28,814.51	
100-2120-0000-000	Accrued Payables	9.05	
100-2130-0000-000	Deferred Revenue	49,187.43	

Total Liabilities

\$78,010.99

Fund Balance

100-2700-0000-000	Fund Balance	44,194.51	
	Excess Revenues Over Expenses	(4,903.72)	

Total Fund Balance

\$39,290.79

Total Liabilities and Fund Balance

\$117,301.78

574

**Combined Report (KCC)
Revenue & Expense Report
All Funds**

08/18/2011

09:31:12

07/01/2011

to

07/31/2011

Page 1

Revenue

100-3300-0000-000	FEFP - Broward Cty Sch Dist	51,732.45
100-3361-0000-000	School Recognition Funds	4,815.00
100-3397-0000-000	Charter School Capital Outlay	3,428.00

Total Revenue

\$59,975.45

Expenses

100-4000-5100-120	Classroom Teachers	13,766.66
100-4000-5100-220	Social Security	1,053.14
100-4000-5100-230	Group Insurance	646.20
100-4000-5100-240	Workers Compensation	60.56
100-4000-5100-510	Instructional Materials	164.67
100-4000-5100-520	Textbooks	3,509.73
100-4000-5100-640	Furniture and Equipment	2,085.00
100-4000-5100-642	Non Capital Furniture and Equipment	1,056.35
100-4000-5200-310	Contracted Services	112.00
100-4000-7100-315	Contracted Consultants	2,510.35
100-4000-7100-320	Insurance	1,519.83
100-4000-7100-730	Dues and Fees	207.50
100-4000-7100-790	District Admin Fees	2,586.62
100-4000-7100-795	Bank Charges	33.50
100-4000-7300-110	Administrator	6,541.66
100-4000-7300-160	Administrative Assistants	3,083.34
100-4000-7300-220	Social Security	736.30
100-4000-7300-230	Group Insurance	627.72
100-4000-7300-240	Workers Compensation	42.34
100-4000-7300-250	Unemployment Compensation	10.47
100-4000-7300-370	Postage	9.05
100-4000-7300-510	Office Expense	241.54
100-4000-7300-642	Non-Capital Furniture and Equipment	119.72
100-4000-7400-360	Facility Lease	6,939.47
100-4000-7400-630	Facility Cost	10,702.06
100-4000-7900-370	Communications	274.05
100-4000-7900-380	Water, Sewer, Garbage Collection	94.40
100-4000-7900-430	Electricity	491.32
100-4000-7900-510	Custodial Supplies	1,513.77
100-4000-7900-642	Non Capital Furniture and Equipment	380.00
100-4000-8100-350	Repairs and Maintenance	759.85
100-4000-9200-710	Debt Service Principal	2,948.79
100-4000-9200-720	Debt Service Interest	51.21
	Encumbrances	0.00

Total Expenses

\$64,879.17

Excess Revenues Over Expenses

(\$4,903.72)
=====

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Kidz Choice Charter School-5409 (KCC)
Statement of Revenues and Expenses, Actual and Budget
All Funds
07/01/2011 to 07/31/2011

	Year-To-Date Actual	Annual Budget	Budget Remaining	% Ratios
Revenues				
Revenues				
100-3300-0000-000 FEPP - Broward Cty Sch Dist	51,732.45	739,446.00	687,713.55	7.00%
100-3334-0000-000 Florida Teacher's Lead Program	0.00	1,338.00	1,338.00	0.00%
100-3361-0000-000 School Recognition Funds	4,815.00	0.00	(4,815.00)	***,***%
100-3397-0000-000 Charter School Capital Outlay	3,428.00	44,451.00	41,023.00	7.71%
100-3474-0000-000 Clubs	0.00	980.00	980.00	0.00%
100-3600-0000-000 Donations	0.00	514.00	514.00	0.00%
Total Revenues	59,975.45	786,729.00	726,753.55	7.62%
Expenses				
5100 Instruction				
100-4000-5100-120 Classroom Teachers	13,766.66	215,128.00	201,361.34	6.40%
100-4000-5100-220 Social Security	1,053.14	16,457.00	15,403.86	6.40%
100-4000-5100-230 Group Insurance	646.20	15,600.00	14,953.80	4.14%
100-4000-5100-240 Workers Compensation	60.56	2,151.00	2,090.44	2.82%
100-4000-5100-250 Unemployment Compensation	0.00	490.00	490.00	0.00%
100-4000-5100-310 Contracted Services	0.00	5,013.00	5,013.00	0.00%
100-4000-5100-315 Field Trips	0.00	724.00	724.00	0.00%
100-4000-5100-390 Copy and Printing	0.00	526.00	526.00	0.00%
100-4000-5100-510 Instructional Materials	164.67	13,120.00	12,955.33	1.26%
100-4000-5100-520 Textbooks	3,509.73	8,527.00	5,017.27	41.16%
100-4000-5100-640 Furniture and Equipment	2,085.00	432.00	(1,653.00)	482.64%
100-4000-5100-642 Non Capital Furniture and Equipment	1,056.35	3,414.00	2,357.65	30.94%
100-4000-5100-690 Software	0.00	935.00	935.00	0.00%
Total 5100 Instruction	22,342.31	282,517.00	260,174.69	7.91%
5200 Exceptional Instruction				
100-4000-5200-310 Contracted Services	112.00	4,231.00	4,119.00	2.65%
Total 5200 Exceptional Instruction	112.00	4,231.00	4,119.00	2.65%
6100 Pupil Personnel Services				
Total 6100 Pupil Personnel Services	0.00	0.00	0.00	***,***%
6200 Instructional Media Services				
100-4000-6200-610 Other Books and Materials	0.00	44.00	44.00	0.00%

Kidz Choice Charter School-5409 (KCC)
Statement of Revenues and Expenses, Actual and Budget
All Funds
07/01/2011 to 07/31/2011

	Year-To-Date Actual	Annual Budget	Budget Remaining	% Ratios
Total 6200 Instructional Media Services	0.00	44.00	44.00	0.00%
6300 Instruction and Curriculum Development				
100-4000-6300-590 Testing and Assessment	0.00	557.00	557.00	0.00%
Total 6300 Instruction and Curriculum Development	0.00	557.00	557.00	0.00%
6400 Instructional Staff Training Services				
100-4000-6400-310 Staff Development	0.00	1,652.00	1,652.00	0.00%
Total 6400 Instructional Staff Training Services	0.00	1,652.00	1,652.00	0.00%
6500 Instructional Related Technology				
100-4000-6500-310 Technology Support & Service	0.00	928.00	928.00	0.00%
Total 6500 Instructional Related Technology	0.00	928.00	928.00	0.00%
7100 Board Administration				
100-4000-7100-310 Legal and Audit Expense	0.00	6,060.00	6,060.00	0.00%
100-4000-7100-315 Contracted Consultants	2,510.35	56,198.00	53,687.65	4.47%
100-4000-7100-320 Insurance	1,519.83	8,298.00	6,778.17	18.32%
100-4000-7100-390 Fundraisers	0.00	647.00	647.00	0.00%
100-4000-7100-730 Dues and Fees	207.50	862.00	654.50	24.07%
100-4000-7100-790 District Admin Fees	2,586.62	36,972.00	34,385.38	7.00%
100-4000-7100-795 Bank Charges	33.50	81.00	47.50	41.38%
Total 7100 Board Administration	6,857.80	109,118.00	102,260.20	6.28%
7300 School Administration				
100-4000-7300-110 Administrator	6,541.66	78,500.00	71,958.34	8.33%
100-4000-7300-160 Administrative Assistants	3,083.34	37,000.00	33,916.66	8.33%
100-4000-7300-220 Social Security	736.30	8,836.00	8,099.70	8.33%
100-4000-7300-230 Group Insurance	627.72	11,700.00	11,072.28	5.37%
100-4000-7300-240 Workers Compensation	42.34	1,155.00	1,112.66	3.67%
100-4000-7300-250 Unemployment Compensation	10.47	210.00	199.53	4.99%
100-4000-7300-370 Postage	9.05	409.00	399.95	2.21%
100-4000-7300-390 Advertising	0.00	1,318.00	1,318.00	0.00%
100-4000-7300-510 Office Expense	241.54	4,653.00	4,411.46	5.19%
100-4000-7300-642 Non-Capital Furniture and Equipment	119.72	379.00	259.28	31.59%
Total 7300 School Administration	11,412.14	144,160.00	132,747.86	7.92%
7400 Facilities Acquisition and Construction				

Kidz Choice Charter School-5409 (KCC)
Statement of Revenues and Expenses, Actual and Budget
All Funds
07/01/2011 to 07/31/2011

	Year-To-Date Actual	Annual Budget	Budget Remaining	% Ratios
100-4000-7400-360 Facility Lease	6,939.47	85,272.00	78,332.53	8.14%
100-4000-7400-630 Facility Cost	10,702.06	59,040.00	48,337.94	18.13%
Total 7400 Facilities Acquisition and Construction	17,641.53	144,312.00	126,670.47	12.22%
7500 Fiscal Services				
Total 7500 Fiscal Services	0.00	0.00	0.00	***.***%
7600 Food Services				
410-4000-7600-570 Food	0.00	5,083.00	5,083.00	0.00%
Total 7600 Food Services	0.00	5,083.00	5,083.00	0.00%
7800 Pupil Transportation Services				
Total 7800 Pupil Transportation Services	0.00	0.00	0.00	***.***%
7900 Operation of Plant				
100-4000-7900-320 Insurance - Building	0.00	3,391.00	3,391.00	0.00%
100-4000-7900-351 Contract Custodial Service	0.00	7,676.00	7,676.00	0.00%
100-4000-7900-370 Communications	274.05	5,057.00	4,782.95	5.42%
100-4000-7900-380 Water, Sewer, Garbage Collection	94.40	840.00	745.60	11.24%
100-4000-7900-390 Other Contracted Bldg. Services	0.00	4,605.00	4,605.00	0.00%
100-4000-7900-430 Electricity	491.32	5,399.00	4,907.68	9.10%
100-4000-7900-510 Custodial Supplies	1,513.77	5,038.00	3,524.23	30.05%
100-4000-7900-642 Non Capital Furniture and Equipment	380.00	1,915.00	1,535.00	19.84%
Total 7900 Operation of Plant	2,753.54	33,921.00	31,167.46	8.12%
8100 Maintenance of Plant				
100-4000-8100-350 Repairs and Maintenance	759.85	7,988.00	7,228.15	9.51%
Total 8100 Maintenance of Plant	759.85	7,988.00	7,228.15	9.51%
9100 Community Services				
Total 9100 Community Services	0.00	0.00	0.00	***.***%
9200 Debt Service				
100-4000-9200-710 Debt Service Principal	2,948.79	4,583.00	1,634.21	64.34%
100-4000-9200-720 Debt Service Interest	51.21	30.00	(21.21)	170.70%

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Kidz Choice Charter School-5409 (KCC)
Statement of Revenues and Expenses, Actual and Budget
 All Funds
 07/01/2011 to 07/31/2011

	Year-To-Date Actual	Annual Budget	Budget Remaining	% Ratios
Total 9200 Debt Service	3,000.00	4,613.00	1,613.00	65.03%
9700 Transfers				
Total 9700 Transfers	0.00	0.00	0.00	***.***%
Total Expenses	\$64,879.17	\$739,124.00	674,244.83	8.78%
Excess Revenues Over Expenses	(\$4,903.72)	\$47,605.00		

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Kidz Choice Charter School-5409 (KCC)

Balance Sheet

All Funds

August 31, 2011

9/14/2011

09:57:26

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Assets

100-1111-0000-000	Cash In Bank - Operating Fund	103,122.98
100-1120-0000-000	Prepaid Visa Card 001	1,000.00
100-1131-0000-000	Revenue Receivable - CO	3,434.00
100-1230-0000-000	Prepaid Expenses	3,490.67
100-1351-0000-000	Deposits	1,574.88

Total Assets

\$112,622.53

Liabilities

100-2100-0000-000	Accrued Salaries and Benefits	28,814.51
100-2120-0000-000	Accrued Payables	22.90
100-2130-0000-000	Deferred Revenue	39,235.46

Total Liabilities

\$68,072.87

Fund Balance

100-2700-0000-000	Fund Balance	44,194.51
	Excess Revenues Over Expenses	355.15

Total Fund Balance

\$44,549.66

Total Liabilities and Fund Balance

\$112,622.53

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Kidz Choice Charter School-5409 (KCC)

Balance Sheet

All Funds

September 30, 2011

10/12/2011

12:22:56

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Assets

100-1111-0000-000	Cash In Bank - Operating Fund	106,577.31
100-1120-0000-000	Prepaid Visa Card 001	1,000.00
100-1210-0000-000	Due From Other Funds	110.00
100-1230-0000-000	Prepaid Expenses	1,714.95
100-1351-0000-000	Deposits	1,674.88

Total Assets

\$110,977.14

Liabilities

100-2100-0000-000	Accrued Salaries and Benefits	28,814.51
100-2120-0000-000	Accrued Payables	5.98
100-2130-0000-000	Deferred Revenue	52,442.18
410-2210-0000-000	Due To Other Funds	110.00

Total Liabilities

\$81,372.67

Fund Balance

100-2700-0000-000	Fund Balance	44,194.51
	Excess Revenues Over Expenses	(14,590.04)

Total Fund Balance

\$29,604.47

Total Liabilities and Fund Balance

\$110,977.14

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Kidz Choice Charter School-5409 (KCC)

Balance Sheet Fund General Fund (100) September 30, 2011

10/12/2011

12:25:18

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Fund 100 General Fund

Assets

100-1111-0000-000	Cash In Bank - Operating Fund	106,577.31
100-1120-0000-000	Prepaid Visa Card 001	1,000.00
100-1210-0000-000	Due From Other Funds	110.00
100-1230-0000-000	Prepaid Expenses	1,714.95
100-1351-0000-000	Deposits	1,574.88

Total Assets

\$110,977.14

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Liabilities

100-2100-0000-000	Accrued Salaries and Benefits	28,814.51
100-2120-0000-000	Accrued Payables	5.98
100-2130-0000-000	Deferred Revenue	52,442.18

Total Liabilities

\$81,262.67

Fund Balance

100-2700-0000-000	Fund Balance	44,194.51
	Excess Revenues Over Expenses	(14,480.04)

Total Fund Balance

\$29,714.47

Total Liabilities and Fund Balance

\$110,977.14

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542

Kidz Choice Charter School-5409 (KCC)

Balance Sheet
Fund Food Service (410)
September 30, 2011

10/12/2011

12:25:29

Page 1

Fund 410 Food Service

Assets

Total Assets

\$0.00

Liabilities

410-2210-0000-000 Due To Other Funds

110.00

Total Liabilities

\$110.00

Fund Balance

Excess Revenues Over Expenses

(110.00)

Total Fund Balance

(\$110.00)

Total Liabilities and Fund Balance

\$0.00

580

Kidz Choice Charter School- 5409 (KCC)
Statement of Revenues and Expenses, Actual and Budget
 All Funds
 07/01/2011 to 02/29/2012

		Year-To-Date Actual	Annual Budget	Budget Remaining	% Ratios
Revenues					
Revenues					
100-3300-0000-000	FEFP - Broward Cty Sch Dist	489,651.68	739,446.00	249,794.32	66.22%
100-3334-0000-000	Florida Teacher's Lead Program	1,618.89	1,338.00	(280.89)	120.99%
100-3361-0000-000	School Recognition Funds	4,815.00	0.00	(4,815.00)	*** **%
100-3397-0000-000	Charter School Capital Outlay	28,352.70	44,451.00	16,098.30	63.78%
100-3473-0000-000	Other Misc Revenue	220.00	0.00	(220.00)	*** **%
100-3474-0000-000	Clubs	0.00	980.00	980.00	0.00%
100-3476-0000-000	Fundraiser	1,452.92	0.00	(1,452.92)	*** **%
100-3600-0000-000	Donations	0.00	514.00	514.00	0.00%
435-3216-0000-000	Education Jobs	158.00	0.00	(158.00)	*** **%
Total Revenues		526,269.19	786,729.00	260,459.81	66.89%

Expenses					
5100 Instruction					
100-4000-5100-120	Classroom Teachers	139,720.29	215,128.00	75,407.71	64.95%
100-4000-5100-140	Permanent Substitute	17,150.00	0.00	(17,150.00)	*** **%
100-4000-5100-220	Social Security	12,000.45	16,457.00	4,456.55	72.92%
100-4000-5100-230	Group Insurance	5,914.16	15,600.00	9,685.84	37.91%
100-4000-5100-240	Workers Compensation	704.26	2,151.00	1,446.74	32.74%
100-4000-5100-250	Unemployment Compensation	2,161.50	490.00	(1,671.50)	441.12%
100-4000-5100-310	Contracted Services	10,290.00	5,013.00	(5,277.00)	205.27%
100-4000-5100-315	Field Trips	343.20	724.00	380.80	47.40%
100-4000-5100-390	Copy and Printing	1,616.83	526.00	(1,090.83)	307.38%
100-4000-5100-510	Instructional Materials	14,724.40	13,120.00	(1,604.40)	112.23%
100-4000-5100-511	Yearbook	25.00	0.00	(25.00)	*** **%
100-4000-5100-520	Textbooks	8,922.96	8,527.00	(395.96)	104.64%
100-4000-5100-640	Furniture and Equipment	2,085.00	432.00	(1,653.00)	482.64%
100-4000-5100-642	Non Capital Furniture and Equipment	3,003.48	3,414.00	410.52	87.98%
100-4000-5100-690	Software	0.00	935.00	935.00	0.00%
435-4000-5100-120	Classroom Teachers	146.75	0.00	(146.75)	*** **%
435-4000-5100-220	Social Security	11.25	0.00	(11.25)	*** **%
Total 5100 Instruction		218,819.53	282,517.00	63,697.47	77.45%
5200 Exceptional Instruction					
100-4000-5200-310	Contracted Services	2,418.00	4,231.00	1,813.00	57.15%
Total 5200 Exceptional Instruction		2,418.00	4,231.00	1,813.00	57.15%

Kidz Choice Charter School- 5409 (KCC)
Statement of Revenues and Expenses, Actual and Budget
All Funds
07/01/2011 to 02/29/2012

	Year-To-Date Actual	Annual Budget	Budget Remaining	% Ratios
6100 Pupil Personnel Services				
Total 6100 Pupil Personnel Services	0.00	0.00	0.00	*** 0.00%
6200 Instructional Media Services				
100-4000-6200-610 Other Books and Materials	0.00	44.00	44.00	0.00%
Total 6200 Instructional Media Services	0.00	44.00	44.00	0.00%
6300 Instruction and Curriculum Development				
100-4000-6300-590 Testing and Assessment	74.00	557.00	483.00	13.29%
Total 6300 Instruction and Curriculum Development	74.00	557.00	483.00	13.29%
6400 Instructional Staff Training Services				
100-4000-6400-310 Staff Development	0.00	1,652.00	1,652.00	0.00%
Total 6400 Instructional Staff Training Services	0.00	1,652.00	1,652.00	0.00%
6500 Instructional Related Technology				
100-4000-6500-310 Technology Support & Service	700.00	928.00	228.00	75.43%
Total 6500 Instructional Related Technology	700.00	928.00	228.00	75.43%
7100 Board Administration				
100-4000-7100-310 Legal and Audit Expense	6,500.00	6,060.00	(440.00)	107.26%
100-4000-7100-315 Contracted Consultants	53,137.51	56,198.00	3,060.49	94.55%
100-4000-7100-320 Insurance	4,339.84	8,298.00	3,958.16	52.30%
100-4000-7100-390 Fundraisers	0.00	647.00	647.00	0.00%
100-4000-7100-730 Dues and Fees	257.50	862.00	604.50	29.87%
100-4000-7100-790 District Admin Fees	24,482.64	36,972.00	12,489.36	66.22%
100-4000-7100-795 Bank Charges	153.15	81.00	(72.15)	189.07%
Total 7100 Board Administration	88,870.64	109,118.00	20,247.36	81.44%
7300 School Administration				
100-4000-7300-110 Administrator	53,264.20	78,500.00	25,235.80	67.85%
100-4000-7300-160 Administrative Assistants	24,666.72	37,000.00	12,333.28	66.67%
100-4000-7300-220 Social Security	5,961.69	8,836.00	2,874.31	67.47%
100-4000-7300-230 Group Insurance	5,021.76	11,700.00	6,678.24	42.92%
100-4000-7300-240 Workers Compensation	350.72	1,155.00	804.28	30.37%
100-4000-7300-250 Unemployment Compensation	840.79	210.00	(630.79)	400.38%

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Kidz Choice Charter School- 5409 (KCC)
Statement of Revenues and Expenses, Actual and Budget
All Funds
07/01/2011 to 02/29/2012

	Year-To-Date Actual	Annual Budget	Budget Remaining	% Ratios
100-4000-7300-310 Contracted Services	648.00	0.00	(648.00)	*** **%
100-4000-7300-370 Postage	465.13	409.00	(56.13)	113.72%
100-4000-7300-390 Advertising	310.00	1,318.00	1,008.00	23.52%
100-4000-7300-510 Office Expense	2,695.30	4,653.00	1,957.70	57.93%
100-4000-7300-642 Non-Capital Furniture and Equipment	1,318.47	379.00	(939.47)	347.88%
Total 7300 School Administration	95,542.78	144,160.00	48,617.22	66.28%
7400 Facilities Acquisition and Construction				
100-4000-7400-360 Facility Lease	55,515.76	85,272.00	29,756.24	65.10%
100-4000-7400-630 Facility Cost	20,537.22	59,040.00	38,502.78	34.79%
Total 7400 Facilities Acquisition and Construction	76,052.98	144,312.00	68,259.02	52.70%
7500 Fiscal Services				
Total 7500 Fiscal Services	0.00	0.00	0.00	*** **%
7600 Food Services				
410-4000-7600-570 Food	1,692.50	5,083.00	3,390.50	33.30%
410-4000-7600-730 Dues and Fees	110.00	0.00	(110.00)	*** **%
Total 7600 Food Services	1,802.50	5,083.00	3,280.50	35.46%
7800 Pupil Transportation Services				
Total 7800 Pupil Transportation Services	0.00	0.00	0.00	*** **%
7900 Operation of Plant				
100-4000-7900-320 Insurance - Building	4,146.15	3,391.00	(755.15)	122.27%
100-4000-7900-351 Contract Custodial Service	7,800.00	7,876.00	(124.00)	101.62%
100-4000-7900-370 Communications	2,399.40	5,057.00	2,657.60	47.45%
100-4000-7900-380 Water, Sewer, Garbage Collection	737.38	840.00	102.62	87.78%
100-4000-7900-390 Other Contracted Bldg. Services	10,182.25	4,605.00	(5,577.25)	221.11%
100-4000-7900-430 Electricity	3,921.48	5,399.00	1,477.52	72.63%
100-4000-7900-510 Custodial Supplies	4,718.29	5,038.00	319.71	93.65%
100-4000-7900-642 Non Capital Furniture and Equipment	649.23	1,915.00	1,265.77	33.90%
Total 7900 Operation of Plant	34,554.18	33,921.00	(633.18)	101.87%
8100 Maintenance of Plant				
100-4000-8100-350 Repairs and Maintenance	7,146.11	7,988.00	841.89	89.46%
Total 8100 Maintenance of Plant	7,146.11	7,988.00	841.89	89.46%

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Kidz Choice Charter School- 5409 (KCC)
Statement of Revenues and Expenses, Actual and Budget
 All Funds
 07/01/2011 to 02/29/2012

	Year-To-Date Actual	Annual Budget	Budget Remaining	% Ratios
9100 Community Services				
100-4000-9100-790 Fundraiser	1,268.17	0.00	(1,268.17)	***.***%
Total 9100 Community Services	1,268.17	0.00	(1,268.17)	***.***%
9200 Debt Service				
100-4000-9200-710 Debt Service Principal	0.00	4,583.00	4,583.00	0.00%
100-4000-9200-720 Debt Service Interest	94.52	30.00	(64.52)	315.07%
Total 9200 Debt Service	94.52	4,613.00	4,518.48	2.05%
9700 Transfers				
Total 9700 Transfers	0.00	0.00	0.00	***.***%
Total Expenses	\$527,343.41	\$739,124.00	211,780.59	71.35%
Excess Revenues Over Expenses	(\$1,074.22)	\$47,605.00		

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**Combined Report (KCC)
Revenue & Expense Report
All Funds**

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07/01/2011 to 02/29/2012

Page 1

Revenue

435-3215-0000-000	Education Jobs	158.00
100-3300-0000-000	FEFP - Broward Cty Sch Dist	489,651.68
100-3334-0000-000	Florida Teacher's Lead Program	1,818.89
100-3361-0000-000	School Recognition Funds	4,815.00
100-3397-0000-000	Charter School Capital Outlay	28,352.70
100-3473-0000-000	Other Misc Revenue	220.00
100-3476-0000-000	Fundraiser	1,452.92

Total Revenue

\$526,269.19

Expenses

100-4000-5100-120	Classroom Teachers	139,720.29
435-4000-5100-120	Classroom Teachers	146.75
100-4000-5100-140	Permanent Substitute	17,150.00
100-4000-5100-220	Social Security	12,000.45
435-4000-5100-220	Social Security	11.26
100-4000-5100-230	Group Insurance	5,914.16
100-4000-5100-240	Workers Compensation	704.26
100-4000-5100-250	Unemployment Compensation	2,161.50
100-4000-5100-310	Contracted Services	10,290.00
100-4000-5100-315	Field Trips	343.20
100-4000-5100-390	Copy and Printing	1,816.83
100-4000-5100-510	Instructional Materials	14,724.40
100-4000-5100-511	Yearbook	25.00
100-4000-5100-520	Textbooks	8,922.96
100-4000-5100-640	Furniture and Equipment	2,085.00
100-4000-5100-642	Non Capital Furniture and Equipment	3,003.48
100-4000-5200-310	Contracted Services	2,418.00
100-4000-6300-590	Testing and Assessment	74.00
100-4000-6500-310	Technology Support & Service	700.00
100-4000-7100-310	Legal and Audit Expense	6,500.00
100-4000-7100-315	Contracted Consultants	53,137.51
100-4000-7100-320	Insurance	4,339.84
100-4000-7100-730	Dues and Fees	257.50
100-4000-7100-790	District Admin Fees	24,482.64
100-4000-7100-795	Bank Charges	153.15
100-4000-7300-110	Administrator	53,264.20
100-4000-7300-160	Administrative Assistants	24,666.72
100-4000-7300-220	Social Security	5,961.69
100-4000-7300-230	Group Insurance	5,021.76
100-4000-7300-240	Workers Compensation	350.72
100-4000-7300-250	Unemployment Compensation	840.79
100-4000-7300-310	Contracted Services	648.00
100-4000-7300-370	Postage	465.13
100-4000-7300-390	Advertising	310.00
100-4000-7300-510	Office Expense	2,695.30
100-4000-7300-642	Non-Capital Furniture and Equipment	1,318.47
100-4000-7400-360	Facility Lease	55,515.76
100-4000-7400-630	Facility Cost	20,537.22
410-4000-7600-570	Food	1,892.50
410-4000-7600-730	Dues and Fees	110.00
100-4000-7900-320	Insurance - Building	4,146.15
100-4000-7900-351	Contract Custodial Service	7,800.00
100-4000-7900-370	Communications	2,399.40
100-4000-7900-380	Water, Sewer, Garbage Collection	737.38
100-4000-7900-390	Other Contracted Bldg. Services	10,182.25
100-4000-7900-430	Electricity	3,921.48
100-4000-7900-510	Custodial Supplies	4,718.29
100-4000-7900-642	Non Capital Furniture and Equipment	649.23
100-4000-8100-350	Repairs and Maintenance	7,146.11
100-4000-9100-790	Fundraiser	1,268.17
100-4000-9200-720	Debt Service Interest	94.52

598

Kidz Choice Charter School- 5409 (KCC)

Revenue & Expense Report

Fund Food Service (410)

03/13/2012

16:41:30

07/01/2011 to 02/29/2012

Page 1

Fund: 410

Food Service

Revenue

Total Revenue

\$0.00

Expenses

410-4000-7600-570

Food

1,692.50

410-4000-7600-730

Dues and Fees

110.00

Encumbrances

0.00

Total Expenses

\$1,802.50

Excess Revenues Over Expenses

(\$1,802.50)

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Kidz Choice Charter School- 5409 (KCC)

Revenue & Expense Report

Fund General Fund (100)

03/13/2012

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07/01/2011 to 02/29/2012

Page 1

Fund: 100

General Fund

Revenue

100-3300-0000-000	FEFP - Broward Cty Sch Dist	489,651.68
100-3334-0000-000	Florida Teacher's Lead Program	1,618.89
100-3361-0000-000	School Recognition Funds	4,916.00
100-3397-0000-000	Charter School Capital Outlay	28,352.70
100-3473-0000-000	Other Misc Revenue	220.00
100-3476-0000-000	Fundraiser	1,452.92

Total Revenue

\$526,111.19

Expenses

100-4000-5100-120	Classroom Teachers	139,720.29
100-4000-5100-140	Permanent Substitute	17,150.00
100-4000-5100-220	Social Security	12,000.45
100-4000-5100-230	Group Insurance	5,914.16
100-4000-5100-240	Workers Compensation	704.26
100-4000-5100-250	Unemployment Compensation	2,161.50
100-4000-5100-310	Contracted Services	10,290.00
100-4000-5100-315	Field Trips	343.20
100-4000-5100-390	Copy and Printing	1,616.83
100-4000-5100-510	Instructional Materials	14,724.40
100-4000-5100-511	Yearbook	25.00
100-4000-5100-520	Textbooks	8,922.96
100-4000-5100-640	Furniture and Equipment	2,085.00
100-4000-5100-642	Non Capital Furniture and Equipment	3,003.48
100-4000-5200-310	Contracted Services	2,418.00
100-4000-6300-590	Testing and Assessment	74.00
100-4000-6500-310	Technology Support & Service	700.00
100-4000-7100-310	Legal and Audit Expense	6,500.00
100-4000-7100-315	Contracted Consultants	53,137.51
100-4000-7100-320	Insurance	4,339.84
100-4000-7100-730	Dues and Fees	257.50
100-4000-7100-790	District Admin Fees	24,482.64
100-4000-7100-795	Bank Charges	153.15
100-4000-7300-110	Administrator	53,284.20
100-4000-7300-160	Administrative Assistants	24,666.72
100-4000-7300-220	Social Security	5,961.69
100-4000-7300-230	Group Insurance	5,021.76
100-4000-7300-240	Workers Compensation	350.72
100-4000-7300-250	Unemployment Compensation	840.79
100-4000-7300-310	Contracted Services	648.00
100-4000-7300-370	Postage	465.13
100-4000-7300-390	Advertising	310.00
100-4000-7300-510	Office Expense	2,695.30
100-4000-7300-642	Non-Capital Furniture and Equipment	1,318.47
100-4000-7400-360	Facility Lease	55,515.76
100-4000-7400-630	Facility Cost	20,537.22
100-4000-7900-320	Insurance - Building	4,146.15
100-4000-7900-351	Contract Custodial Service	7,800.00
100-4000-7900-370	Communications	2,399.40
100-4000-7900-380	Water, Sewer, Garbage Collection	737.38
100-4000-7900-390	Other Contracted Bldg. Services	10,182.25
100-4000-7900-430	Electricity	3,921.48
100-4000-7900-510	Custodial Supplies	4,718.29
100-4000-7900-642	Non Capital Furniture and Equipment	649.23
100-4000-8100-350	Repairs and Maintenance	7,146.11
100-4000-9100-790	Fundraiser	1,268.17
100-4000-9200-720	Debt Service Interest	94.52
	Encumbrances	0.00

Total Expenses

\$525,382.91

590

Kidz Choice Charter School- 5409 (KCC)

Balance Sheet Fund General Fund (100) February 29, 2012

03/13/2012

16:40:09

Page 1

Fund 100 General Fund

Assets

100-1111-0000-000	Cash In Bank - Operating Fund	118,861.01
100-1120-0000-000	Prepaid Visa Card 001	1,000.00
100-1210-0000-000	Due From Other Funds	1,802.50
100-1230-0000-000	Prepaid Expenses	1,714.95
100-1351-0000-000	Deposits	1,574.88

Total Assets

\$124,953.34

Liabilities

100-2100-0000-000	Accrued Salaries and Benefits	28,814.51
100-2120-0000-000	Accrued Payables	5,003.20
100-2130-0000-000	Deferred Revenue	53,894.04

Total Liabilities

\$87,711.75

Fund Balance

100-2700-0000-000	Fund Balance	36,513.31
	Excess Revenues Over Expenses	728.28

Total Fund Balance

\$37,241.59

Total Liabilities and Fund Balance

\$124,953.34

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Kidz Choice Charter School- 5409 (KCC)

Balance Sheet

All Funds

May 31, 2012

06/11/2012

10:34:50

Page 1

Assets

100-1111-0000-000	Cash In Bank - Operating Fund	82,185.82
100-1120-0000-000	Prepaid Visa Card 001	1,000.00
100-1210-0000-000	Due From Other Funds	4,044.20
100-1230-0000-000	Prepaid Expenses	1,714.95
100-1351-0000-000	Deposits	1,574.88

Total Assets

\$90,519.85

Liabilities

100-2100-0000-000	Accrued Salaries and Benefits	28,814.51
100-2120-0000-000	Accrued Payables	0.00
100-2130-0000-000	Deferred Revenue	55,178.41
410-2210-0000-000	Due To Other Funds	4,044.20

Total Liabilities

\$88,037.12

Fund Balance

100-2700-0000-000	Fund Balance	36,513.31
	Excess Revenues Over Expenses	(34,030.58)

Total Fund Balance

\$2,482.73

Total Liabilities and Fund Balance

\$90,519.85

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Kidz Choice Charter School- 5409 (KCC)

Balance Sheet

Fund General Fund (100)

May 31, 2012

06/11/2012

10:43:12

Page 1

Fund 100 General Fund

Assets

100-1111-0000-000	Cash In Bank - Operating Fund	82,165.82
100-1120-0000-000	Prepaid Visa Card 001	1,000.00
100-1210-0000-000	Due From Other Funds	4,044.20
100-1230-0000-000	Prepaid Expenses	1,714.95
100-1351-0000-000	Deposits	1,574.86

Total Assets

\$90,519.85

Liabilities

100-2100-0000-000	Accrued Salaries and Benefits	28,814.51
100-2120-0000-000	Accrued Payables	0.00
100-2130-0000-000	Deferred Revenue	55,178.41

Total Liabilities

\$83,992.92

Fund Balance

100-2700-0000-000	Fund Balance	36,513.31
	Excess Revenues Over Expenses	(29,986.38)

Total Fund Balance

\$6,526.93

Total Liabilities and Fund Balance

\$90,519.85

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Kidz Choice Charter School- 5409 (KCC)

Balance Sheet
Fund Food Service (410)
May 31, 2012

06/11/2012

10:43:21

Page 1

Fund 410 Food Service

Assets

Total Assets

\$0.00

Liabilities

410-2210-0000-000 Due To Other Funds

4,044.20

Total Liabilities

\$4,044.20

Fund Balance

Excess Revenues Over Expenses

(4,044.20)

Total Fund Balance

(\$4,044.20)

Total Liabilities and Fund Balance

\$0.00

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Kidz Choice Charter School- 5409 (KCC)

Balance Sheet

All Funds

July 31, 2012

8/23/2012

10:55:04

Page 1

Assets

100-1111-0000-000	Cash in Bank - Operating Fund	92,665.46
100-1120-0000-000	Prepaid Visa Card 001	1,000.00
100-1131-0000-000	Revenue Receivable - CO	3,180.00
100-1230-0000-000	Prepaid Expenses	2,083.33
100-1351-0000-000	Deposits	1,574.88

Total Assets

\$100,503.67

Liabilities

100-2100-0000-000	Accrued Salaries and Benefits	33,036.16
100-2120-0000-000	Accrued Payables	4,201.43
100-2130-0000-000	Deferred Revenue	56,852.73

Total Liabilities

\$94,090.32

Fund Balance

100-2700-0000-000	Fund Balance	897.47
	Excess Revenues Over Expenses	5,515.88

Total Fund Balance

\$6,413.35

Total Liabilities and Fund Balance

\$100,503.67

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**Combined Report (KCC)
Revenue & Expense Report
All Funds**

08/23/2012 10:55:18

07/01/2012 to 07/31/2012

Page 1

Revenue

100-3300-0000-000	FEFP - Broward Cty Sch Dist	59,844.98
100-3397-0000-000	Charter School Capital Outlay	3,180.00
100-3497-0000-000	Refunds of Prior Year's Expenditures	809.65

Total Revenue

\$63,834.63

Expenses

100-4000-5100-120	Classroom Teachers	16,064.00
100-4000-5100-140	Permanent Substitute	2,500.00
100-4000-5100-220	Social Security	1,420.14
100-4000-5100-230	Group Insurance	965.96
100-4000-5100-240	Workers Compensation	106.18
100-4000-5100-250	Unemployment Compensation	39.40
100-4000-5100-510	Instructional Materials	206.46
100-4000-5100-642	Non Capital Furniture and Equipment	54.99
100-4000-5200-310	Contracted Services	566.75
100-4000-7100-315	Contracted Consultants	6,631.55
100-4000-7100-320	Insurance	1,607.63
100-4000-7100-730	Dues and Fees	207.50
100-4000-7100-790	District Admin Fees	2,982.25
100-4000-7100-795	Bank Charges	7.50
100-4000-7300-110	Administrator	6,583.34
100-4000-7300-180	Administrative Assistants	3,083.34
100-4000-7300-220	Social Security	739.50
100-4000-7300-230	Group Insurance	630.72
100-4000-7300-240	Workers Compensation	55.30
100-4000-7300-250	Unemployment Compensation	59.58
100-4000-7300-310	Contracted Services	162.00
100-4000-7300-370	Postage	3.21
100-4000-7300-390	Advertising	609.50
100-4000-7300-510	Office Expense	454.30
100-4000-7400-360	Facility Lease	7,399.12
100-4000-7900-320	Insurance - Building	434.00
100-4000-7900-370	Communications	229.54
100-4000-7900-430	Electricity	892.55
100-4000-7900-510	Custodial Supplies	243.37
100-4000-8100-350	Repairs and Maintenance	3,369.07
	Encumbrances	0.00

Total Expenses

\$58,318.75

Excess Revenues Over Expenses

\$5,515.88

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Kidz Choice Charter School- 5409 (KCC)
Statement of Revenues and Expenses, Actual and Budget
All Funds
07/01/2012 to 07/31/2012

		Year-To-Date Actual	Annual Budget	Budget Remaining	% Ratios
Revenues					
Revenues					
100-3300-0000-000	FEFP - Broward Cty Sch Dist	59,844.98	718,140.00	658,295.02	8.33%
100-3334-0000-000	Florida Teacher's Lead Program	0.00	1,619.00	1,619.00	0.00%
100-3397-0000-000	Charter School Capital Outlay	3,180.00	35,533.00	32,353.00	8.95%
100-3473-0000-000	Other Misc Revenue	0.00	375.00	375.00	0.00%
100-3475-0000-000	Field Trip	0.00	1,082.00	1,082.00	0.00%
100-3476-0000-000	Fundraiser	0.00	1,090.00	1,090.00	0.00%
100-3497-0000-000	Refunds of Prior Year's Expenditures	809.65	0.00	(809.65)	***.***%
Total Revenues		63,834.63	757,839.00	694,004.37	8.42%

Expenses					
5100 Instruction					
100-4000-5100-120	Classroom Teachers	16,064.00	209,334.00	193,270.00	7.67%
100-4000-5100-140	Permanent Substitute	2,500.00	0.00	(2,500.00)	***.***%
100-4000-5100-220	Social Security	1,420.14	16,014.00	14,593.86	8.87%
100-4000-5100-230	Group Insurance	965.96	8,580.00	7,614.04	11.26%
100-4000-5100-240	Workers Compensation	106.18	2,093.00	1,986.82	5.07%
100-4000-5100-250	Unemployment Compensation	39.40	4,200.00	4,160.60	0.94%
100-4000-5100-310	Contracted Services	0.00	15,569.00	15,569.00	0.00%
100-4000-5100-315	Field Trips	0.00	2,278.00	2,278.00	0.00%
100-4000-5100-390	Copy and Printing	0.00	1,633.00	1,633.00	0.00%
100-4000-5100-510	Instructional Materials	206.46	20,902.00	20,695.54	0.99%
100-4000-5100-511	Yearbook	0.00	25.00	25.00	0.00%
100-4000-5100-520	Textbooks	0.00	9,012.00	9,012.00	0.00%
100-4000-5100-640	Furniture and Equipment	0.00	2,106.00	2,106.00	0.00%
100-4000-5100-642	Non Capital Furniture and Equipment	54.99	3,034.00	2,979.01	1.81%
100-4000-5100-750	Substitute Teachers	0.00	121.00	121.00	0.00%
Total 5100 Instruction		21,357.13	294,901.00	273,543.87	7.24%
5200 Exceptional Instruction					
100-4000-5200-310	Contracted Services	566.75	4,773.00	4,206.25	11.87%
Total 5200 Exceptional Instruction		566.75	4,773.00	4,206.25	11.87%
6100 Pupil Personnel Services					
Total 6100 Pupil Personnel Services		0.00	0.00	0.00	***.***%

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Kidz Choice Charter School- 5409 (KCC)
Statement of Revenues and Expenses, Actual and Budget
All Funds
07/01/2012 to 07/31/2012

	Year-To-Date Actual	Annual Budget	Budget Remaining	% Ratios
6200 Instructional Media Services				
Total 6200 Instructional Media Services	0.00	0.00	0.00	***.***%
6300 Instruction and Curriculum Development				
100-4000-6300-590 Testing and Assessment	0.00	713.00	713.00	0.00%
Total 6300 Instruction and Curriculum Development	0.00	713.00	713.00	0.00%
6400 Instructional Staff Training Services				
Total 6400 Instructional Staff Training Services	0.00	0.00	0.00	***.***%
6500 Instructional Related Technology				
100-4000-6500-310 Technology Support & Service	0.00	707.00	707.00	0.00%
Total 6500 Instructional Related Technology	0.00	707.00	707.00	***.***%
7100 Board Administration				
100-4000-7100-310 Legal and Audit Expense	0.00	6,565.00	6,565.00	0.00%
100-4000-7100-315 Contracted Consultants	6,631.55	79,579.00	72,947.45	8.33%
100-4000-7100-320 Insurance	1,607.63	4,383.00	2,775.37	36.68%
100-4000-7100-730 Dues and Fees	207.50	753.00	545.50	27.56%
100-4000-7100-790 District Admin Fees	2,992.25	35,907.00	32,914.75	8.33%
100-4000-7100-795 Bank Charges	7.50	186.00	178.50	4.03%
Total 7100 Board Administration	11,446.43	127,373.00	115,926.57	8.99%
7300 School Administration				
100-4000-7300-110 Administrator	6,583.34	80,000.00	73,416.66	8.23%
100-4000-7300-160 Administrative Assistants	3,083.34	37,000.00	33,916.66	8.33%
100-4000-7300-220 Social Security	739.50	8,951.00	8,211.50	8.26%
100-4000-7300-230 Group Insurance	630.72	8,580.00	7,949.28	7.35%
100-4000-7300-240 Workers Compensation	55.30	1,170.00	1,114.70	4.73%
100-4000-7300-250 Unemployment Compensation	59.58	2,100.00	2,040.42	2.84%
100-4000-7300-310 Contracted Services	162.00	1,309.00	1,147.00	12.38%
100-4000-7300-370 Postage	3.21	560.00	556.79	0.57%
100-4000-7300-390 Advertising	609.50	313.00	(296.50)	194.73%
100-4000-7300-510 Office Expense	454.30	3,446.00	2,991.70	13.18%
100-4000-7300-642 Non-Capital Furniture and Equipment	0.00	1,332.00	1,332.00	0.00%
Total 7300 School Administration	12,380.79	144,761.00	132,380.21	8.55%

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Kidz Choice Charter School- 5409 (KCC)
Statement of Revenues and Expenses, Actual and Budget
All Funds
07/01/2012 to 07/31/2012

	Year-To-Date Actual	Annual Budget	Budget Remaining	% Ratios
7400 Facilities Acquisition and Construction				
100-4000-7400-360 Facility Lease	7,399.12	88,069.00	80,669.88	8.40%
100-4000-7400-630 Facility Cost	0.00	20,743.00	20,743.00	0.00%
Total 7400 Facilities Acquisition and Construction	7,399.12	108,812.00	101,412.88	6.80%
7500 Fiscal Services				
Total 7500 Fiscal Services	0.00	0.00	0.00	***.***%
7600 Food Services				
410-4000-7600-510 Food Service Supplies	0.00	96.00	96.00	0.00%
410-4000-7600-570 Food	0.00	4,363.00	4,363.00	0.00%
410-4000-7600-730 Dues and Fees	0.00	111.00	111.00	0.00%
Total 7600 Food Services	0.00	4,570.00	4,570.00	0.00%
7800 Pupil Transportation Services				
Total 7800 Pupil Transportation Services	0.00	0.00	0.00	***.***%
7900 Operation of Plant				
100-4000-7900-320 Insurance - Building	434.00	4,510.00	4,076.00	9.62%
100-4000-7900-351 Contract Custodial Service	0.00	12,827.00	12,827.00	0.00%
100-4000-7900-370 Communications	229.54	3,319.00	3,089.46	6.92%
100-4000-7900-380 Water, Sewer, Garbage Collection	0.00	1,256.00	1,256.00	0.00%
100-4000-7900-390 Other Contracted Bldg. Services	0.00	10,759.00	10,759.00	0.00%
100-4000-7900-430 Electricity	892.55	5,144.00	4,251.45	17.35%
100-4000-7900-510 Custodial Supplies	243.37	6,826.00	6,582.63	3.57%
100-4000-7900-642 Non Capital Furniture and Equipment	0.00	656.00	656.00	0.00%
Total 7900 Operation of Plant	1,799.46	45,297.00	43,497.54	3.97%
8100 Maintenance of Plant				
100-4000-8100-350 Repairs and Maintenance	3,369.07	14,027.00	10,657.93	24.02%
Total 8100 Maintenance of Plant	3,369.07	14,027.00	10,657.93	24.02%
9100 Community Services				
100-4000-9100-790 Fundraiser	0.00	1,281.00	1,281.00	0.00%

Kidz Choice Charter School- 5409 (KCC)
Statement of Revenues and Expenses, Actual and Budget
All Funds
07/01/2012 to 07/31/2012

	Year-To-Date Actual	Annual Budget	Budget Remaining	% Ratios
Total 9100 Community Services	0.00	1,281.00	1,281.00	0.00%
9200 Debt Service				
Total 9200 Debt Service	0.00	0.00	0.00	***, **%
9700 Transfers				
Total 9700 Tranfers	0.00	0.00	0.00	***, **%
Total Expenses	\$58,318.75	\$747,215.00	688,896.25	7.80%
Excess Revenues Over Expenses	<u>\$5,515.88</u>	<u>\$10,624.00</u>		

6.00

DISTRICT SCHOOL BOARD OF BROWARD COUNTY
 ENTRY FORM
 COMPONENT UNIT STATEMENTS OF NET ASSETS
 June 30, 2012

ASSETS	Account Number	Amount
Cash	1110	34,136.72
Investments	1160	
Taxes Receivable, net	1120	
Accounts Receivable, net	1130	
Interest Receivable	1170	
Due from Reinsurer	1180	
Deposits Receivable	1210	
Due from Other Agencies	1220	
Internal Balances		
Inventory	1150	
Prepaid Expenses	1230	3,658.41
Restricted assets:		
Cash with Fiscal Agent	1114	
Capital assets:		
Land	1310	
Land Improvements - Non-depreciable	1315	
Construction in Progress	1360	
Improvements Other Than Buildings	1320	
Less Accumulated Depreciation	1329	
Buildings and Fixed Equipment	1330	134,750.96
Less Accumulated Depreciation	1339	(5,710.69)
Furniture, Fixtures and Equipment	1340	3,585.00
Less Accumulated Depreciation	1349	(1,017.00)
Motor Vehicles	1350	
Less Accumulated Depreciation	1359	
Property Under Capital Leases	1370	
Less Accumulated Depreciation	1379	
Audio Visual Materials	1381	
Less Accumulated Depreciation	1388	
Computer Software	1382	
Less Accumulated Amortization	1389	
Total assets		169,403.40
LIABILITIES AND NET ASSETS		
LIABILITIES		
Salaries and Wages Payable	2110	33,036.16
Payroll Deductions and Withholdings	2170	
Accounts Payable	2120	3,861.30
Construction Contracts Payable	2140	
Due to Fiscal Agent	2240	
Accrued Interest on Sale of Bonds	2210	
Deposits Payable	2220	
Due to Other Agencies	2230	
Sales Tax Payable	2260	
Estimated Unpaid Claims	2271	
Estimated Liability for Claims Adjustment	2272	
Noncurrent liabilities:		
Portion due within one year:		
Section 237.151 Notes Payable	2250	
Notes Payable	2310	
Bonds Payable	2320	
Obligations Under Capital Leases	2315	
Liability for Compensated Absences	2330	
Certificates of Participation Payable	2340	
Estimated Liability for Long-Term Claims	2350	
Estimated PECO Advance Payable	2370	
Deferred Revenue	2410	
Estimated Liability for Arbitrage Rebate	2280	
Portion due after one year:		
Notes Payable	2310	
Bonds Payable	2320	
Obligations Under Capital Leases	2315	
Liability for Compensated Absences	2330	
Certificates of Participation Payable	2340	
Estimated Liability for Long-Term Claims	2350	
Estimated PECO Advance Payable	2370	
Deferred Revenue	2410	
Estimated Liability for Arbitrage Rebate	2280	
Total liabilities		36,897.46
NET ASSETS		
Invested in Capital Assets, Net of Related Debt		131,608.27
Restricted for:		
Categorical Carryover Programs	2710	
Debt Service	2750	
Capital Projects		
Other Purposes		
Unrestricted		897.67
Total net assets		132,505.94
Total liabilities and net assets		169,403.40

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DISTRICT SCHOOL BOARD OF BROWARD COUNTY
 ENTRY FORM
 COMPONENT UNIT STATEMENTS OF ACTIVITIES
 For the Fiscal Year Ended June 30, 2012

FUNCTIONS	Account Number	Kille Choate Charter School -5409				Net (Expense) Revenue and Changes in Net Assets
		Expenses	Program Revenues			
			Charges for Services	Operating Grants and Contributions	Capital Grants and Contributions	Charter School Activities
Component Unit Activities:						
Instruction	5000	329,582.59		377.60	(329,204.99)	
Pupil Personnel Services	6100				0.00	
Instructional Media Services	6200				0.00	
Instruction and Curriculum Development Services	6300	706.00			(706.00)	
Instructional Staff Training Services	6400				0.00	
Instructional Related Technology	6500	700.00			(700.00)	
Board	7100	137,392.76			(137,392.76)	
General Administration	7200				0.00	
School Administration	7300	142,179.44			(142,179.44)	
Facilities Acquisition and Construction	7400	90,363.28		30,480.99	(59,882.29)	
Fiscal Services	7500				0.00	
Food Services	7600	4,525.10			(4,525.10)	
Central Services	7700				0.00	
Pupil Transportation Services	7800				0.00	
Operation of Plant	7900	44,847.61			(44,847.61)	
Maintenance of Plant	8100	13,888.50			(13,888.50)	
Community Services	9100	1,268.17			(1,268.17)	
Interest on Long-term Debt	9200	94.52			(94.52)	
Unallocated Depreciation Expense *					0.00	
Total governmental activities		765,947.97	0.00	377.69	30,480.99	(725,089.29)
Business-type activities:						
Total business-type activities		0.00	0.00	0.00	0.00	0.00
Total component units		765,947.97	0.00	377.69	30,480.99	(725,089.29)

General Revenues:

Taxes:	
Property taxes, levied for operational purposes	
Property taxes, levied for debt service	
Property taxes, levied for capital projects	
Local sales taxes	
Grants and contributions not restricted to specific programs	203,425.03
Investment earnings	
Miscellaneous	3,304.95
Special items	
Transfers	
Total general revenues, special items, and transfers	206,730.98
Change in net assets	(10,271.31)
Net assets - July 1, 2011	151,777.25
Net assets - June 30, 2012	132,505.94

* This amount excludes the depreciation that is included in the direct expenses of the various functions.

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA EXHIBIT H1

COMBINING SCHEDULE OF NET ASSETS
 COMPONENT UNITS (In thousands)
 AS OF JUNE 30, 2012

Kidz Choice
 Charter School -
 5409

ASSETS:	
Cash, cash equivalents and investments	34
Due from other governmental agencies	-
Due from other schools	
Inventories	
Other assets	4
Capital assets:	
Non-depreciable	-
Depreciable, net	<u>132</u>
Total assets	<u><u>169</u></u>
LIABILITIES:	
Current liabilities:	
Accounts payable and accrued expenses	37
Accrued payroll taxes and withholding	
Due to other schools	
Deferred revenue	-
Other liabilities	
Total current liabilities	<u><u>37</u></u>
Non-current liabilities:	
Due within one year	-
Due in more than one year:	
Debt, net of premiums and discounts	
Management fees payable	
Obligations under capital leases	
Total non-current liabilities	<u><u>-</u></u>
Total liabilities	<u><u>37</u></u>
NET ASSETS:	
Invested in capital assets, net of related debt	132
Restricted for:	
Scholarships	
Unrestricted net assets	<u>1</u>
Total net assets	<u><u>\$ 133</u></u>

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THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA EXHIBIT H2

COMBINING SCHEDULE OF ACTIVITIES
 COMPONENT UNITS (in thousands)
 FOR THE FISCAL YEAR ENDED JUNE 30, 2012

Kidz Choice Charter
 School-5409

EXPENSES:	
Instructional services	330
Instructional support services	2
Pupl transportation services	-
Operation and maintenance of plant	59
School administration	142
General administration	138
Food services	5
Scholarships and programs	-
Debt service	0
Capital outlay	90
Depreciation - unallocated (1)	-
Total expenses	<u>765</u>
PROGRAM REVENUES:	
Charges for services	-
Operating grants and contributions	0
Capital grants and contributions	39
Total program revenues	<u>40</u>
Net program expense	<u>(725)</u>
GENERAL REVENUES:	
Grants and contributions not restricted to specific programs	703
Other federal sources	-
Other state sources	-
Other local sources	3
Unrestricted investment earnings	-
Total general revenues	<u>707</u>
Change in net assets	(19)
Total net assets, beginning of year	<u>152</u>
Total net assets, end of year	<u>\$ 133</u>

This amount excludes the depreciation that is included in the direct expenses of the various programs.

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District School Board of Broward County
 Charter School Program Cost Report
 KidzChoice Charter School
 School Number 5409
 Fund 1, General Fund
 For the Fiscal Year Ended June 30, 2012

Program Description	Number	Direct Costs							Total Direct Costs (Sum Col 3-9)	Indirect Costs (Col 10)	Total School Costs (Sum Col 9-10)
		Salaries (Obj 100) (Col 3)	Employee Benefits (Obj 200) (Col 4)	Purchased Services (Obj 100) (Col 5)	Materials Supplier (Obj 600) (Col 6)	Other Expenses (Obj 700) (Col 7)	Capital Outlay (Obj 800) (Col 8)				
K-3 Basic	101	149,137	71,025	15,009	18,328	73	3,181	246,656	273,839	480,295	
4-8 Basic	102	38,013	8,183	5,841	7,211	29	1,238	60,546	93,394	174,140	
9-12 Basic	103										
Subtotal Basic		287,189	79,208	20,850	25,539	102	4,419	307,501	367,233	664,935	
PK-3 Basic with ESE Services	111	7,141	1,007	719	867	4	152	9,909	10,157	20,046	
4-8 Basic with ESE Services	112	3,040	388	205	253	7	44	3,831	3,567	6,379	
9-12 Basic with ESE Services	113										
Subtotal Basic with ESE Services		9,281	1,294	924	1,141	11	196	12,740	13,688	26,425	
Intensive English/ESOL	120	22,238	3,135	2,258	2,793	11	470	30,859	64,185	95,044	
Subtotal At-Risk		22,238	3,135	2,258	2,793	11	474	30,859	64,185	95,044	
Exception Students Support Level 4	254										
Exception Students Support Level 5	255										
Subtotal Exceptional Education Programs											
Vocational Education	300										
Total All Programs		338,599	83,618	24,013	29,643	113	5,088	331,101	445,204	776,404	

Food Service (Function 3600)	4,523	4,523
Transportation (Function 3800)		

Program Description	Number	Staff Units (XXX)
K-3 Basic	101	4.35
4-8 Basic	102	1.70
9-12 Basic	103	
Subtotal Basic		6.05
PK-3 Basic with ESE Services	111	0.20
4-8 Basic with ESE Services	112	0.03
9-12 Basic with ESE Services	113	
Subtotal Basic with ESE Services		0.23
Intensive English/ESOL	120	0.70
Subtotal At-Risk		0.70
Exception Students Support Level 4	254	
Exception Students Support Level 5	255	
Subtotal Exceptional Education Programs		
Vocational Education	300	
Total All Programs		7.00

1 Staff Unit is equal to one full time teacher working 190 days a year.

School Indirect Costs		
Pupil Personnel	6100	
Instructional Media	6200	
Instructional Computers	6300	786
Instructional Staff Training	6400	
Instructional Related Technology	6500	700
Board	7100	177,793
General Administration	7200	
School Administration	7300	172,179
Facilities Acquisition & Construction	7400	105,390
Fiscal Services	7500	
Central Services	7700	
Operation of Plant	7900	44,848
Maintenance of Plant	8100	13,882
Administrative Technical Services	8200	
Total School Indirect Costs		445,304

Completed by:
 Minnie Jupp
 Title: 890 567 4366
 Date: 7/13/2012

INSTRUCTIONS

- If the charter school has opened with both general funding and grant funding, two reports must be completed. One should credit general funding expenditures (Fund 1), and the other one should contain grant funding expenditures (Fund 4). Duplicate this form as needed.
- Complete Direct Cost - Direct Cost is all expenditures associated with the classroom only. Such expenditures are salaries and benefits for teachers and teacher aides. Direct Cost also includes classroom cost for supplies, computer equipment, and purchased services.
- Complete Indirect Cost - Indirect Cost are all expenditures associated with non-instructional activities. Such expenditures are:
- If applicable to your charter school, complete the Food Service and Transportation forms.
- This report is not complete without the proper identification of teacher units (Staff Units). Number of teachers must be properly identified according to the FTEF program received at your charter school. For example, if you locate services programs 5101 and 5102, you must indicate how many teachers are servicing each of those two programs. Teacher units may be provided in fractions to accommodate assistance.
- For the completed forms to Bill Minish at 754-321-6928 no later than August 30, 2012 (include your name, date, and phone number).

NOTE - The form to be used by a school district or charter school should be received in operation of Item, Function 7900.

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Kidz Choice Charter School- 5409 (KCC)
Statement of Revenues and Expenses, Actual and Budget
 All Funds
 07/01/2011 to 08/30/2012

		Year-To-Date Actual	Annual Budget	Budget Remaining	% Ratios
Revenues					
Revenues					
100-3300-0000-000	FEFP - Broward Cty Sch Dist	696,989.17	739,446.00	42,456.83	94.28%
100-3334-0000-000	Florida Teacher's Lead Program	1,618.89	1,336.00	(280.89)	120.99%
100-3361-0000-000	School Recognition Funds	4,815.00	0.00	(4,815.00)	*** **%
100-3397-0000-000	Charter School Capital Outlay	39,480.99	44,451.00	4,970.01	88.82%
100-3473-0000-000	Other Misc Revenue	500.00	0.00	(500.00)	*** **%
100-3474-0000-000	Clubs	0.00	980.00	980.00	0.00%
100-3475-0000-000	Field Trip	1,442.00	0.00	(1,442.00)	*** **%
100-3476-0000-000	Fundraiser	1,452.92	0.00	(1,452.92)	*** **%
100-3600-0000-000	Donations	0.00	514.00	514.00	0.00%
410-3660-0000-000	Transfer from general	4,525.10	0.00	(4,525.10)	*** **%
435-3215-0000-000	Education Jobs	377.69	0.00	(377.69)	*** **%
Total Revenues		751,201.76	786,729.00	35,527.24	95.48%

Expenses					
5100 Instruction					
100-4000-5100-120	Classroom Teachers	211,098.09	215,128.00	4,029.91	98.13%
100-4000-5100-140	Permanent Substitute	27,150.00	0.00	(27,150.00)	*** **%
100-4000-5100-220	Social Security	18,235.02	16,457.00	(1,778.02)	110.80%
100-4000-5100-230	Group Insurance	9,554.14	15,600.00	6,045.86	61.24%
100-4000-5100-240	Workers Compensation	1,206.03	2,151.00	944.97	56.07%
100-4000-5100-250	Unemployment Compensation	4,615.57	490.00	(4,125.57)	941.95%
100-4000-5100-310	Contracted Services	15,415.00	5,013.00	(10,402.00)	307.50%
100-4000-5100-315	Field Trips	2,255.20	724.00	(1,531.20)	311.49%
100-4000-5100-390	Copy and Printing	1,616.83	526.00	(1,090.83)	307.38%
100-4000-5100-510	Instructional Materials	20,695.07	13,120.00	(7,575.07)	157.74%
100-4000-5100-511	Yearbook	25.00	0.00	(25.00)	*** **%
100-4000-5100-520	Textbooks	8,922.96	8,527.00	(395.96)	104.64%
100-4000-5100-640	Furniture and Equipment	2,085.00	432.00	(1,653.00)	482.64%
100-4000-5100-642	Non Capital Furniture and Equipment	3,003.48	3,414.00	410.52	87.98%
100-4000-5100-690	Software	0.00	935.00	935.00	0.00%
100-4000-5100-750	Substitute Teachers	120.00	0.00	(120.00)	*** **%
435-4000-5100-120	Classroom Teachers	350.84	0.00	(350.84)	*** **%
435-4000-5100-220	Social Security	26.85	0.00	(26.85)	*** **%
Total 5100 Instruction		326,375.08	282,517.00	(43,858.08)	115.52%
5200 Exceptional Instruction					
100-4000-5200-310	Contracted Services	4,725.51	4,231.00	(494.51)	111.69%

6/1/12

Kidz Choice Charter School- 5409 (KCC)
Statement of Revenues and Expenses, Actual and Budget
 All Funds
 07/01/2011 to 06/30/2012

	Year-To-Date Actual	Annual Budget	Budget Remaining	% Ratios
Total 5200 Exceptional Instruction	4,725.51	4,231.00	(494.51)	111.69%
6100 Pupil Personnel Services				
Total 6100 Pupil Personnel Services	0.00	0.00	0.00	***,***%
6200 Instructional Media Services				
100-4000-6200-610 Other Books and Materials	0.00	44.00	44.00	0.00%
Total 6200 Instructional Media Services	0.00	44.00	44.00	0.00%
6300 Instruction and Curriculum Development				
100-4000-6300-590 Testing and Assessment	706.00	557.00	(149.00)	126.75%
Total 6300 Instruction and Curriculum Development	706.00	557.00	(149.00)	126.75%
6400 Instructional Staff Training Services				
100-4000-6400-310 Staff Development	0.00	1,652.00	1,652.00	0.00%
Total 6400 Instructional Staff Training Services	0.00	1,652.00	1,652.00	0.00%
6500 Instructional Related Technology				
100-4000-6500-310 Technology Support & Service	700.00	928.00	228.00	75.43%
Total 6500 Instructional Related Technology	700.00	928.00	228.00	75.43%
7100 Board Administration				
100-4000-7100-310 Legal and Audit Expense	6,500.00	6,060.00	(440.00)	107.26%
100-4000-7100-315 Contracted Consultants	91,173.66	56,198.00	(34,975.66)	162.24%
100-4000-7100-320 Insurance	4,339.84	8,298.00	3,958.16	52.30%
100-4000-7100-390 Fundraisers	0.00	647.00	647.00	0.00%
100-4000-7100-730 Dues and Fees	745.50	862.00	116.50	86.48%
100-4000-7100-790 District Admin Fees	34,849.46	36,972.00	2,122.54	94.26%
100-4000-7100-795 Bank Charges	184.30	81.00	(103.30)	227.53%
Total 7100 Board Administration	137,792.76	109,118.00	(28,674.76)	126.28%
7300 School Administration				
100-4000-7300-110 Administrator	79,618.40	78,500.00	(1,118.40)	101.42%
100-4000-7300-160 Administrative Assistants	37,000.08	37,000.00	(0.08)	100.00%
100-4000-7300-220 Social Security	8,921.29	8,836.00	(85.29)	100.97%

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KIDZ CHOICE CHARTER SCHOOL
A CHARTER SCHOOL AND COMPONENT UNIT OF THE
SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

REQUIRED SUPPLEMENTARY INFORMATION
BUDGETARY COMPARISON SCHEDULE - GENERAL FUND (Unaudited)
For the Fiscal Year Ended June 30, 2012

	General Fund			Variance with Final Budget - Positive (Negative)
	Original Budget	Final Budget	Actual	
Revenues:				
Intergovernmental:				
Federal through Local	\$ -	\$ 378	\$ 378	\$ -
State and Local	785,235	742,903	742,903	-
Contributions and Other	1,494	3,397	3,397	-
Total Revenues	<u>786,729</u>	<u>746,678</u>	<u>746,678</u>	<u>-</u>
Expenditures:				
Current - Education:				
Instruction	286,748	329,016	329,016	-
Instructional Media	44	-	-	-
Instr. & Curriculum Development	557	706	706	-
Instructional Staff Training	1,652	-	-	-
Instructional Related Technology	928	700	700	-
Board of Education	109,118	137,793	137,793	-
School Administration	144,160	142,179	142,179	-
Facilities Acquisition	144,312	84,653	84,653	-
Food Services	5,083	4,525	4,525	-
Operation of Plant	33,921	44,848	44,848	-
Maintenance of Plant	7,988	13,888	13,888	-
Community Service	-	1,268	1,268	-
Fixed Capital Outlay:				
Facilities Acquisition and Construction	-	20,537	20,537	-
Other Capital Outlay	-	2,085	2,085	-
Debt Service				
Principal	4,583	-	-	-
Interest & Fiscal Charges	30	95	95	-
Total Expenditures	<u>739,124</u>	<u>782,293</u>	<u>782,293</u>	<u>-</u>
Excess (Deficiency) of Revenues Over Expenditures				
	<u>47,605</u>	<u>(35,615)</u>	<u>(35,615)</u>	<u>-</u>
Net Change in Fund Balance	47,605	(35,615)	(35,615)	-
Fund Balances, July 1, 2011	36,513	36,513	36,513	-
Fund Balances, June 30, 2012	<u>\$ 84,118</u>	<u>\$ 898</u>	<u>\$ 898</u>	<u>\$ -</u>

See Independent Auditor's Report.

Financial Viability

Budgeting: Bank Statement and Bank of America operating system shows a positive cash flow.

Financial Obligations: KCCS does not have any financial obligations with any vendor

Long Term: Financial Planning- The annual Five year budget forecast a positive relations of Revenue and Expenses and KCCS projects a surplus of \$43,465.

Deposits and Credits

Date Posted	Customer Reference	Amount (\$)	Description	Bank Reference
10/02		3,228.00	Broward Schools Indn:Kidz Choice	Des:Vendor ACH ID: Charter Co ID:1596000530 Ccd 902376010707658
10/30		52,097.65	Broward Schools Indn:Kidz Choice	Des:Vendor ACH ID: Charter Co ID:1596000530 Ccd 902304005125039

**Withdrawals and Debits
Checks**

Check Number	Amount (\$)	Date Posted	Bank Reference	Check Number	Amount (\$)	Date Posted	Bank Reference
2160	98.27	10/04	813102292457990	2173	382.50	10/17	813109892229174
2161	127.25	10/02	813106092042847	2174	437.55	10/17	813109892229175
2162	33.00	10/01	813106892771015	2175	428.05	10/15	813107782988387
2164*	7,399.12	10/05	813106592778350	2176	185.00	10/15	813101782796910
2165	32.67	10/12	813106392291301	2177	36.65	10/23	813109892189426
2166	64.71	10/12	813106392291302	2178	1,045.00	10/29	813109492296147
2167	17.95	10/10	813100292725503	2179	145.80	10/30	813109692672611
2168	1,293.00	10/10	813109692519226	10294*	2,083.33	10/03	813109592433422
2169	162.00	10/09	813109492586440	10295	154.45	10/09	813108992473574
2170	144.81	10/09	813106992067377	10296	11.09	10/10	813105992062295
2171	120.00	10/17	813107092834630	10297	7.50	10/09	813109292338564
2172	143.87	10/15	813109292546206	10298	2,083.33	10/31	813109992473421

* Gap in sequential check numbers.

Other Debits

Date Posted	Customer Reference	Amount (\$)	Description	Bank Reference
10/03		146.63	T-Mobile Tel Indn:Swanson ,Lily	Des:Pcs Svc ID:5712389 Co ID:0000450304 Tel 902377003203046
10/04		398.24	Fpl Direct Debit Indn:Kidz Choice	Des:Elec Pymt ID:2453085157 Webi Charter SC Co ID:3590247775 Web 902378012842267
10/04		256.34	Fpl Direct Debit Indn:Kidz Choice	Des:Elec Pymt ID:8598185240 Webi Charter SC Co ID:3590247775 Web 902378012841971
10/15		16,014.89	Aue Line Indn:Kidz Choice	Des:Payroll ID:6683 Charter SC Co ID:9951458001 Ppd 902386011498580
10/24		180.12	Comcast Indn:Choice Charter School,	Des:Comcast ID:2500959177 Co ID:Cxxxxxxxxx Web 902397009088056
10/31		15,990.39	Aue Line Indn:Kidz Choice	Des:Payroll ID:6683 Charter SC Co ID:9951458001 Ppd 902304003109102

Daily Ledger Balances

Date	Balance (\$)	Date	Balance (\$)	Date	Balance (\$)
10/01	80,825.82	10/09	73,075.88	10/23	53,907.95
10/02	83,926.57	10/10	71,753.84	10/24	53,727.83
10/03	81,696.61	10/12	71,656.46	10/29	52,682.83
10/04	80,943.76	10/15	54,884.65	10/30	104,634.68
10/05	73,544.64	10/17	53,944.60	10/31	86,560.96

0.11

CASH - low

ACCOUNT: 1532

Kidz Choice Charter School - Operating

KCC

Bank of America

Date	Check Number	Batch Number	Vendor	Description	Trans Number	Deposit	Payment	Balance
10/30/2012	EFT		Deposit	FEFP-49025.65, CO-3072.00		52,097.65		86,105.96
10/31/2012	2181	KCC-13-Oct.pdf	Jireh Air Conditioning	ac repair			220.00	85,885.96
11/2/2012	2182	KCC-13-Nov.pdf	Michelle Allen	contract service			162.00	85,723.96
11/1/2012	2183	KCC-13-Nov.pdf	Innex II LLC	Lease			7,399.12	78,324.84
11/1/2012	10299	KCC-13-016.pdf	School Financial Services, Inc.	Inv# OCT12UPS			9.50	78,315.34
11/1/2012	10300	KCC-13-016.pdf	School Financial Services, Inc.	Inv# NOV12VISAFEE			7.50	78,307.84
11/2/2012	2184	KCC-13-Nov.pdf	Always on the Go	field trip			448.00	77,859.84
11/2/2012	2185	KCC-13-Nov.pdf	5 Star Locksmith	Panic Bar			455.72	77,404.12
11/4/2012	2186	KCC-13-Nov.pdf	Verizon Wireless	Communications			143.37	77,260.75
11/4/2012	2187	KCC-13-Nov.pdf	AbraKadoodle Inc.	Art			810.00	76,450.75
11/5/2012	EFT		American United Employers II	Payroll 11-15-12 Inv 106825-000			15,976.39	60,474.36
11/6/2012	10301	KCC-13-017.pdf	King & Walker, CPAs, PL	Inv# 399			500.00	59,974.36
11/7/2012	10302	KCC-13-018.pdf	ETI Financial Corporation	Inv# NOV126244057	132		154.45	59,819.91
11/8/2012	2188	KCC-13-Nov.pdf	Plumbing Solutions	Water Line Repairs			1,019.00	58,800.91
11/8/2012	2189	KCC-13-Nov.pdf	Baby Bonquets	Nov Lunch			263.40	58,537.51
11/7/2012	2190	KCC-13-Nov.pdf	Anago	cleaning service			750.00	57,787.51
11/7/2012	2191	KCC-13-Nov.pdf	Anago	Wax floors			524.00	57,263.51
11/13/2012	EFT	KCC-13-Nov.pdf	Comcast	Communications			180.13	57,083.38
11/13/2012	EFT	KCC-13-Nov.pdf	FPL	Electric			632.44	56,450.94
11/13/2012	EFT	KCC-13-Nov.pdf	FPL	Electric			244.90	56,206.04
11/1/2012	2192	KCC-13-Nov.pdf	EJD Construction				743.96	55,462.08
11/19/2012	EFT		American United Employers II	Payroll 11-30-12 Inv 107213-000			15,976.39	39,485.69
11/20/2012	EFT		Deposit Business Performance Best Practices, Inc.	District		1,253.58		40,739.27
11/26/2012	10303	KCC-13-019.pdf	BT's	Inv# BBPFFEEDEC12			2,083.33	38,655.94
11/26/2012	2193	KCC-13-Nov.pdf	BT's				153.87	38,502.07
11/27/2012	2194	KCC-13-Nov.pdf	Speech Rehab Services, LLC	Inv# 93336			796.25	37,705.82
	2195						-	37,705.82
11/27/2012	2196	KCC-13-Nov.pdf	Ecu Copy	Toner			145.00	37,560.82
11/27/2012	EFT		Deposit	District		52,126.65		89,687.47
11/27/2012			Deposit	Field Trip		463.00		90,150.47

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Bank of America

KCC

Kidz Choice Charter School - Operating

ACCOUNT: 1532

Date	Check Number	Batch Number	View	Vendor	Description	Trans Number	Deposit	Payment	Balance
12/3/2012	10304	KCC-13-020.pdf	View	School Financial Services, Inc.	Inv# DEC12VISA			7.50	90,142.97
12/3/2012	10305	KCC-13-020.pdf	View	School Financial Services, Inc.	Inv# NOV12UPS			3.22	90,139.75
	2197						-		90,139.75
12/4/2012	2198			Michelle Allen	Tech support		162.00		90,301.75

**KIDZ CHOICE
CHARTER SCHOOL**

A Charter School and Component Unit of the
School Board of Broward County, Florida

INDEPENDENT AUDITOR'S REPORT

for the fiscal year ended JUNE 30, 2012

King & Walker, CPAs, PL

Certified Public Accountants

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KIDZ CHOICE CHARTER SCHOOL

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KING & WALKER
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Florida Institute of CPAs
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Government Audit Quality Center

709 W. Azeele St.
Tampa, FL 33606
office (813) 892-4274 fax (813) 253-0951
www.KingandWalker.com

**Independent Auditor's Report on Basic Financial Statements and
Required Supplementary Information**

To the Board of Directors Kidz Choice Charter School,
a Charter School and Component Unit of the
School Board of Broward County, Florida

We have audited the accompanying basic financial statements of the governmental activities and each major fund of Kidz Choice Charter School ("School"), a charter school and component unit of the School Board of Broward County, Florida, as of and for the fiscal year ended June 30, 2012, which collectively comprise the School's basic financial statements as listed in the table of contents. These financial statements are the responsibility of the School's management. Our responsibility is to express opinions on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinions.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the Kidz Choice Charter School as of June 30, 2012, and the respective changes in financial position thereof for the fiscal year then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued a report dated September 11, 2012, on our consideration of the Kidz Choice Charter School's internal control over financial reporting and our tests of its compliance with certain provisions of laws, administrative rules, regulations, contracts and grants, and other guidelines included under the heading *Independent Auditor's Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with Government Auditing Standards*. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be read in conjunction with this report in considering the results of our audit.

The Management's Discussion and Analysis and the Budgetary Comparison Schedule are not a required part of the basic financial statements but are supplementary information required by accounting principles generally accepted in the United States of America. We have applied certain limited procedures, which consisted principally of inquiries of management regarding the methods of measurement and presentation of the required supplementary information. However, we did not audit the information and express no opinion thereon.

Respectfully submitted,

King & Walker, CPAs

September 11, 2012
Tampa, Florida

KIDZ CHOICE CHARTER SCHOOL

A Charter School and Component Unit of the School Board of Broward County, Florida

MANAGEMENT'S DISCUSSION AND ANALYSIS - (Unaudited)

The Management's Discussion and Analysis (MD&A) section of the annual financial report of the Kidz Choice Charter School ("School") provides an overview of the School's activities for the fiscal year ended June 30, 2012.

Because the information contained in the MD&A is intended to highlight significant transactions, events, and conditions, it should be considered in conjunction with the School's financial statements and notes to financial statements found on pages 8 through 22.

FINANCIAL HIGHLIGHTS

- For the fiscal year ended June 30, 2012, the School's expenses exceeded revenues as shown on the School's statement of activities by 19,271.
- As shown on the statement of net assets, the School reported an unrestricted Net Asset balance of \$898.

OVERVIEW OF THE FINANCIAL STATEMENTS

The basic financial statements consist of three components:

- ✓ Government-wide financial statements
- ✓ Fund financial statements
- ✓ Notes to financial statements

Government-Wide Financial Statements

The government-wide financial statements provide both short-term and long-term information about the School's overall financial condition in a manner similar to those of a private-sector business. The statements include a statement of net assets and a statement of activities that are designed to provide consolidated financial information about the governmental activities of the School presented on the accrual basis of accounting. The statement of net assets provides information about the government's financial position, its assets and liabilities, using an economic resources measurement focus. The difference between the assets and liabilities, the net assets, is a measure of the financial health of the School. The statement of activities presents information about the change in the School's net assets and the results of operations, during the fiscal year. An increase or decrease in net assets is an indication of whether the School's financial health is improving or deteriorating. To assess the overall financial position of the School, one needs to consider additional non-financial factors such as changes in the School student base funding level.

Fund Financial Statements

Fund financial statements are one of the components of the basic financial statements. A fund is a grouping of related accounts that is used to maintain control over resources that have been segregated for specific activities or objectives. Fund financial statements provide more detailed information about the School's financial activities, focusing on its most significant funds rather than fund types. This is in contrast to the entity-wide perspective contained in the government-wide financial statements.

Governmental Funds: Governmental funds are used to account for essentially the same functions reported as governmental activities in the government-wide financial statements. However, the governmental funds utilize a spendable financial resources measurement focus rather than the economic resources measurement focus found in the government-wide financial statements. The financial resources measurement focus allows the governmental fund financial statements to provide information on near-term inflows and outflows of spendable resources as well as balances of spendable resources available at the end of the fiscal year.

The governmental fund financial statements provide a detailed short-term view that may be used to evaluate the School's near-term financing requirements. This short-term view is useful when compared to the long-term view presented as governmental activities in the government-wide financial statements. To facilitate this comparison, both the governmental funds balance sheet and the governmental funds statement of revenues, expenditures, and changes in fund balances provide a reconciliation of governmental fund to governmental activities.

The governmental funds balance sheet and statement of revenues, expenditures, and changes in fund balances provide detailed information about the School's most significant funds. The School operates one fund, a General Fund and is considered a major fund for financial reporting purposes.

The School adopts an annual budget for its governmental funds. A budgetary comparison schedule, as required, has been provided for the General Fund demonstrates compliance with the budgets.

Notes to Financial Statements

The notes provide additional information that is essential for a full understanding of the data provided in the government-wide and fund financial statements.

GOVERNMENT-WIDE FINANCIAL ANALYSIS

Net assets may serve over time as a useful indicator of a government's financial position. The following is a summary of the School's net assets as of June 30, 2011, and June 30, 2012:

	Net Assets, End of Year		
	<u>Governmental Activities</u>		
	<u>6-30-11</u>	<u>6-30-12</u>	<u>Increase (Decrease)</u>
ASSETS			
Current and Other Assets	\$ 77,882	\$ 37,795	\$ (40,087)
Capital Assets, Net	115,263	131,607	16,344
Total Assets	<u>193,145</u>	<u>169,402</u>	<u>(23,743)</u>
LIABILITIES			
Current Liabilities	\$ 41,369	\$ 36,897	\$ (4,472)
Total Liabilities	<u>41,369</u>	<u>36,897</u>	<u>(4,472)</u>
NET ASSETS			
Invested in Capital Assets	115,263	131,607	16,344
Unrestricted	<u>36,513</u>	<u>898</u>	<u>(35,615)</u>
Total Net Assets	<u>151,776</u>	<u>132,505</u>	<u>(19,271)</u>
Total Liabilities and Net Assets	<u>\$ 193,145</u>	<u>\$ 169,402</u>	<u>\$ (23,743)</u>

Assets consist primarily of cash and the School's investment in capital assets which are currently construction in progress of leasehold improvements and Equipment. Liabilities are comprised of payables and accrued salary expenses. The balance in Unrestricted Net Assets is \$898.

1120

The key elements of the changes in the School's net assets for the fiscal years ended June 30, 2011, and June 30, 2012, are as follows:

	Operating Results for the Year		
	<u>Governmental Activities</u>		
	<u>6-30-11</u>	<u>6-30-12</u>	<u>Increase (Decrease)</u>
Revenues:			
Federal sources	\$ 22,459	\$ 378	\$ (22,081)
State and Local sources	729,887	742,903	13,016
Contributions and Other	2,012	3,397	1,385
Total Revenues	<u>754,358</u>	<u>746,678</u>	<u>(7,680)</u>
Expenses:			
Instruction	254,374	329,016	74,642
Instructional Media	35		(35)
Instr. & Curriculum Development	450	706	256
Instructional Staff Training	1,270		(1,270)
Instructional Related Technology		700	700
Board of Education	124,092	137,793	13,701
School Administration	137,385	142,179	4,794
Facilities Acquisition	85,272	84,653	(619)
Food Services	3,762	4,525	763
Operation of Plant	33,150	44,848	11,698
Maintenance of Plant	7,036	13,888	6,852
Community Service	518	1,268	750
Interest & Fiscal Charges	1,842	95	(1,747)
Unallocated Depreciation	150	6,278	6,128
Total Expenses	<u>649,336</u>	<u>765,949</u>	<u>116,613</u>
Increase/(Decrease) in Net Assets	<u>\$ 105,022</u>	<u>\$ (19,271)</u>	<u>\$ (124,293)</u>

The largest revenue source for the School is the State of Florida (94 percent). Revenues from State sources for current operations are primarily received through the Florida Education Finance Program (FEFP) funding formula. The FEFP formula utilizes student enrollment data to determine the funds available for the School.

The two largest increased expenditure categories were for Instruction and Board of Education, primarily as a result of additional teachers needed due to an increase in enrollment and an increase in the management fee.

FINANCIAL ANALYSIS OF THE SCHOOL'S FUNDS

Governmental Funds

As the School completed the year, its governmental funds reported a combined fund balance of \$898.

BUDGETARY HIGHLIGHTS

The general fund budget for the fiscal year ended June 30, 2012, was developed based on the School's anticipated revenues and expenditures and the expected student population for the school year. Over the course of the year, the school revised its general fund budget. For the fiscal year ended June 30, 2012, the actual expenditures were equal to the final budget. Refer to the Budgetary Comparison Schedule on page 23 for additional information.

CAPITAL ASSETS

The School's investment in capital assets for its governmental activities as of June 30, 2012, amounts to \$131,607 (net of accumulated depreciation). This investment in capital assets includes furniture, fixtures, and equipment, as well as, construction in progress. Additional information regarding the School's capital assets can be found in note 2 to the financial statements.

REQUESTS FOR INFORMATION

This financial report is designed to provide a general overview of the Kidz Choice Charter School's finances. Questions concerning any of the information provided in this report or requests for additional financial information should be addressed to the Director, Kidz Choice Charter School, 9063 Taft St., Pembroke Pines, FL 33024.

**KIDZ CHOICE CHARTER SCHOOL
A CHARTER SCHOOL AND COMPONENT UNIT OF THE
SCHOOL BOARD OF BROWARD COUNTY, FLORIDA**

**STATEMENT OF NET ASSETS
June 30, 2012**

	<u>Governmental Activities</u>
<u>ASSETS</u>	
Current Assets:	
Cash and Cash Equivalents	\$ 34,137
Prepaid Expenses & Deposits	3,658
Total Current Assets	<u>37,795</u>
Capital Assets:	
Leasehold Improvements, Net	108,502
Furniture, Fixtures, and Equipment, Net	2,568
Construction in Progress	20,537
Total Capital Assets, Net	<u>131,607</u>
TOTAL ASSETS	<u>\$ 169,402</u>
<u>LIABILITIES</u>	
Current Liabilities:	
Accounts Payable	\$ 3,861
Salaries & Benefits Payable	33,036
TOTAL CURRENT LIABILITIES	<u>36,897</u>
<u>NET ASSETS</u>	
Invested in Capital Assets	131,607
Unrestricted	898
Total Net Assets	<u>132,505</u>
TOTAL LIABILITIES AND NET ASSETS	<u>\$ 169,402</u>

The accompanying notes to the financial statements are an integral part of this statement.

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**KIDZ CHOICE CHARTER SCHOOL
A CHARTER SCHOOL AND COMPONENT UNIT OF THE
SCHOOL BOARD OF BROWARD COUNTY, FLORIDA**

**STATEMENT OF ACTIVITIES
For the Fiscal Year Ended June 30, 2012**

	Expenses	Program Revenues			Net (Expenses) Revenue and Changes in Net Assets Governmental Activities	Total
		Charges for Services	Operating Grants and Contributions	Capital Grants and Contributions		
Governmental Activities:						
Instruction	\$ 329,016	\$ -	\$ 378	\$ -	\$ (328,638)	
Instruction & Curriculum Development	706				(706)	
Instructional Related Technology	700				(700)	
Board of Education	137,793				(137,793)	
School Administration	142,179				(142,179)	
Facilities Acquisition	84,653		39,481		(45,172)	
Food Services	4,525				(4,525)	
Operation of Plant	44,848				(44,848)	
Maintenance of Plant	13,888				(13,888)	
Community Service	1,268				(1,268)	
Interest & Fiscal Charges	95				(95)	
Unallocated Depreciation	6,278				(6,278)	
Total Governmental Activities	\$ 765,949	\$ -	\$ 378	\$ 39,481	(726,090)	
General Revenues:						
State and Local sources					703,422	
Contributions and Other					3,397	
					<u>706,819</u>	
Change in Net Assets					(19,271)	
Net Assets - July 1, 2011					151,776	
Net Assets - June 30, 2012					<u>\$ 132,505</u>	

The accompanying notes to the financial statements are an integral part of this statement.

**KIDZ CHOICE CHARTER SCHOOL
A CHARTER SCHOOL AND COMPONENT UNIT OF THE
SCHOOL BOARD OF BROWARD COUNTY, FLORIDA**

***BALANCE SHEET - GOVERNMENTAL FUNDS
June 30, 2012***

		<u>General Fund</u>
ASSETS		
Cash and Cash Equivalents	\$	34,137
Prepaid Expenses & Deposits		3,658
TOTAL ASSETS	\$	<u>37,795</u>
LIABILITIES AND FUND BALANCES		
Liabilities:		
Accounts Payable	\$	3,861
Salaries & Benefits Payable		<u>33,036</u>
Total Liabilities		<u>36,897</u>
Fund Balances:		
Spendable - Unassigned		(2,760)
Nonspendable		<u>3,658</u>
Total Fund Balances		<u>898</u>
TOTAL LIABILITIES AND FUND BALANCES	\$	<u>37,795</u>

The accompanying notes to the financial statements are an integral part of this statement.

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**KIDZ CHOICE CHARTER SCHOOL
A CHARTER SCHOOL AND COMPONENT UNIT OF THE
SCHOOL BOARD OF BROWARD COUNTY, FLORIDA**

**RECONCILIATION OF THE GOVERNMENTAL FUNDS BALANCE SHEET
TO THE STATEMENT OF NET ASSETS**

June 30, 2012

Total Fund Balances - Governmental Funds	\$ 898
Amounts reported for governmental activities in the statement of net assets are different because:	
Capital assets, net of accumulated depreciation, used in governmental activities are not financial resources and therefore, are not reported as assets in governmental funds.	<u>131,607</u>
Total Net Assets - Governmental Activities	<u>\$ 132,505</u>

The accompanying notes to financial statements are an integral part of this statement.

**KIDZ CHOICE CHARTER SCHOOL
A CHARTER SCHOOL AND COMPONENT UNIT OF THE
SCHOOL BOARD OF BROWARD COUNTY, FLORIDA**

**STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES
IN FUND BALANCES - GOVERNMENTAL FUNDS
*For the Fiscal Year Ended June 30, 2012***

	<u>General Fund</u>
Revenues	
Intergovernmental:	
Federal Through Local	\$ 378
State and Local	742,903
Contributions and Other	3,397
Total Revenues	<u>746,678</u>
Expenditures	
Current - Education:	
Instruction	\$ 329,016
Instruction & Curriculum Development	706
Instructional Related Technology	700
Board of Education	137,793
School Administration	142,179
Facilities Acquisition	84,653
Food Services	4,525
Operation of Plant	44,848
Maintenance of Plant	13,888
Community Service	1,268
Fixed Capital Outlay:	
Facilities Acquisition and Construction	20,537
Other Capital Outlay	2,085
Debt Service	
Interest & Fiscal Charges	95
Total Expenditures	<u>782,293</u>
Excess (Deficiency) of Revenues Over Expenditures	<u>(35,615)</u>
Net Change in Fund Balances	(35,615)
Fund Balances, July 1, 2011	<u>36,513</u>
Fund Balances, June 30, 2012	<u>\$ 898</u>

The accompanying notes to financial statements are an integral part of this statement.

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**KIDZ CHOICE CHARTER SCHOOL
A CHARTER SCHOOL AND COMPONENT UNIT OF THE
SCHOOL BOARD OF BROWARD COUNTY, FLORIDA**

**RECONCILIATION OF THE GOVERNMENTAL FUNDS STATEMENT OF
REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES
TO THE STATEMENT OF ACTIVITIES
*For the Fiscal Year Ended June 30, 2012***

Net Change in Fund Balances - Governmental Funds \$ (35,615)

Amounts reported for governmental activities in the statement of activities are different because:

Capital outlays are reported in governmental funds as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated useful lives as depreciation expense. This is the amount of capital outlays (\$22,622) in excess of depreciation expense (\$6,278) in the current period.

16,344

Change in Net Assets - Governmental Activities

\$ (19,271)

The accompanying notes to the financial statements are an integral part of this statement.

KIDZ CHOICE CHARTER SCHOOL
A Charter School and Component Unit of the School Board of Broward County, Florida

NOTES TO FINANCIAL STATEMENTS
June 30, 2012

I. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

➤ **Reporting Entity**

Kidz Choice Charter School ("School") is a component unit of the School Board of Broward County, Florida. The School is sponsored by its charter-holder Kidz Choice Charter School, Inc. a not-for-profit corporation organized pursuant to Chapter 617, Florida Statutes, the Florida Not-For-Profit Corporation Act and Section 1002.33, Florida Statutes. The governing body of the School is the Board of Directors, which is comprised of not less than three members.

The general operating authority of the School is contained in Section 1002.33, Florida Statutes. The School operates under a charter of the sponsoring school district, the School Board of Broward County, Florida, ("District"). The current charter was effective until June 30, 2012. On April 17, 2012 the District approved a one year renewal of the School's charter to June 30, 2013. The Charter is subject to annual review and may be renewed by mutual agreement between the School and the District. At the end of the term of the charter, the District may choose not to renew the charter under grounds specified in the charter. In this case, the District is required to notify the school in writing at least 90 days prior to the charter's expiration. During the term of the charter, the District may also terminate the charter if good cause is shown. In the event of termination of the charter, the District shall assume operation of the School. The School is considered a component unit of the District; therefore, for financial reporting purposes, the School is required to follow generally accepted accounting principles applicable to state and local governmental units.

Criteria for determining if other entities are potential component units which should be reported within the School's basic financial statements are identified and described in the Governmental Accounting Standards Board's (GASB) *Codification of Governmental Accounting and Financial Reporting Standards*, Sections 2100 and 2600. The application of these criteria provides for identification of any entities for which the School is financially accountable and other organizations for which the nature and significance of their relationship with the School are such that exclusion would cause the School's basic financial statements to be misleading or incomplete. Based on these criteria, no component units are included within the reporting entity of the School.

➤ **Basis of Presentation**

Government-wide Financial Statements: Government-wide financial statements, including the statement of net assets and the statement of activities, present information about the School as a whole.

Government-wide financial statements are prepared using the economic resources measurement focus. The statement of activities presents a comparison between direct expenses and program revenues for each function or program of the School's governmental activities. Direct expenses are those that are specifically

KIDZ CHOICE CHARTER SCHOOL

A Charter School and Component Unit of the School Board of Broward County, Florida

NOTES TO FINANCIAL STATEMENTS

June 30, 2012

associated with a service, program, or department and are thereby clearly identifiable to a particular function.

Program revenues include charges paid by the recipient of the goods or services offered by the program and grants and contributions that are restricted to meeting the operational or capital requirements of a particular program. Revenues that are not classified as program revenues are presented as general revenues. The comparison of direct expenses with program revenues identifies the extent to which each governmental function is self-financing or draws from the general revenues of the School.

Fund Financial Statements: Fund financial statements report detailed information about the School in the governmental funds. The focus of governmental fund financial statements is on major funds rather than reporting funds by type. Each major fund is reported in a separate column. Because the focus of governmental fund financial statements differs from the focus of government-wide financial statements, a reconciliation is presented with each of the governmental fund financial statements.

The School's major governmental fund is as follows:

- General Fund – to account for all financial resources not required to be accounted for in another fund, and for certain revenues from the State that are legally restricted to be expended for specific current operating purposes.

➤ Basis of Accounting

Basis of accounting refers to when revenues and expenditures, or expenses, are recognized in the accounts and reported in the financial statements. Basis of accounting relates to the timing of the measurements made, regardless of the measurement focus applied.

The government-wide financial statements are prepared using the accrual basis of accounting. Revenues are recognized when earned and expenses are recognized when a liability is incurred, regardless of the timing of the related cash flows. Revenues from grants, entitlements, and donations are recognized in the fiscal year in which all eligibility requirements imposed by the provider have been satisfied.

Governmental fund financial statements are prepared using the modified accrual basis of accounting. Revenues, except for certain grant revenues, are recognized when they become measurable and available. Revenues are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. The School considers revenues to be available if they are collected within 30 days of the end of the current fiscal year. When grant terms provide that the expenditure of resources is the prime factor for determining eligibility for Federal, State, and other grant resources, revenue is recognized at the time the expenditure is made. Under the modified accrual basis of accounting, expenditures are generally recognized when the

KIDZ CHOICE CHARTER SCHOOL

A Charter School and Component Unit of the School Board of Broward County, Florida

NOTES TO FINANCIAL STATEMENTS

June 30, 2012

related fund liability is incurred, except for principal and interest on long-term debt, claims and judgments, and compensated absences, which are recognized when due. Allocations of cost, such as depreciation, are not recognized in governmental funds.

➤ **Budgets and Budgetary Accounting**

Budgets are presented on the modified accrual basis of accounting. During the fiscal year, expenditures were controlled at the object level (e.g., salaries and benefits, purchased services, materials and supplies and capital outlay) within each activity (e.g., instruction, pupil personnel services and school administration). Budgets may be amended by resolution at any Board meeting prior to the date for the annual report.

➤ **Cash and Cash Equivalents**

Cash and cash equivalents consist of demand deposits and certificates of deposit with financial institutions. Deposits on hand at financial institutions are insured by the Federal Deposit Insurance Company up to \$250,000.

➤ **Capital Assets**

Expenditures for capital assets acquired or constructed for general School purposes are reported in the governmental fund that financed the acquisition or construction. The capital assets so acquired are reported at cost in the government-wide statement of net assets but are not reported in the governmental fund financial statements. Capital assets are defined by the School as those costing more than \$1,000. Such assets are recorded at historical cost or estimated historical cost if purchased or constructed. Donated assets are recorded at fair value at the date of donation.

Capital assets are depreciated using the straight-line method over the following estimated useful lives:

<u>Description</u>	<u>Estimated Lives</u>
Furniture, Fixtures and Equipment	5 - 10 years
Leasehold Improvements	20 years

Current-year information relative to changes in capital assets is described in a subsequent note.

KIDZ CHOICE CHARTER SCHOOL

A Charter School and Component Unit of the School Board of Broward County, Florida

NOTES TO FINANCIAL STATEMENTS

June 30, 2012

➤ Net Assets and Fund Balance Classification

Government-wide financial statements

Net assets are classified and reported in three components:

- Investment in capital assets, net of related debt – consists of capital assets, net of accumulated depreciation, and reduced by the outstanding balances of any borrowings that are attributed to the acquisition or improvement of those assets.
- Restricted net assets – consists of net assets with constraints placed on their use either by external groups such as creditors, contributors, or laws or regulations of other governments.
- Unrestricted net assets – all other net assets that do not meet the definition of “restricted” or “invested in capital assets, net of related debt.”

Fund financial statements

GASB Codification Section 1800.142, *Fund Balance Reporting and Governmental Fund Type Definitions*, defines the different types of fund balances that a governmental entity must use for financial reporting purposes. GASB requires the fund balance amounts to be reported within one of the following fund balance categories:

- Nonspendable – fund balance associated with inventories, prepaid expenses, long-term loans and notes receivable, and property held for resale (unless the proceeds are restricted, committed or assigned). All nonspendable fund balances at year end relate to assets that are in nonspendable form.
- Restricted – fund balance that can be spent only for the specific purposes stipulated by the constitution, external resource providers, or through enabling legislation.
- Committed – fund balance that can be used only for the specific purposes determined by a formal action of the School’s Board of Governance.
- Assigned – fund balance that is intended to be used by the School’s management for specific purposes but does not meet the criteria to be classified as restricted or committed.
- Unassigned – fund balance that is the residual amount for the School’s general fund and includes all spendable amounts not contained in the other classifications.

KIDZ CHOICE CHARTER SCHOOL
A Charter School and Component Unit of the School Board of Broward County, Florida

NOTES TO FINANCIAL STATEMENTS
June 30, 2012

➤ **Order of Fund Balance Spending Policy**

The School's policy is to apply expenditures against nonspendable fund balance, restricted fund balance, committed fund balance, assigned fund balance, and unassigned fund balance at the end of the fiscal year. First, nonspendable fund balances are determined. Then restricted fund balances for specific purposes are determined (not including nonspendable amounts). Any remaining fund balance amounts for the non-general funds are to be classified as restricted fund balance. It is possible for the non-general funds to be classified as restricted fund balance. It is possible for the non-general funds to have negative unassigned fund balance when nonspendable amounts plus the amount of restricted fund balances for specific purposes exceed the positive fund balance for non-general fund.

➤ **Revenue Sources**

Revenues for current operations are received primarily from the District pursuant to the funding provisions included in the School's charter. In accordance with the funding provisions of the charter and Section 1002.33(17), Florida Statutes, the School reports the number of full-time equivalent students and related data to the District.

Under provisions of Section 1011.62, Florida Statutes, the District reports the number of full-time equivalent (FTE) students and related data to the Florida Department of Education (FDOE) for funding through the Florida Education Finance Program (FEFP). Funding for the School is adjusted during the year to reflect the revised calculations by the FDOE under the FEFP and the actual weighted full-time equivalent students reported by the School during designated full-time equivalent student survey periods. The Department may also adjust subsequent fiscal period allocations based upon an audit of the School's compliance in determining and reporting FTE and related data. Normally, such adjustments are treated as reductions or additions of revenue in the year when the adjustments are made.

The basic amount of funding through the FEFP under Section 1011.62 is the product of the (1) unweighted FTE, multiplied by (2) the cost factor for each program, multiplies by (3) the base student allocation established by the legislature. Additional funds for exceptional students who do not have a matrix of services are provided through the guaranteed allocation designated in Section 1011.62(1)(e)2., Florida Statutes. For the fiscal year ended June 30, 2012, the School reported 116.95 Unweighted FTE and 126.52 Weighted FTE.

FEFP funding may also be adjusted as a result of subsequent FTE audits conducted by the Florida Auditor General pursuant to Section 1010.305, Florida Statutes, and Rule 6A-1.0453, Florida Administrative Code (FAC). Schools are required to maintain the following documentation for three years or until the completion of an FTE audit:

- Attendance and membership documentation (Rule 6A-1.044, FAC).

KIDZ CHOICE CHARTER SCHOOL

A Charter School and Component Unit of the School Board of Broward County, Florida

NOTES TO FINANCIAL STATEMENTS

June 30, 2012

- Teacher certificates and other certification documentation (Rule 6A-1.0503, FAC).
- Documentation for instructors teaching out-of-field (Rule 6A-1.0503, FAC).
- Procedural safeguards for weighted programs (Rule 6A-6.03411, FAC).
- Evaluation and planning documents for weighted programs (Section 1010.305, Florida Statutes, and Rule 6A-6.03411, FAC).

The School receives federal or state awards for the enhancement of various educational programs. This assistance is generally received based on applications submitted to and approved by various granting agencies. For federal or state awards in which a claim to these grant proceeds is based on incurring eligible expenditures, revenue is recognized to the extent that eligible expenditures have been incurred.

The School also receives funding through donations and fundraising efforts, school lunch sales and local property tax collections.

The School follows the policy of applying restricted resources prior to applying unrestricted resources when an expense is incurred for purposes for which both restricted and unrestricted assets are available.

A schedule of revenue sources for the current year is presented in a subsequent note.

➤ Income Taxes

The School is exempt from Federal tax under Section 501(c)(3) of the Internal Revenue Code. Accordingly, no provision for income taxes has been included in the accompanying financial statements.

➤ Use of Estimates

In preparing the financial statements in conformity with generally accepted accounting principles in the United States (GAAP) management is required to make estimates and assumptions that affect the reported amounts of assets and liabilities as of the date of the statement of net assets and affect revenues and expenditures for the period presented. Actual results could differ from those estimates.

KIDZ CHOICE CHARTER SCHOOL

A Charter School and Component Unit of the School Board of Broward County, Florida

NOTES TO FINANCIAL STATEMENTS

June 30, 2012

2. CHANGES IN CAPITAL ASSETS

Changes in capital assets are presented in the table below:

	Beginning Balance	Additions	Deletions	Ending Balance
GOVERNMENTAL ACTIVITIES				
Capital Assets Not Being Depreciated:				
Construction in Progress	\$ 114,213	\$ 20,537	\$ 114,213	\$ 20,537
Total Capital Assets Not Being Depreciated	<u>114,213</u>	<u>20,537</u>	<u>114,213</u>	<u>20,537</u>
Capital Assets Being Depreciated:				
Leasehold Improvements	-	114,213	-	114,213
Furniture, Fixtures and Equipment	1,500	2,085	-	3,585
Total Capital Assets Being Depreciated	<u>1,500</u>	<u>116,298</u>	<u>-</u>	<u>117,798</u>
Less Accumulated Depreciation for:				
Leasehold Improvements	-	(5,711)	-	(5,711)
Furniture, Fixtures and Equipment	(450)	(567)	-	(1,017)
Total Accumulated Depreciation	<u>(450)</u>	<u>(6,278)</u>	<u>-</u>	<u>(6,728)</u>
Total Capital Assets Being Depreciated, Net	<u>1,050</u>	<u>110,020</u>	<u>-</u>	<u>111,070</u>
Governmental Activities Capital Assets, Net	<u>\$ 115,263</u>	<u>\$ 130,557</u>	<u>\$ 114,213</u>	<u>\$ 131,607</u>

Unallocated depreciation expense for the fiscal year was \$6,278.

3. RISK MANAGEMENT PROGRAMS

Workers' compensation and general liability coverage are being provided through purchased commercial insurance with minimum deductibles for each line of coverage. Settled claims resulting from these risks have not exceeded commercial coverage.

4. FUNDING AND CREDIT CONCENTRATIONS

The School receives substantially all of its support and revenue from federal, state and local funding sources, passed through the District, in the form of performance and budget based contracts. Continuing operation of the School is greatly dependent upon the continued support of these governmental agencies.

6. OPERATING AGREEMENT

The School entered into a contract for the period July 1, 2007 to June 30, 2012, with Charter School Associates (CSA). The contract calls for CSA to provide the School with marketing, curriculum design and implementation; student and staff recruiting; principal selection; and general management of the School's operations. An annual fee is to be 8% of the School's gross operating revenue less the School's administrative fee, to be paid in monthly installments. Fees under this agreement incurred to CSA during the fiscal year amounted to \$50,099.

KIDZ CHOICE CHARTER SCHOOL

A Charter School and Component Unit of the School Board of Broward County, Florida

NOTES TO FINANCIAL STATEMENTS

June 30, 2012

5. SCHEDULE OF FEDERAL, STATE & LOCAL REVENUE SOURCES

The following is a schedule of the School's Federal, State and local revenue:

<u>Source</u>	<u>Amount</u>
<i>FEDERAL:</i>	
Education Job Funds	\$ 378
Total Federal Sources	<u>378</u>
 <i>STATE:</i>	
Florida Education Finance Program	\$ 448,862
Categorical Educational Programs:	
Class Size Reduction	157,288
Supplementary Academic Instruction	23,137
Instructional Materials	8,909
ESE Guaranteed Allocation	11,387
Safe School	2,723
Lottery Allocation	395
Reading Allocation	190
Capital Outlay	39,481
School Recognition	4,815
Florida Teacher's Lead Program	1,619
Total State Revenue	<u>698,806</u>
 <i>LOCAL:</i>	
Discretionary Millage	<u>44,097</u>
Total State and Local Revenue	<u>\$ 742,903</u>

As provided in the charter school contract, the District has charged the School an administrative fee of \$34,849.

Accounting policies relating to certain State revenue sources are described in Note 1.

KIDZ CHOICE CHARTER SCHOOL

A Charter School and Component Unit of the School Board of Broward County, Florida

NOTES TO FINANCIAL STATEMENTS

June 30, 2012

7. COMMITMENTS AND CONTINGENT LIABILITIES

The School participates in state grant programs, which are governed by various rules and regulations of the grantor agencies. Costs charged to the respective grant programs are subject to audit and adjustment by the grantor agencies, therefore, to the extent that the School has not complied with the rules and regulations governing the grants, refunds of any money received may be required and the collectibility of any related receivables at June 30, 2012, may be impaired.

In the opinion of the School, there are no significant liabilities relating to compliance with the rules and regulations governing the respective grants; therefore, no provision has been recorded in the accompanying financial statements for such contingencies.

8. SUBSEQUENT EVENTS

Management has evaluated all events subsequent to the balance sheet date and through the report date, which is the date these financial statements were available to be issued. Management determined there are no subsequent events which require disclosure.

**KIDZ CHOICE CHARTER SCHOOL
A CHARTER SCHOOL AND COMPONENT UNIT OF THE
SCHOOL BOARD OF BROWARD COUNTY, FLORIDA**

**REQUIRED SUPPLEMENTARY INFORMATION
BUDGETARY COMPARISON SCHEDULE - GENERAL FUND (Unaudited)
For the Fiscal Year Ended June 30, 2012**

	General Fund			Variance with Final Budget - Positive (Negative)
	Original Budget	Final Budget	Actual	
Revenues:				
Intergovernmental:				
Federal through Local	\$ -	\$ 378	\$ 378	\$ -
State and Local	785,235	742,903	742,903	-
Contributions and Other	1,494	3,397	3,397	-
Total Revenues	<u>786,729</u>	<u>746,678</u>	<u>746,678</u>	<u>-</u>
Expenditures:				
Current - Education:				
Instruction	286,748	329,016	329,016	-
Instructional Media	44	-	-	-
Instr. & Curriculum Development	557	706	706	-
Instructional Staff Training	1,652	-	-	-
Instructional Related Technology	928	700	700	-
Board of Education	109,118	137,793	137,793	-
School Administration	144,160	142,179	142,179	-
Facilities Acquisition	144,312	84,653	84,653	-
Food Services	5,083	4,525	4,525	-
Operation of Plant	33,921	44,848	44,848	-
Maintenance of Plant	7,988	13,888	13,888	-
Community Service	-	1,268	1,268	-
Fixed Capital Outlay:				
Facilities Acquisition and Construction	-	20,537	20,537	-
Other Capital Outlay	-	2,085	2,085	-
Debt Service				
Principal	4,583	-	-	-
Interest & Fiscal Charges	30	95	95	-
Total Expenditures	<u>739,124</u>	<u>782,293</u>	<u>782,293</u>	<u>-</u>
Excess (Deficiency) of Revenues Over Expenditures	<u>47,605</u>	<u>(35,615)</u>	<u>(35,615)</u>	<u>-</u>
Net Change in Fund Balance	47,605	(35,615)	(35,615)	-
Fund Balances, July 1, 2011	36,513	36,513	36,513	-
Fund Balances, June 30, 2012	<u>\$ 84,118</u>	<u>\$ 898</u>	<u>\$ 898</u>	<u>\$ -</u>

See Independent Auditor's Report.

6/28

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Government Audit Quality Center

709 W. Azeele St.
Tampa, FL 33606
office (813) 892-4274 fax (813) 253-0951
www.KingandWalker.com

Independent Auditor's Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*

To the Board of Directors Kidz Choice Charter School,
a Charter School and Component Unit of the
School Board of Broward County, Florida

We have audited the basic financial statements of the Kidz Choice Charter School ("School"), a charter school and component unit of the School Board of Broward County, Florida, as of and for the fiscal year ended June 30, 2012, and have issued our report thereon included under the heading *Independent Auditor's Report on Basic Financial Statements and Required Supplementary Information*. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States.

Internal Control Over Financial Reporting

In planning and performing our audit of the School's financial statements for the fiscal year ended June 30, 2012, we considered the School's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over financial reporting.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be deficiencies, significant deficiencies, or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, and other guidelines, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance that are required to be reported under *Government Auditing Standards*.

This report is intended for the information and use of the School and its management, the School Board of Broward County, Florida, the Florida Department of Education, the Florida Auditor General, and other granting agencies and is not intended to be and should not be used by anyone other than these specific parties.

Respectfully submitted,

King & Walker, CPAs

September 11 2012
Tampa, Florida

KING WALKER
CERTIFIED PUBLIC ACCOUNTANTS

Members:
Florida Institute of CPAs
American Institute of CPAs
Government Audit Quality Center

709 W. Azeele St.
Tampa, FL 33606
office (813) 892-4274 fax (813) 253-0951
www.KingandWalker.com

**Management Letter as Required by Rules of the Florida Auditor General,
Chapter 10.850, Florida Statutes, Charter School Audits**

To the Board of Directors Kidz Choice Charter School,
a Charter School and Component Unit of the
School Board of Broward County, Florida

We have audited the basic financial statements of the Kidz Choice Charter School ("School"), a charter school and component unit of the School Board of Broward County, Florida, as of and for the fiscal year ended June 30, 2012, and have issued our report thereon dated September 11, 2012.

We have issued our independent auditor's report on compliance and on internal control over financial reporting based on an audit of the financial statements performed in accordance with *Government Auditing Standards* dated September 11, 2012. Disclosures in that report, if any, should be considered in conjunction with this management letter.

We conducted our audit in accordance with generally accepted auditing standards and *Government Auditing Standards* issued by the Comptroller General of the United States. In addition, our audit was conducted in accordance with provisions of Chapter 10.850, Rules of the Auditor General, which govern the conduct of charter school audits performed in the State of Florida and require certain items be addressed in this letter.

The Rules of the Auditor General (Section 10.854(1)(e)1.), require that we comment as to whether corrective actions have been taken to address significant findings and recommendations made in the preceding annual financial audit report. There were no prior audit findings.

The Rules of the Auditor General (Section 10.854(1)(e)2.), require that we make a statement as to whether the School has met one or more of the conditions described in Section 218.503(1), Florida Statutes regarding financial emergency. We applied financial condition assessment procedures pursuant to Rules of the Auditor General (Section 10.855(10)). The School has not met any of the conditions of the referenced statute.

Pursuant to Sections 10.854(1)(3)7.a. and 10.855(10), Rules of the Auditor General, we applied financial condition assessment procedures. It is management's responsibility to monitor the School's financial condition, and our financial condition assessment was based in part on representations made by management and the review of financial information provided by same.

The Rules of the Auditor General (Section 10.854(1)(e)3.), requires that we address in the management letter any recommendations to improve financial management. In connection with our audit, we did not have any such recommendations.

The Rules of the Auditor General (Section 10.854(1)(e)4,5.), require disclosure in the management letter of matters that are not clearly inconsequential considering both quantitative and qualitative factors which include the following:

- Violations of laws, rules, regulations, contracts, and grant agreements or abuse that have occurred, or are likely to have occurred.
- Improper expenditures discovered within the scope of the financial audit which may or may not materially affect the financial statements.
- Control deficiencies that are not significant deficiencies, including, but not limited to: (1) improper or inadequate accounting procedures (e.g., the omission of required disclosures from the annual financial statements); (2) failures to properly record financial transactions, and (3) inaccuracies, shortages, defalcations, and instances of fraud discovered by, or that come to the attention of, the auditor.

Our audit disclosed no matters required to be disclosed by this Rule.

The Rules of the Auditor General (Section 10.854(1)(e)6.), require we disclose the name or official title of the school or center. The school's official name is Kidz Choice Charter School.

This letter is intended for the information and use of the School and its management, the School Board of Broward County, Florida, the Florida Department of Education, the Florida Auditor General, and other granting agencies and is not intended to be and should not be used by anyone other than these specific parties.

Respectfully submitted,

King & Walker, CPAs

September 11, 2012
Tampa, Florida

KIDZ CHOICE CHARTER SCHOOL

A Charter School and Component Unit of the School Board of Broward County, Florida

MANAGEMENT'S RESPONSE TO AUDIT FINDINGS

Year Ended June 30, 2012

The following is the School's response to the item in the Management Letter dated September 11, 2012, as required by Rule 10.857, Rules of the Auditor General:

No response required.

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Kidz Choice Charter School- 5409 (KCC)
Statement of Revenues and Expenses, Actual and Budget
All Funds
07/01/2011 to 06/30/2012

	Year-To-Date Actual	Annual Budget	Budget Remaining	% Ratios
Revenues				
Revenues				
100-3300-0000-000 FEFP - Broward Cty Sch Dist	696,989.17	739,446.00	42,456.83	94.26%
100-3334-0000-000 Florida Teacher's Lead Program	1,618.89	1,338.00	(280.89)	120.99%
100-3361-0000-000 School Recognition Funds	4,815.00	0.00	(4,815.00)	*** **%
100-3397-0000-000 Charter School Capital Outlay	39,480.99	44,451.00	4,970.01	88.82%
100-3473-0000-000 Other Misc Revenue	500.00	0.00	(500.00)	*** **%
100-3474-0000-000 Clubs	0.00	980.00	980.00	0.00%
100-3475-0000-000 Field Trip	1,442.00	0.00	(1,442.00)	*** **%
100-3476-0000-000 Fundraiser	1,452.92	0.00	(1,452.92)	*** **%
100-3600-0000-000 Donations	0.00	514.00	514.00	0.00%
410-3660-0000-000 Transfer from general	4,525.10	0.00	(4,525.10)	*** **%
435-3215-0000-000 Education Jobs	377.69	0.00	(377.69)	*** **%
Total Revenues	751,201.76	786,729.00	35,527.24	95.48%

Expenses				
5100 Instruction				
100-4000-5100-120 Classroom Teachers	211,098.09	215,128.00	4,029.91	98.13%
100-4000-5100-140 Permanent Substitute	27,150.00	0.00	(27,150.00)	*** **%
100-4000-5100-220 Social Security	18,235.02	16,457.00	(1,778.02)	110.80%
100-4000-5100-230 Group Insurance	9,554.14	15,600.00	6,045.86	61.24%
100-4000-5100-240 Workers Compensation	1,206.03	2,151.00	944.97	56.07%
100-4000-5100-250 Unemployment Compensation	4,615.57	490.00	(4,125.57)	941.95%
100-4000-5100-310 Contracted Services	15,415.00	5,013.00	(10,402.00)	307.50%
100-4000-5100-315 Field Trips	2,255.20	724.00	(1,531.20)	311.49%
100-4000-5100-390 Copy and Printing	1,616.83	526.00	(1,090.83)	307.38%
100-4000-5100-510 Instructional Materials	20,695.07	13,120.00	(7,575.07)	157.74%
100-4000-5100-511 Yearbook	25.00	0.00	(25.00)	*** **%
100-4000-5100-520 Textbooks	8,922.96	8,527.00	(395.96)	104.64%
100-4000-5100-640 Furniture and Equipment	2,085.00	432.00	(1,653.00)	482.64%
100-4000-5100-642 Non Capital Furniture and Equipment	3,003.48	3,414.00	410.52	87.98%
100-4000-5100-690 Software	0.00	935.00	935.00	0.00%
100-4000-5100-750 Substitute Teachers	120.00	0.00	(120.00)	*** **%
435-4000-5100-120 Classroom Teachers	350.84	0.00	(350.84)	*** **%
435-4000-5100-220 Social Security	26.85	0.00	(26.85)	*** **%
Total 5100 Instruction	326,375.08	282,517.00	(43,858.08)	115.52%
5200 Exceptional Instruction				
100-4000-5200-310 Contracted Services	4,725.51	4,231.00	(494.51)	111.69%

G424

Kidz Choice Charter School- 5409 (KCC)
Statement of Revenues and Expenses, Actual and Budget
All Funds
07/01/2011 to 06/30/2012

	Year-To-Date Actual	Annual Budget	Budget Remaining	% Ratios
Total 5200 Exceptional Instruction	4,725.51	4,231.00	(494.51)	111.69%
6100 Pupil Personnel Services				
Total 6100 Pupil Personnel Sevices	0.00	0.00	0.00	***.***%
6200 Instructional Media Services				
100-4000-6200-610 Other Books and Materials	0.00	44.00	44.00	0.00%
Total 6200 Instructional Media Services	0.00	44.00	44.00	0.00%
6300 Instruction and Curriculum Development				
100-4000-6300-590 Testing and Assessment	706.00	557.00	(149.00)	126.75%
Total 6300 Instruction and Curriculum Development	706.00	557.00	(149.00)	126.75%
6400 Instructional Staff Training Services				
100-4000-6400-310 Staff Development	0.00	1,652.00	1,652.00	0.00%
Total 6400 Instructional Staff Training Services	0.00	1,652.00	1,652.00	0.00%
6500 Instructional Related Technology				
100-4000-6500-310 Technology Support & Service	700.00	928.00	228.00	75.43%
Total 6500 Instructional Related Technology	700.00	928.00	228.00	75.43%
7100 Board Administration				
100-4000-7100-310 Legal and Audit Expense	6,500.00	6,080.00	(440.00)	107.26%
100-4000-7100-315 Contracted Consultants	91,173.66	56,198.00	(34,975.66)	162.24%
100-4000-7100-320 Insurance	4,339.84	8,298.00	3,958.16	52.30%
100-4000-7100-390 Fundraisers	0.00	647.00	647.00	0.00%
100-4000-7100-730 Dues and Fees	745.50	862.00	116.50	86.48%
100-4000-7100-790 District Admin Fees	34,849.46	36,972.00	2,122.54	94.26%
100-4000-7100-795 Bank Charges	184.30	81.00	(103.30)	227.53%
Total 7100 Board Administration	137,792.76	109,118.00	(28,674.76)	126.28%
7300 School Administration				
100-4000-7300-110 Administrator	79,618.40	78,500.00	(1,118.40)	101.42%
100-4000-7300-160 Administrative Assistants	37,000.08	37,000.00	(0.08)	100.00%
100-4000-7300-220 Social Security	8,921.29	8,836.00	(85.29)	100.97%

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Kidz Choice Charter School- 5409 (KCC)

Balance Sheet

All Funds

June 30, 2012

07/13/2012

11:04:36

Page 1

Assets

100-1111-0000-000	Cash In Bank - Operating Fund	33,136.72	
100-1120-0000-000	Prepaid Visa Card 001	1,000.00	
100-1230-0000-000	Prepaid Expenses	2,083.33	
100-1351-0000-000	Deposits	1,574.88	
		<hr/>	
Total Assets			\$37,794.93

Liabilities

100-2100-0000-000	Accrued Salaries and Benefits	33,036.16	
100-2120-0000-000	Accrued Payables	3,861.30	
100-2130-0000-000	Deferred Revenue	0.00	
		<hr/>	
Total Liabilities			\$36,897.46

Fund Balance

100-2700-0000-000	Fund Balance	36,513.31	
	Excess Revenues Over Expenses	(35,615.84)	
		<hr/>	
Total Fund Balance			\$897.47

Total Liabilities and Fund Balance			\$37,794.93
---	--	--	--------------------

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Combined Report (KCC) Revenue & Expense Report All Funds

07/13/2012

11:04:52

07/01/2011

to

06/30/2012

Page 1

Revenue

435-3215-0000-000	Education Jobs	377.69
100-3300-0000-000	FEFP - Broward Cty Sch Dist	696,989.17
100-3334-0000-000	Florida Teacher's Lead Program	1,618.89
100-3361-0000-000	School Recognition Funds	4,815.00
100-3397-0000-000	Charter School Capital Outlay	39,480.99
100-3473-0000-000	Other Misc Revenue	500.00
100-3475-0000-000	Field Trip	1,442.00
100-3476-0000-000	Fundraiser	1,452.92
410-3660-0000-000	Transfer from general	4,525.10

Total Revenue

\$751,201.76

Expenses

100-4000-5100-120	Classroom Teachers	211,096.09
435-4000-5100-120	Classroom Teachers	350.84
100-4000-5100-140	Permanent Substitute	27,150.00
100-4000-5100-220	Social Security	18,235.02
435-4000-5100-220	Social Security	26.85
100-4000-5100-230	Group Insurance	9,554.14
100-4000-5100-240	Workers Compensation	1,206.03
100-4000-5100-250	Unemployment Compensation	4,615.57
100-4000-5100-310	Contracted Services	15,415.00
100-4000-5100-315	Field Trips	2,256.20
100-4000-5100-390	Copy and Printing	1,616.83
100-4000-5100-510	Instructional Materials	20,695.07
100-4000-5100-511	Yearbook	25.00
100-4000-5100-520	Textbooks	6,922.96
100-4000-5100-640	Furniture and Equipment	2,085.00
100-4000-5100-642	Non Capital Furniture and Equipment	3,003.48
100-4000-5100-750	Substitute Teachers	120.00
100-4000-5200-310	Contracted Services	4,725.51
100-4000-6300-590	Testing and Assessment	706.00
100-4000-6500-310	Technology Support & Service	700.00
100-4000-7100-310	Legal and Audit Expense	6,500.00
100-4000-7100-315	Contracted Consultants	91,173.66
100-4000-7100-320	Insurance	4,339.84
100-4000-7100-730	Dues and Fees	745.50
100-4000-7100-790	District Admin Fees	34,849.46
100-4000-7100-795	Bank Charges	154.30
100-4000-7300-110	Administrator	79,618.40
100-4000-7300-160	Administrative Assistants	37,000.08
100-4000-7300-220	Social Security	8,921.29
100-4000-7300-230	Group Insurance	7,534.14
100-4000-7300-240	Workers Compensation	578.40
100-4000-7300-250	Unemployment Compensation	1,636.40
100-4000-7300-310	Contracted Services	1,296.00
100-4000-7300-370	Postage	554.51
100-4000-7300-390	Advertising	310.00
100-4000-7300-510	Office Expense	3,411.75
100-4000-7300-642	Non-Capital Furniture and Equipment	1,318.47
100-4000-7400-360	Facility Lease	84,652.59
100-4000-7400-630	Facility Cost	20,537.22
410-4000-7600-510	Food Service Supplies	95.00
410-4000-7600-570	Food	4,320.10
410-4000-7600-730	Dues and Fees	110.00
100-4000-7900-320	Insurance - Building	4,465.05
100-4000-7900-351	Contract Custodial Service	12,700.00
100-4000-7900-370	Communications	3,285.74
100-4000-7900-380	Water, Sewer, Garbage Collection	1,243.82
100-4000-7900-390	Other Contracted Bldg. Services	10,652.25
100-4000-7900-430	Electricity	5,092.85
100-4000-7900-510	Custodial Supplies	6,758.67
100-4000-7900-642	Non Capital Furniture and Equipment	649.23
100-4000-8100-350	Repairs and Maintenance	13,888.50

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Combined Report (KCC)
Revenue & Expense Report
All Funds

07/13/2012 11:04:52

07/01/2011 to 06/30/2012

Page 2

100-4000-9100-790	Fundraiser	1,268.17
100-4000-9200-720	Debt Service Interest	94.52
100-4000-9700-710	Transfers from General	4,525.10
	Encumbrances	0.00
	Total Expenses	<u>\$786,817.60</u>
	Excess Revenues Over Expenses	<u><u>(\$35,615.84)</u></u>

07/18/12

Kidz Choice Charter School- 5409 (KCC)

Revenue & Expense Report

Fund General Fund (100)

07/13/2012

11:09:50

07/01/2011 to 06/30/2012

Page 1

Fund: 100

General Fund

Revenue

100-3300-0000-000	FEFP - Broward Cty Sch Dist	696,909.17
100-3334-0000-000	Florida Teacher's Lead Program	1,618.89
100-3361-0000-000	School Recognition Funds	4,815.00
100-3397-0000-000	Charter School Capital Outlay	39,480.99
100-3473-0000-000	Other Misc Revenue	500.00
100-3475-0000-000	Field Trip	1,442.00
100-3476-0000-000	Fundraiser	1,452.92
Total Revenue		\$746,298.97

Expenses

100-4000-5100-120	Classroom Teachers	211,098.09
100-4000-5100-140	Permanent Substitute	27,150.00
100-4000-5100-220	Social Security	18,235.02
100-4000-5100-230	Group Insurance	9,554.14
100-4000-5100-240	Workers Compensation	1,206.03
100-4000-5100-250	Unemployment Compensation	4,615.57
100-4000-5100-310	Contracted Services	15,415.00
100-4000-5100-315	Field Trips	2,255.20
100-4000-5100-390	Copy and Printing	1,616.83
100-4000-5100-510	Instructional Materials	20,695.07
100-4000-5100-511	Yearbook	25.00
100-4000-5100-520	Textbooks	8,922.96
100-4000-5100-640	Furniture and Equipment	2,085.00
100-4000-5100-642	Non Capital Furniture and Equipment	3,003.48
100-4000-5100-750	Substitute Teachers	120.00
100-4000-5200-310	Contracted Services	4,725.51
100-4000-6300-590	Testing and Assessment	708.00
100-4000-6500-310	Technology Support & Service	700.00
100-4000-7100-310	Legal and Audit Expense	6,500.00
100-4000-7100-315	Contracted Consultants	91,173.66
100-4000-7100-320	Insurance	4,339.84
100-4000-7100-730	Dues and Fees	745.50
100-4000-7100-790	District Admin Fees	34,849.46
100-4000-7100-795	Bank Charges	184.30
100-4000-7300-110	Administrator	79,618.40
100-4000-7300-160	Administrative Assistants	37,000.08
100-4000-7300-220	Social Security	8,921.29
100-4000-7300-230	Group Insurance	7,534.14
100-4000-7300-240	Workers Compensation	578.40
100-4000-7300-250	Unemployment Compensation	1,636.40
100-4000-7300-310	Contracted Services	1,296.00
100-4000-7300-370	Postage	554.51
100-4000-7300-390	Advertising	310.00
100-4000-7300-510	Office Expense	3,411.75
100-4000-7300-642	Non-Capital Furniture and Equipment	1,318.47
100-4000-7400-380	Facility Lease	84,652.59
100-4000-7400-630	Facility Cost	20,537.22
100-4000-7900-320	Insurance - Building	4,465.05
100-4000-7900-351	Contract Custodial Service	12,700.00
100-4000-7900-370	Communications	3,285.74
100-4000-7900-380	Water, Sewer, Garbage Collection	1,243.82
100-4000-7900-390	Other Contracted Bldg. Services	10,652.25
100-4000-7900-430	Electricity	5,092.85
100-4000-7900-510	Custodial Supplies	6,758.67
100-4000-7900-642	Non Capital Furniture and Equipment	849.23
100-4000-8100-350	Repairs and Maintenance	13,888.50
100-4000-9100-790	Fundraiser	1,268.17
100-4000-9200-720	Debt Service Interest	94.52
100-4000-9700-710	Transfers from General	4,525.10

G 4/11

Kidz Choice Charter School- 5409 (KCC)

Revenue & Expense Report

Fund General Fund (100)

07/13/2012

11:09:50

07/01/2011 to 06/30/2012

Page 2

Encumbrances

0.00

Total Expenses

\$781,914.81

Excess Revenues Over Expenses

(\$35,615.84)

650

Kidz Choice Charter School- 5409 (KCC)

Revenue & Expense Report

Fund Food Service (410)

07/13/2012

11:09:59

07/01/2011 to 06/30/2012

Page 1

Fund: 410 Food Service

Revenue

410-3580-0000-000 Transfer from general

4,525.10

Total Revenue

\$4,525.10

Expenses

410-4000-7600-510 Food Service Supplies

95.00

410-4000-7600-570 Food

4,320.10

410-4000-7600-730 Dues and Fees

110.00

Encumbrances

0.00

Total Expenses

\$4,525.10

Excess Revenues Over Expenses

\$0.00

6/5/12

Kidz Choice Charter School- 5409 (KCC)

Revenue & Expense Report

Fund Education Jobs (435)

07/01/2011 to 06/30/2012

07/13/2012

11:10:08

Page 1

Fund: 435 Education Jobs

Revenue

435-3215-0000-000 Education Jobs 377.69

Total Revenue

\$377.69

Expenses

435-4000-5100-120 Classroom Teachers 350.84

435-4000-5100-220 Social Security 26.85

Encumbrances 0.00

Total Expenses

\$377.69

Excess Revenues Over Expenses

\$0.00

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Kidz Choice Charter School- 5409 (KCC)
Statement of Revenues and Expenses, Actual and Budget
All Funds
07/01/2011 to 06/30/2012

	Year-To-Date Actual	Annual Budget	Budget Remaining	% Ratios
100-4000-7300-230 Group Insurance	7,534.14	11,700.00	4,165.86	64.39%
100-4000-7300-240 Workers Compensation	578.40	1,155.00	576.60	50.08%
100-4000-7300-250 Unemployment Compensation	1,636.40	210.00	(1,426.40)	779.24%
100-4000-7300-310 Contracted Services	1,296.00	0.00	(1,296.00)	*** **%
100-4000-7300-370 Postage	554.51	409.00	(145.51)	135.58%
100-4000-7300-390 Advertising	310.00	1,318.00	1,008.00	23.52%
100-4000-7300-510 Office Expense	3,411.75	4,653.00	1,241.25	73.32%
100-4000-7300-642 Non-Capital Furniture and Equipment	1,318.47	379.00	(939.47)	347.88%
Total 7300 School Administration	142,179.44	144,160.00	1,980.56	98.63%
7400 Facilities Acquisition and Construction				
100-4000-7400-360 Facility Lease	84,652.59	85,272.00	619.41	99.27%
100-4000-7400-630 Facility Cost	20,537.22	59,040.00	38,502.78	34.79%
Total 7400 Facilities Acquisition and Construction	105,189.81	144,312.00	39,122.19	72.89%
7500 Fiscal Services				
Total 7500 Fiscal Services	0.00	0.00	0.00	*** **%
7600 Food Services				
410-4000-7600-510 Food Service Supplies	95.00	0.00	(95.00)	*** **%
410-4000-7600-570 Food	4,320.10	5,083.00	762.90	84.99%
410-4000-7600-730 Dues and Fees	110.00	0.00	(110.00)	*** **%
Total 7600 Food Services	4,525.10	5,083.00	557.90	89.02%
7800 Pupil Transportation Services				
Total 7800 Pupil Transportation Services	0.00	0.00	0.00	*** **%
7900 Operation of Plant				
100-4000-7900-320 Insurance - Building	4,465.05	3,391.00	(1,074.05)	131.67%
100-4000-7900-351 Contract Custodial Service	12,700.00	7,676.00	(5,024.00)	165.45%
100-4000-7900-370 Communications	3,285.74	5,057.00	1,771.26	64.97%
100-4000-7900-380 Water, Sewer, Garbage Collection	1,243.82	840.00	(403.82)	148.07%
100-4000-7900-390 Other Contracted Bldg. Services	10,652.25	4,605.00	(6,047.25)	231.32%
100-4000-7900-430 Electricity	5,092.85	5,399.00	306.15	94.33%
100-4000-7900-510 Custodial Supplies	6,758.67	5,036.00	(1,720.67)	134.15%
100-4000-7900-642 Non Capital Furniture and Equipment	649.23	1,915.00	1,265.77	33.90%
Total 7900 Operation of Plant	44,847.61	33,921.00	(10,926.61)	132.21%

					FY14	FY15	FY16	FY17	FY18
100	4000	7300	110	Administrator	80,674	81,480	82,295	83,118	83,949
100	4000	7300	160	Administrative Assistants	37,370	37,744	38,121	38,502	38,887
100	4000	7300	220	Social Security	9,030	9,120	9,212	9,304	9,397
100	4000	7300	230	Group Insurance	7,644	7,721	7,798	7,876	7,955
100	4000	7300	240	Workers Compensation	675	682	689	696	703
100	4000	7300	250	Unemployment Compensation	103	104	105	106	107
100	4000	7300	310	Contracted Services	1,963	1,983	2,003	2,023	2,043
100	4000	7300	370	Postage	115	116	117	118	119
100	4000	7300	390	Advertising	1,847	1,865	1,884	1,903	1,922
100	4000	7300	510	Office Expense	4,904	4,953	5,002	5,052	5,103
100	4000	7300	642	Non-Capital Furniture and Equipment	257	259	262	265	267
				Total School Administration	144,582	146,027	147,486	148,962	150,452
100	4000	7400	360	Facility Lease	89,677	90,574	91,480	92,395	93,319
100	4000	7400	630	Facility Cost	698	705	712	720	727
				Total Facilities Acquisition	90,376	91,279	92,192	93,114	94,046
100	4000	7500	310	Contract Controller	19,125	19,316	19,510	19,705	19,902
100	4000	7500	315	Payroll Fees	3,871	3,910	3,949	3,988	4,028
				Total Fiscal Services	22,996	23,226	23,459	23,693	23,930
410	4000	7600	510	Food Service Supplies	65	65	66	67	67
410	4000	7600	570	Food	3,030	3,060	3,091	3,122	3,153
410	4000	7600	730	Dues and Fees	333	337	340	343	347
				Total Food Service	3,428	3,462	3,497	3,532	3,567
100	4000	7900	320	Insurance - Building	4,295	4,338	4,381	4,425	4,470
100	4000	7900	351	Contract Custodial Service	3,359	3,393	3,427	3,461	3,496
100	4000	7900	370	Communications	7,165	7,237	7,309	7,382	7,456
100	4000	7900	380	Water, Sewer, Garbage Collection	956	966	975	985	995
100	4000	7900	390	Other Contracted Bldg. Services	1,348	1,362	1,375	1,389	1,403
100	4000	7900	430	Electricity	9,720	9,817	9,916	10,015	10,115
100	4000	7900	510	Custodial Supplies	5,521	5,576	5,632	5,689	5,745
100	4000	7900	642	Non Capital Furniture and Equipment	22	22	23	23	23
				Total Plant Operations	32,366	32,712	33,039	33,369	33,703
100	4000	8100	350	Repairs and Maintenance	14,629	14,775	14,923	15,072	15,223
				Total Plant Maintenance	14,629	14,775	14,923	15,072	15,223
100	4000	9100	790	Fundraiser	906	915	924	933	942
				Total Community Services	906	915	924	933	942
Total Expenses					665,995	672,655	679,382	686,176	693,037
Surplus (Deficit)					43,190	43,257	43,326	43,395	43,465

054

Kidz Choice Charter School
 Operating Budget
 FY14 - FY18

					FY14	FY15	FY16	FY17	FY18
					108	108	108	108	108
100	3300	0000	000	FEFP - Broward Cty Sch Dist *	671,058	677,769	684,546	691,392	698,306
100	3397	0000	000	Charter School Capital Outlay	36,412	36,412	36,412	36,412	36,412
100	3473	0000	000	Other Misc Revenue	253	255	258	260	263
100	3475	0000	000	Field Trip	729	736	743	751	758
100	3476	0000	000	Fundraiser	734	741	749	756	764
Total Revenues					709,185	715,913	722,708	729,670	736,502
100	4000	5100	120	Classroom Teachers	185,109	186,961	188,830	190,718	192,628
100	4000	5100	140	Permanent Substitute	30,830	31,139	31,450	31,764	32,082
100	4000	5100	220	Social Security	16,519	16,684	16,851	17,020	17,190
100	4000	5100	230	Group Insurance	12,376	12,500	12,625	12,751	12,879
100	4000	5100	240	Workers Compensation	1,235	1,248	1,260	1,273	1,285
100	4000	5100	250	Unemployment Compensation	2,421	2,445	2,470	2,494	2,519
100	4000	5100	310	Contracted Services	10,620	10,726	10,834	10,942	11,051
100	4000	5100	315	Field Trips	1,342	1,356	1,369	1,383	1,397
100	4000	5100	390	Copy and Printing	4,302	4,345	4,388	4,432	4,476
100	4000	5100	510	Instructional Materials	904	913	922	931	941
100	4000	5100	511	Yearbook	15	15	15	15	15
100	4000	5100	520	Textbooks	12,353	12,476	12,601	12,727	12,854
100	4000	5100	640	Furniture and Equipment	71	72	72	73	74
100	4000	5100	642	Non Capital Furniture and Equipment	425	430	434	438	443
100	4000	5100	750	Substitute Teachers	71	72	73	73	74
Total Instruction					278,594	281,380	284,194	287,036	289,906
100	4000	5200	310	Contracted Services	3,539	3,574	3,610	3,646	3,683
Total Exceptional Instruction					3,539	3,574	3,610	3,646	3,683
100	4000	6300	590	Testing and Assessment	212	214	216	219	221
Total Curriculum Development					212	214	216	219	221
100	4000	6500	310	Technology Support & Service	273	275	278	281	284
Total Instruction Related Technology					273	275	278	281	284
100	4000	7100	310	Legal and Audit Expense	7,025	7,095	7,166	7,237	7,310
100	4000	7100	315	Contracted Consultants	27,674	27,951	28,230	28,513	28,798
100	4000	7100	320	Insurance	4,611	4,657	4,704	4,751	4,798
100	4000	7100	730	Dues and Fees	1,166	1,177	1,189	1,201	1,213
100	4000	7100	790	District Admin Fees	33,553	33,888	34,227	34,570	34,915
100	4000	7100	795	Bank Charges	45	46	46	47	47
Total Board Administration					74,074	74,814	75,563	76,318	77,081

* 1% was added every year. 1% FTE yearly increase (expected) 108 is the maximum enrollment based on building capacity and class size requirements.

6-5

2012 Charter School Renewal (5409)

Student Enrollment Trends

The school's actual enrollment is consistent with its
projections



Renewal Application 2012

**KIDZ CHOICE CHARTER SCHOOL
5 YEAR ENROLLMENT PROJECTION**

GRADE	2007-08	2008-09	2009-10	2010-11	2011-12	*2012-13
K	26	19	19	29	32	18
1 ST	12	18	21	20	24	18
2 ND		14	18	19	15	18
3 RD			14	19	19	18
4 TH				15	15	15
5 TH					15	15
TOTAL	38	51	72	102	120	102

- We will provide the 5th graders bigger classroom for Science thus, we will only have one kindergarten class in a smaller classroom

Above data is based on FTE Survey Reports

2012 Charter School Renewal (5409)

Racial/Ethnic Composition of Student Body

The racial/ethnic composition of the school's student body is reflective of the community it serves or other public schools in the same school district as the charter is located.



Renewal Application 2012

STUDENT LIST 2012-2013

Homeroom K01 Judy Rosenberg
KINDERGARTEN

DEMOGRAPHIC REPORT

[REDACTED]	06-03-07	B	G
[REDACTED]	07-05-07	B	G
[REDACTED]	01-02-07	H	B
[REDACTED]	03-22-07	H	B
[REDACTED]	07-3-07	H	B
[REDACTED]	02-11-07	B	G
[REDACTED]	11-08-06	B	B
[REDACTED]	10-02-06	H	G
[REDACTED]	11-17-06	H	G
[REDACTED]	11-20-06	H	G
[REDACTED]	05-17-07	H	B
[REDACTED]	07-18-07	B	G
[REDACTED]	09-22-06	B	G
[REDACTED]	07-23-07	H	G
[REDACTED]	05-16-07	H	G

15 STUDENTS

	BLACK	MULTI	WHITE	ASIAN	HISP
GIRLS	5				5
BOYS	1				4

HOMEROOM 101 Ms. Kayrie Casanova
FIRST GRADE

Student Name	Stud. #	DOB	Ethnic	Gender
[REDACTED]	[REDACTED]	08-13-06	B	B
[REDACTED]	[REDACTED]	11-07-05	H	G
[REDACTED]	[REDACTED]	0705-06	B	G
[REDACTED]	[REDACTED]	02-22-06	B	B
[REDACTED]	[REDACTED]	12-27-04	W	G
[REDACTED]	[REDACTED]	09-02-05	B	G
[REDACTED]	[REDACTED]	12-30-05	B	G
[REDACTED]	[REDACTED]	07-20-06	H	G
[REDACTED]	[REDACTED]	10-09-05	M	B
[REDACTED]	[REDACTED]	06-19-06	B	B
[REDACTED]	[REDACTED]	08-28-06	B	G
[REDACTED]	[REDACTED]	09-28-05	B	B
[REDACTED]	[REDACTED]	08-24-06	B	B
[REDACTED]	[REDACTED]	08-26-06	H	B
[REDACTED]	[REDACTED]	12-12-05	W	B
[REDACTED]	[REDACTED]	11-11-05	W	G
[REDACTED]	[REDACTED]	02-28-06	H	B
[REDACTED]	[REDACTED]	01-26-06	B	G
[REDACTED]	[REDACTED]	02-09-06	M	B
[REDACTED]	[REDACTED]	10-23-05	H	G
[REDACTED]	[REDACTED]	02-11-06	H	G
[REDACTED]	[REDACTED]	05-15-06	H	G
[REDACTED]	[REDACTED]	09-02-05	B	G

23

	BLACK	MULTI	WHITE	ASIAN	HISP
GIRLS	6		2		5
BOYS	5	2	1		2
TOTAL					

660

Homeroom 201 Desiree Reyno

2ND GRADE

Student Name	Stud. #	DOB	Ethnic	Gender
[REDACTED]	[REDACTED]	09-07-05	H	B
[REDACTED]	[REDACTED]	08-20-05	B	B
[REDACTED]	[REDACTED]	08-12-05	B	B
[REDACTED]	[REDACTED]	10-27-04	B	G
[REDACTED]	[REDACTED]	08-27-04	B	B
[REDACTED]	[REDACTED]	04-05-05	H	G
[REDACTED]	[REDACTED]	06-22-05	H	B
[REDACTED]	[REDACTED]	08-25-05	B	G
[REDACTED]	[REDACTED]	04-25-05	B	G
[REDACTED]	[REDACTED]	07-25-07	W	G
[REDACTED]	[REDACTED]	09-06-04	H	G
[REDACTED]	[REDACTED]	04-19-05	H	B
[REDACTED]	[REDACTED]	09-08-04	H	B
[REDACTED]	[REDACTED]	09-02-04	H	B
[REDACTED]	[REDACTED]	04-12-05	H	B
[REDACTED]	[REDACTED]	08-23-05	M	B
[REDACTED]	[REDACTED]	08-08-05	B	B
[REDACTED]	[REDACTED]	06-25-05	H	G
[REDACTED]	[REDACTED]	02-03-05	B	G
[REDACTED]	[REDACTED]	11-09-04	B	G
[REDACTED]	[REDACTED]	08-20-05	H	G

21 STUDENTS

	BLACK	MULTI	WHITE	ASIAN	HISP
GIRLS	5		1		4
BOYS	4	1			6

Homeroom 301 Ms. Deanna Palonis
3RD GRADE

NAME	STUD ID	DOB	ETHNIC	
[REDACTED]	[REDACTED]	11-29-03	M	B
[REDACTED]	[REDACTED]	10-23-02	B	G
[REDACTED]	[REDACTED]	09-22-02	B	G
[REDACTED]	[REDACTED]	01-11-04	B	B
[REDACTED]	[REDACTED]	07-17-03	H	G
[REDACTED]	[REDACTED]	09-24-03	H	B
[REDACTED]	[REDACTED]	11-25-03	M	G
[REDACTED]	[REDACTED]	03-05-03	H	G
[REDACTED]	[REDACTED]	05-03-03	W	G
[REDACTED]	[REDACTED]	05-14-04	H	G
[REDACTED]	[REDACTED]	08-19-03	H	G
[REDACTED]	[REDACTED]	09-03-03	H	G
[REDACTED]	[REDACTED]	02-09-04	M	G
[REDACTED]	[REDACTED]	09-22-03	B	G

14 STUDENTS

	BLACK	MULTI	WHITE	ASIAN	HISP
GIRLS	4	2	1		4
BOYS	1	1			1

Homeroom 401
TEACHER: Mrs. Ana Alarcon

4TH GRADE

[REDACTED]	[REDACTED]	07-29-03	H	B
[REDACTED]	[REDACTED]		H	G
[REDACTED]	[REDACTED]	02-17-03	H	B
[REDACTED]	[REDACTED]	09-21-03	B	B
[REDACTED]	[REDACTED]	11-06-00	B	B
[REDACTED]	[REDACTED]	06-27-02	H	G
[REDACTED]	[REDACTED]	10-16-02	H	B
[REDACTED]	[REDACTED]	10-15-03	B	G
[REDACTED]	[REDACTED]	02-19-02	B	B
[REDACTED]	[REDACTED]	10-01-02	B	B
[REDACTED]	[REDACTED]	08-01-03	A	B
[REDACTED]	[REDACTED]	09-16-03	B	G
[REDACTED]	[REDACTED]		M	B
[REDACTED]	[REDACTED]	09-17-02	H	G

14 STUDENTS

	BLACK	MULTI	WHITE	ASIAN	HISP
GIRLS	2				3
BOYS	4	1		1	3

Homeroom 501
MRS. YULEISI HERNANDEZ

5TH GRADE

[REDACTED]	[REDACTED]	05-10-01	H	G
[REDACTED]	[REDACTED]	05-10-02	B	B
[REDACTED]	[REDACTED]	08-03-02	H	B
[REDACTED]	[REDACTED]	06-30-01	B	B
[REDACTED]	[REDACTED]	07-08-02	H	B
[REDACTED]	[REDACTED]	08-31-01	H	B
[REDACTED]	[REDACTED]	05-12-02	H	G
[REDACTED]	[REDACTED]	10-01-02	H	G
[REDACTED]	[REDACTED]	05-23-02	B	B
[REDACTED]	[REDACTED]	10-29-01	W	B
[REDACTED]	[REDACTED]	10-29-01	W	B
[REDACTED]	[REDACTED]	6 05-30-02	H	B
[REDACTED]	[REDACTED]	05-25-02	B	G
[REDACTED]	[REDACTED]	01-21-02	B	B
[REDACTED]	[REDACTED]		M	G

15 STUDENTS

	BLACK	MULTI	WHITE	ASIAN	HISP
GIRLS	1	1			3
BOYS	3		1		5

YEAR	GRADE	STUDENT
2007-2008	KINDERGARTEN	24
2007-2008	FIRST	14
2008-2009	KINDERGARTEN	19
2008-2009	FIRST	18
2008-2009	SECOND	14
2009-2010	KINDERGARTEN	14
2009-2010	FIRST	19
2009-2010	SECOND	17
2009-2010	THIRD	14
2010-2011	KINDERGARTEN	28
2010-2011	FIRST	20
2010-2011	SECOND	18
2010-2011	THIRD	17
2010-2011	FOURTH	15
2011-2012	2 KINDERGARTEN	32
2011-2012	FIRST	23
2011-2012	SECOND	13
2011-2012	THIRD	15
2011-2012	FOURTH	14
2011-2012	FIFTH	15
2012-2013	KINDERGARTEN	15
2012-2013	FIRST	23
2012-2013	SECOND	21
2012-2013	THIRD	15
2012-2013	FOURTH	14
2012-2013	FIFTH	15

KIDZ CHOICE CHARTER SCHOOL

GRADES: K-5

SCHOOL, DISTRICT, AND STATE PUBLIC ACCOUNTABILITY REPORT

The School Public Accountability Report contains several types of data (indicators) designed to inform parents and the general public about the progress of Florida's public schools. This report meets public reporting requirements and provides certain additional information of interest on the status of Florida's schools.

OCTOBER MEMBERSHIP

READINESS TO START SCHOOL

GRADUATION RATE AND DROPOUT RATE

STUDENT PERFORMANCE

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

SCHOOL SAFETY AND ENVIRONMENT

TEACHERS AND STAFF

FLORIDA SCHOOL PERFORMANCE GRADE AND ANNUAL MEASURABLE OBJECTIVES (AMOs)

Note: Beginning with the 2010-11 school year, Florida implemented new data elements for collecting and reporting student demographic data in compliance with adjustments made by the U.S. Office of Management and Budget to Statistical Policy Directive No. 15. These revisions allow students to select more than one race and to report their ethnicities and races separately when reporting their demographic information. For ethnicity, students select whether they are of Hispanic or Latino origin, and for race, students select one or more of the following: American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, White. These new categories are reflected in the SPARs.

OCTOBER MEMBERSHIP

The following table provides information on the composition of the student population at the school, district, and state levels.

Racial/Ethnic Group	Number of Students Enrolled in October		School %		District %		State %	
	Female	Male	2011-12	2010-11	2011-12	2010-11	2011-12	2010-11
WHITE	9	8	13.9	11.9	25.7	26.6	42.4	43.2
BLACK OR AFRICAN AMERICAN	14	20	27.9	29.7	39.1	38.5	23.0	22.9
HISPANIC / LATINO	32	30	50.8	54.5	28.6	28.4	28.6	27.9
ASIAN	1	2	2.5	1.0	3.5	3.5	2.5	2.5
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER					0.1		0.1	0.1
AMERICAN INDIAN OR ALASKA NATIVE					0.3	0.4	0.4	0.4
TWO OR MORE RACES	2	4	4.9	3.0	2.6	2.7	3.0	3.0
DISABLED		4	3.3	2.0	12.1	12.2	13.2	13.7
ECONOMICALLY DISADVANTAGED	14	20	27.9	30.7	57.1	54.5	57.6	56.0
ELL	14	17	25.4	34.7	13.4	13.6	11.9	11.7
MIGRANT						0.1	0.5	0.5
FEMALE	58		47.5	56.4	48.4	48.5	48.7	48.8
MALE		64	52.5	43.6	51.6	51.5	51.4	51.3
TOTAL	122		100.0	100.0	100.0	100.0	100.0	100.0

6/6/12

Kidz Choice Charter School 2012

Charter School Renewal
(5409)

ENROLMENT PROCESS

The school implements enrollment procedures as defined in the school's contract and in compliance with the applicable law



Renewal Application 2012

Kidz Choice Charter School

Registration Process Information provided for Registrar

Once a student is accepted to the charter school, registration materials must be completed and kept in a folder separate from the student's cumulative folder. If a student withdraws from the charter school, only the student's cumulative record should follow the student to another in-district school. The registration information should remain at the school. Original cumulative records may not be sent to private schools or schools out of the district. A copy of the cumulative record contents may be sent at the parent's request.

Step 1: Required Registration Forms:

1. **School Registration Form:** This form contains all personal and family information for the student. This form should be placed at the front of the student file.
2. **Record Request Form Completed:** A copy of this form should be made and placed in a binder, alphabetically by grade level. The original should be sent to the student's previous school to request the cumulative record. When the cumulative record arrives, the copy of the Student Record Request in the binder should be marked as received and folded in half. This copy must remain in the binder. If the cumulative folder information is not provided within a reasonable time period, an additional copy of the Student Record Request should be made, marked second notice and sent to the student's previous school.
3. **Emergency Card:** The Emergency card must be completed by the parent/guardian. The completed cards must be kept in a separate file box that is easily removed from the school in the event of an emergency. The information contained on the Emergency Card is confidential and should be kept in a safe place. Only those persons listed on the Emergency Card may pick up a student from the school. In the event a parent/guardian calls the school for the student to be released to someone other than those listed on the card, some schools state that the parent must provide a written note with their driver's license attached via fax. You may wish to use the same policy. Under no other circumstances should a child be released from school to someone other than those listed on the card.

Authorization for Medication: The Authorization for Medication is valid only for the current school year. A separate form must be on file for each prescription or non-prescription medication. The form must be kept in a confidential notebook with a spreadsheet showing the dates and times the medication was distributed. Medical treatment which consists of medication is the responsibility of the parent and the family physician and should rarely be given by school personnel. The only exception is when it is deemed necessary by the family physician and parent that medication be administered during school hours. This form should only be completed in the event a

student must take medication while at school. Each school should have at least two employees trained in the administration of medication to students. No other employee may give medication to a student. When medications must be administered during the school day, the medication must be delivered to the Administrative Assistant/School Nurse in the original container, properly labeled by the pharmacy or physician, stating the name of the student, the medication, the dosage, and current date. Prior to administering the medication, the physician and parent must complete and sign the Authorization for Medication form. This form, with signatures of both the physician and the parent, must also be on file before administering routine over-the-counter medications to students. Parents and family physicians are encouraged to work out a schedule of giving medication outside of school hours. Medications include all over the counter medications and bronchial inhalers. The school will not accept any medication containing aspirin, such as children's aspirin, Pepto-Bismol, or headache medications such as Excedrin and its generic, unless there is a written physician's authorization. The school will not accept any non-FDA approved medication without written physician's authorization. There may be situations where medication may not be administered at school.

Prescription Medications:

The prescription bottle information must match the information on the Medical Authorization form. The medicine prescribed for the student shall come in the original container and shall be labeled with the following information:

The student's name (If there is a name discrepancy, the parent/guardian must list on permission form)

- Name of health care provider and phone number
- Name of medication
- Issue date of the medication
- Expiration date
- Dosage to be given
- Route of the medication (by mouth, etc.)
- How often to give medication and duration of administration of the medication (i.e. for 10 days)
- Specific recommendations such as with or without food and any precautions such as "May cause drowsiness".
- A beginning and ending date for administration of the medication (if applies to entire school year indicate dates of the school year, i.e. begin date medicine brought to school and the end of the school year).
- Storage requirements

Non-prescription Medication:

Students requiring over-the-counter (OTC) medicine for a temporary medical condition (i.e. cough and cold medicines, pain relievers, allergy medicines, skin conditions, etc.) do not need a written health care provider order for the first five (5) days of medicine administration, although the Medication Permission Form must still be completed by the parent/guardian.

Dosage shall not exceed recommended amount printed on the container and/or package without a health care provider's written order.

When the five (5) day window expires for parent-approved over-the-counter medication, a written health care provider's authorization is necessary in order for the medication to be continued. A parent may not "renew" the medication for another five (5) days.

After five (5) days, the over-the-counter medication becomes a prescribed medication authorized by the health care provider. Only written and signed prescriptions will be accepted as valid medication orders.

5. Parent Contract:

This document outline the obligation of parents who choose to send their child to the charter school. A signed original should remain in the student's registration file.

6. Student Contract:

This document outlines the obligation of the student. A signed original should remain in the student's registration file.

7. Technology Policy:

Administrators, teachers, library media specialists, and students must monitor the use of technologies for grade-level and content appropriateness, ethics, and safety. Schools are required to establish guidelines for appropriate technology use. By definition, an Acceptable Use Policy is a written agreement signed by students and their parents/guardians. It outlines the terms and conditions for using technology-based devices maintained by schools on school property.

8. Photo and Video Release:

This document must be signed by the parent/guardian in order for student photographs to be published in a school document or for public distribution. Written parental permission is required for publish an identifiable student information, photos, names, and work.

9. Home Language Survey:

The Civil Rights Act of 1964 Title VI, Language Minority Compliance Procedures, requires school districts/charter schools to identify Limited English proficient (LEP) students. The Home Language Survey is to be included as part of the student registration packet for enrollment, and serves as the document that will determine a student's status as language minority.

If a language other than English is indicated for any of the questions, the student is considered to be a language minority student. Once this determination has been made, the following must occur:

- Upon identification as language minority on the Home Language Survey, the formal English proficiency assessment test must be administered. Each spring, all ELL students must participate in an English proficiency assessment.
- Newly-enrolling students must be assessed for identification as ELL within thirty (30) days of enrollment at the beginning of the school year or within two (2) weeks during the school year.
- The results of the proficiency test will correlate to a level (1-5) of English proficiency, and may be used to measure annual growth.

10. Student Disclosure Form:

Parents must complete this form to remain in the student's registration file.

11. **Special Education Program Information:**

This form is necessary to insure appropriate placement for ESE students. There may be certain situations when the charter school is not the appropriate placement in the least restrictive environment. The school's ESE Specialist must review each Individual Education Plan (IEP) or Section 504 Plan prior to acceptance.

Step 2: Health Record and Immunizations

All new students entering the charter school for the first time must have a completed Florida Certificate of Immunization (DOH 680) appropriate for their grade level.

All new students entering the charter school for the first time must have a school health examination certificate signed by a licensed examiner (certificate must have been issued within 12 months prior to enrollment/registration). The Florida Certificate of Immunization must be completed by the student's medical doctor or the local health clinic, a chiropractor is not acceptable.

Step 3: Proof of Age and Residency

The parent/guardian must present one of the following items: utility bill for power, water, cable, sewer or land-based telephone (not cellular); rental agreement or lease; closing document; County tax statement with a homestead exemption. The item must be recent and contain the name of the parent/guardian and service address on it.

Step 4: Academic Records

Parent/guardian must provide a copy of the student's academic information as follows.

The charter school will request the "official" records from the student's previous school. Since these records often do not arrive at the school until weeks after the start of school the student's most recent report card (for students entering grades 1-12), if available, including the school's address and phone number must be submitted. This is particularly true if the student is transferring from out of the state, out of county or attending from a private school.

The parent/guardian must provide the following:

1. Copy of most recent report card.
2. Copy of any standardized testing results including FCAT.
3. Copy of IEP (if the student is ESE)
4. Copy of 504 Plan (if student previously received accommodations resulting from a Section 504 Plan).

Step 5: Address and Emergency Contact Changes

In order for students to be happy and successful at school, parent/guardians are required to provide up-to-date contact information in the event a concern or emergency arises.

Kidz Choice Charter School

9063 Taft Street

Pembroke Pines, Florida 33024

Phone: (954) 673-0698 Fax: (954) 450-6482

Website: www.kidzchoicecharter.com

Items Needed for Registration

IF TRANSFERRING FROM A BROWARD COUNTY PUBLIC OR CHARTER SCHOOL

1. School Registration Packet (completed)
2. Copy of most recent report card

IF TRANSFERRING FROM A PRIVATE OR OUT OF COUNTY SCHOOL

1. School Registration form (completed)
2. Records Request (completed)
3. Copy of Birth Certificate
4. Original (Blue) Health Immunization Form 680
5. Original (Gold) Physical Form (within the year)
6. Copy of most recent report card
7. Proof of address (must have two forms: deed, lease, utility bill, etc.)

FOR SCHOOL USE ONLY

1. _____ School Registration Form Completed
2. _____ Record Request Form Completed
3. _____ Emergency Card Completed
4. _____ Authorization for Medication Completed
5. _____ Parent Contract Signed
6. _____ Student Contract Signed
7. _____ Technology Policy Signed
8. _____ Photo and Video Release Signed
9. _____ Home Language Survey Completed
10. _____ Student Disclosure Form Completed
11. _____ Special Education Program Information Completed

NOTES: _____

Kidz Choice Charter School

9063 Taft Street

Pembroke Pines, Florida 33024

Phone: (954) 641-9386 Fax: (954) 704-8404

Website: www.kidzchoicecharter.com

Student Registration Procedures

Please complete the attached forms and return via mail at:

Kidz Choice Charter School; 9063 Taft Street; Pembroke Pines, Florida 33024

Please note that all forms must be completed and returned to the school. No faxes will be accepted.

Step 1: REGISTRATION

Please complete all of the attached student registration forms using ink (please print clearly):

- Student Registration Form (Please complete all blanks front and back)
- Student Records Request (Please sign and date where requested. This form must be completed in order for the school to request records.)
- Emergency Information Card (Please complete all blanks.)
- Authorization for Medication (use only if student is taking medication upon entry to school, not all medication deliveries may be facilitated at school)
- Parent Contract (Please sign and date)
- Student Contract (Parent and student must sign)
- Technology Acceptable Use Policy
- Photo and Video Release
- Home Language Survey (Must be completed by all families)
- Student Disclosure Form
- Special Education Program Information (If your child currently has an IEP or Section 504 Plan, you must meet with the school's ESE Specialist to determine program needs prior to acceptance. In the event the IEP or Section 504 Plan is not disclosed, the student's status in the school may be jeopardized.)

Step 2:

IMMUNIZATIONS

Provide an Original Certificate of Immunization – HRS Blue Form 680 containing:
Kindergarten – Grade 5:

1. DTP (diphtheria, pertussis, tetanus) - 5 doses
2. Polio - 4 doses. A fifth dose of poliovirus vaccine is required if the fourth dose was administered prior to the fourth birthday.
3. MMR (measles, mumps, rubella) - 2 doses
4. Kindergarten students and all new students are required to have received the **Hepatitis B** (Series of three shots, grade K – 4) **Chicken Pox** (or verification of having previously had Chicken Pox).
5. Pneumococcal Conjugate- required ages 0-24 months.
6. Meningococcal Vaccine is recommended but not required.
7. Proof of a Physical Examination within the 12 months preceding the start date of school (gold form). Physical exams can be obtained free of charge at your local health clinic or possibly upon payment of a fee, from your doctor.
8. The Florida Certificate of Immunization must be completed by your child's medical doctor or the local health clinic, a **chiropractor is not acceptable**.
All new entries must also have TB Clinical Screening, PPD, or Chest X-ray.

Step 3:

PROOF OF RESIDENCY AND AGE

Provide a copy of the following to establish legal residency and the student's proof of age.

1. Parents may establish proof of residency by providing a minimum of two forms of residency verification from the following acceptable forms (the parents/guardian name must appear on the items):
 - a. electric bill
 - b. telephone bill
 - c. voter registration card
 - d. rental contract, mortgage contract, or property tax bill
 - e. notarized statement
2. Copy of social security card (not mandatory).
3. Verification of date of birth (copy of birth certificate is acceptable).

Step 4:

ACADEMIC RECORDS

Provide a copy of the student's academic information as follows:

Kidz Choice Charter School will request the "official" records from your child's previous school. However, these records often do not arrive at our school until weeks after the start of school. This is particularly true if the student is transferring from out of the state, out of county or attending from a private school. Therefore, please provide the following records for your student:

1. Copy of most recent report card,
2. Copy of any standardized testing results including FCAT.
3. Copy of IEP (if the student is ESE)
4. Copy of 504 Plan (if student previously received accommodations resulting from a Section 504 Plan).

Step 5:

ADDRESS AND EMERGENCY CONTACT CHANGES

Please note that it is the responsibility of the parent or guardian of record to contact the school immediately upon any change to residential address, home and business telephone numbers and most importantly to any changes in Emergency Contact Information. Please contact the school registrar to make any changes to the student's contact information.

**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
STUDENT REGISTRATION FORM**

Only the parent (F.S. 1000.21(5)) who registers the student (i.e., completes this form), or others identified below, may withdraw the student from his/her current school, unless there is documentation of extenuating circumstances indicating otherwise. If the information below changes, it is the parent's responsibility to notify the school within 10 school days. For questions 6 and 7, please read the attached instructions.

1. Student (Legal Name) _____
Last First Middle

2. Address _____ Bldg. _____ Apt. _____ City _____ Zip Code _____

3. Home Phone _____ Cell Phone _____ Email _____

4. Florida School I.D. _____ 5. Student S.S.N. _____ (F.S. 1008.386 requires SBBC to request this information for the student's permanent record)

6. Ethnicity: Is the student of Hispanic, Latino or Spanish origin? Yes _____ No _____

7. Race: W _____ B _____ A _____ AM/IND _____ HAW/PI _____
(White) (Black or African American) (Asian) (American Indian/Alaskan Native) (Native Hawaiian/other Pacific Islander)

8. Sex: Male _____ Female _____ 9. Current Grade Level _____ 10. Birth Date _____ / _____ / _____ Verified with _____

11. Birthplace: City _____ State or Country _____ 12. Date of Entry into U.S. _____ / _____ / _____

12. Has the student previously attended at:

- * Broward Public School? Yes _____ No _____ If yes, School _____
- * Florida Public School? Yes _____ No _____ If yes, School _____ County _____
- * Outside of Florida? Yes _____ No _____ If yes, School _____ City _____
Country _____ Check One: Public _____ Private _____ Other _____

13. Has the student ever been:

- * Retained (repeated a grade)? Yes _____ No _____ Grade (s) _____
- * in a Home Education Program? Yes _____ No _____ If yes, name of county/state/country _____
Dates of attendance: From _____ / _____ / _____ To _____ / _____ / _____
- * in Exceptional Student Education (ESE)? Yes _____ No _____ Program _____
- * in a Magnet Program? Yes _____ No _____ If yes, name of Magnet Program _____
- * expelled from school? Yes _____ No _____ convicted of a felony? Yes _____ No _____

14. Is a language other than English used in the home? Yes _____ No _____ If yes, language used: _____
Would you like to receive information sent home in this language? Yes _____ No _____

15. Does the student have a first language other than English? Yes _____ No _____

16. Does the student most frequently speak a language other than English? Yes _____ No _____ If yes, language spoken: _____
Based on your answers to these questions, your child may be assessed for the ESOL program.

17. Student lives with: Both Parents _____ Father _____ Mother _____ Other (relationship to student) _____

18. Marital Status of parents: (optional) Married _____ Divorced _____ Separated _____ Widow(er) _____ Other _____

The above information is correct and complete to the best of my knowledge. In the event of a change of name, address, or phone, I will notify school staff within ten (10) days. I understand that students whose parents are found, after appropriate investigation, to have submitted fraudulent information in an effort to enroll a student in a school to which the student is not assigned shall be immediately withdrawn by the school and the parent must enroll the student in the appropriate boundaried school. I have read the above information (according to School Board Policy 5.1) and understand that if I provide false information, I will be reported to the State's Attorney's Office.

Parent Signature _____ Date: _____

If yes, print names here _____

FOR SCHOOL USE ONLY:

Enrollment Date _____ / _____ / _____ Proof of Residence _____ Review Dates * _____ / _____ / _____

Statement of Bonafide Residence Form Provided Temporary Custody Reassignment (must enter code)

ELL ELL Codes (Circle One) LY LF LZ ZZ

Health Exam Certificate (for students entering a Florida school for the first time, a health exam must be done within one (1) year prior to the day of registration)

Florida Certificate of Immunization (680) Form Overall Immunization Status _____

Temporary Exemption (if checked, enter expiration date: _____ / _____ / _____) Medical Exemption Religious Exemption

Registrar: _____ Date: _____ / _____ / _____

Copies given to: Registrar Guidance DPC Other (specify) _____

* Registration information must be reviewed and confirmed for accuracy whenever a student changes schools or moves from elementary to middle school or middle to high school. The date(s) of review should be reflected here.

School Name _____ Teacher _____ Current Grade _____ Enrollment Date _____

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Kidz Choice Charter School Student Application

Please read the following carefully before completing application

Do not submit more than one application per child. Duplicate applications will not be processed.
Do not submit an application for a child who is not age eligible. These applications will not be processed.
Applicants for Kindergarten must be 5 years old on or before September 1, 2012.
All applicants will be notified by mail of their acceptance.
Applications must be mailed to the following address:

Kidz Choice Charter School
9063 Taft Street
Pembroke Pines, Florida 33024
Attn: Lily Swanson, Director

Ph: (954) 673-0698 Fax: (954) 450-6482

Student will enter grade: K ___ 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ August 2012

Note: Please check one. This application is eligible for the grade applied for only. A comprehensive application will be provided at registration.

Student Information:

Student Name: _____
Last First Middle
Social Security Number: _____ M: ___ F: ___ Race: _____
Optional
Date of Birth: ___/___/___ Language spoken in the home: _____

Please check all that apply:

___ Student is receiving special instruction/services as a result of an IEP.
(If the student currently has an IEP, you must meet with the school's ESE Specialist to determine program needs prior to acceptance. In the event the IEP is not disclosed, the student status in the school may be jeopardized.)

___ Current education plan is modified according to Section 504 Plan

___ Student requires instruction for ESOL (English Speakers of Other Languages)

Parent/Legal Guardian Information:

Parent/Guardian _____ e-mail _____
Address: _____ City _____ Zip _____
Home Phone: _____ Work Phone: _____ Cell: _____

Name Previous School Attended: _____

School Address: _____

Kidz Choice Charter School
Student Registration Form
2012-2013

School Use Only

Enrollment Date _____
 Address Verification Birth Certificate Language Survey LEP
 Custody Verification Immunizations Medically Exempt
 Custody Alert Physical 2 Proofs of Residence

Student Information

Date ____/____/____ Grade Level _____ Age _____ Male _____ Female _____

Student Legal Name _____
Last _____ First _____ Middle _____

Social Security # _____ FL Student ID # _____

Address _____ Apt# _____

City _____ Zip Code _____ Home Phone _____

Date of Birth ____/____/____ Birthplace _____ State _____ Country _____

Race _____ WNH – White, Non Hispanic, _____ H – Hispanic,
 _____ BNH – Black, Non Hispanic, _____ A/PI – Asian/Pacific Islander,
 _____ AM/IND – American Indian, _____ M – Multiracial

Student Lives With: Both Parents Father Mother Other _____

Marital Status of Parents: Married Divorced Separated Widow(er)

Parent Information

Person Enrolling Student: Parent Guardian (notarized letter) (Court Order)

Mother's Name: _____ Address _____
(if different from above)

Telephone _____ Cell _____ Email _____

Place of Business _____ Occupation _____ Fax _____

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Father's Name: _____ Address _____
(If different from above)

Telephone _____ Cell _____ Email _____

Place of Business _____ Occupation _____ Fax _____

Legal Guardian _____ Address _____
(If different from above)

Telephone _____ Cell _____ Email _____

Place of Business _____ Occupation _____ Fax _____

Emergency Information, Contacts (Other than Parents/Guardians) and Telephone Numbers:

Student may be released to Both Parents Mother Father Guardian/Other
If we are unable to contact parents or legal guardians, it is important that we have another reference (local relatives, friends). Please list below two persons to whom your child may be released.

Name	Relationship	Home	Work	Cell
------	--------------	------	------	------

Name	Relationship	Home	Work	Cell
------	--------------	------	------	------

In case of an emergency, 911 will be called and student will be taken to the nearest hospital.

In the event I cannot be contacted, I authorize the appropriate school official to take the steps necessary to seek emergency medical attention.

Parent/Guardian Signature _____

Please list any medications that the student is currently taking: _____

Family Physician: _____ Phone number: _____

Previous School Information

Last school attended _____ Withdrawal date: ____/____/____

Was this a private school? Yes No

Telephone _____ Address _____ City/State/Zip _____

Student previously attended a Broward County School? Yes No

If yes, School and Grade _____

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Has the student ever been retained? Yes No If yes, grade level(s) _____

Has student ever been expelled from school? Yes No

Exceptional Student Education Yes No If yes, program _____

Other programs or interventions _____

To the best of my knowledge, the above information is correct and complete. In the event of a change of address, phone number, name, etc., I will notify the school immediately.

Parent/Guardian Signature _____ Date ____/____/____

Staff Member Registering Student _____ Date ____/____/____

The Family Educational Rights and Privacy Act (FERPA) was amended by Congress in the No Child Left Behind Act of 2001 (NCLB). The amendment to FERPA included information and rules regarding access to student academic records and the transfer of school disciplinary records.

Section 1002.22(2)(c), Florida Statutes, defines records as official records directly related to students that are created, maintained, and used by public educational institutions. Materials that are considered as part of a student's record include, but are not limited to, verified reports of serious or recurrent behavior patterns. Additionally, as indicated in section 1002.22(3)(d)(1), Florida Statutes, student records may be forwarded to the school to which the student intends to transfer without parental consent.

In addition, section 1006.07(1)(b), Florida Statutes (District school board duties relating to student discipline and school safety), requires each district school board to adopt rules that require each student at initial registration for school enrollment in the district to report any previous school expulsions, arrests resulting in a charge, and juvenile justice actions the student has had. This section also provides authority for the receiving school board to waive or honor the final order of expulsion or dismissal of a student by any in-state or out-of-state public district school board or private school for an act that would have been grounds for expulsion according to the receiving district school board's code of student conduct.

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**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
STUDENT REGISTRATION FORM**

Only the parent (F.S. 1000.21(5)) who registers the student (i.e., completes this form), or others identified below, may withdraw the student from his/her current school, unless there is documentation of extenuating circumstances indicating otherwise. If the information below changes, it is the parent's responsibility to notify the school within 10 school days. For questions 6 and 7, please read the attached instructions.

1. Student (Legal Name) _____
List First Middle

2. Address _____ Bldg. _____ Apt. _____ City _____ Zip Code _____

3. Home Phone _____ Cell Phone _____ Email _____

4. Florida School I.D. _____ 5. Student S.S.N. _____ (F.S. 1008.386 requires SBBC to request this information for the student's permanent record)

6. Ethnicity: Is the student of Hispanic, Latino or Spanish origin? Yes _____ No _____

7. Race: W _____ B _____ A _____ AM/IND _____ HAW/PI _____
(White) (Black or African American) (Asian) (American Indian/Alaskan Native) (Native Hawaiian/other Pacific Islander)

8. Sex: Male _____ Female _____ 9. Current Grade Level _____ 10. Birth Date _____ / _____ / _____ Verified with _____

11. Birthplace: City _____ State or Country _____ (2. Date of Entry into U.S. _____ / _____ / _____)

12. Has the student previously attended a:
 * Broward Public School? Yes _____ No _____ If yes, School _____
 * Florida Public School? Yes _____ No _____ If yes, School _____ County _____
 * Outside of Florida? Yes _____ No _____ If yes, School _____ City _____
Country _____ Check One: Public _____ Private _____ Other _____

13. Has the student ever been:
 * Retained (repeated a grade)? Yes _____ No _____ Grade (s) _____
 * in a Home Education Program? Yes _____ No _____ If yes, name of county/state/country _____
Dates of attendance: From _____ / _____ / _____ To _____ / _____ / _____
 * in Exceptional Student Education (ESE)? Yes _____ No _____ Program _____
 * in a Magnet Program? Yes _____ No _____ If yes, name of Magnet Program _____
 * expelled from school? Yes _____ No _____ convicted of a felony? Yes _____ No _____

14. Is a language other than English used in the home? Yes _____ No _____ If yes, language used: _____
Would you like to receive information sent home in this language? Yes _____ No _____

15. Does the student have a first language other than English? Yes _____ No _____

16. Does the student most frequently speak a language other than English? Yes _____ No _____ If yes, language spoken: _____
Based on your answers to these questions, your child may be assessed for the ESOL program.

17. Student lives with: Both Parents _____ Father _____ Mother _____ Other (relationship to student) _____

18. Marital Status of parents: (optional) Married _____ Divorced _____ Separated _____ Widow(er) _____ Other _____

The above information is correct and complete to the best of my knowledge. In the event of a change of name, address, or phone, I will notify school staff within ten (10) days. I understand that students whose parents are found, after appropriate investigation, to have submitted fraudulent information in an effort to enroll a student in a school to which the student is not assigned shall be immediately withdrawn by the school and the parent must enroll the student in the appropriate boundaried school. I have read the above information (according to School Board Policy 5.1) and understand that if I provide false information, I will be reported to the State's Attorney's Office.

Parent Signature _____ Date: _____

If yes, print names here _____

FOR SCHOOL USE ONLY:

Enrollment Date _____ / _____ / _____	Proof of Residence _____	Review Dates * _____ / _____ / _____
<input type="checkbox"/> Statement of Bonafide Residence Form Provided <input type="checkbox"/> Temporary Custody <input type="checkbox"/> Reassignment (must enter code)		
<input type="checkbox"/> BLL <input type="checkbox"/> LL Codes (Circle One) LY LF LZ ZZ		
<input type="checkbox"/> Health Exam Certificate (for students entering a Florida school for the first time, a health exam must be done within one (1) year prior to the day of registration)		
<input type="checkbox"/> Florida Certificate of Immunization (680) Form Overall Immunization Status _____		
<input type="checkbox"/> Temporary Exemption (if checked, enter expiration date: _____ / _____ / _____) <input type="checkbox"/> Medical Exemption <input type="checkbox"/> Religious Exemption		
Registrar: _____	Date: _____ / _____ / _____	

Copies given to: Registrar Guidance DPC Other (specify) _____

* Registration information must be reviewed and confirmed for accuracy whenever a student changes schools or moves from elementary to middle school or middle to high school. The date(s) of review should be reflected here.

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Kidz Choice Charter School

9063 Taft Street

Pembroke Pines, Florida 33024

Phone: (954) 641-9386 Fax: (954) 704-8404

Website: www.kidzchoicecharterschool.com

STUDENT RECORDS REQUEST

Date: _____

Last School Attended: _____

Address of School: _____

Phone Number: _____ Fax: _____

Name of Home School: _____

(The public school the student would attend based on the current home address)

PLEASE SEND A TRANSCRIPT OF THE OFFICIAL RECORDS FOR:

(Name of Student) (Grade) (Date of Birth) (Date Last Attended)

PLEASE INCLUDE: Cumulative Record containing:

- ✓ All credits earned
- ✓ Test scores
- ✓ Health Records { Immunization (HRS Form 680) and Physical }
- ✓ Brief explanation of grading system
- ✓ Current grades at time of withdrawal
- ✓ Exceptional Education Records

I hereby give permission for the above named school to release all student records as requested herein to facilitate the enrollment of my child at Kidz Choice Charter School.

Signature of Parent/Guardian _____ Date _____

Thank you in advance for your prompt attention to this request.

Registrar, Kidz Choice Charter School

Kidz Choice Charter School

Authorization for Medication

Date: _____

Student Name: Last, First, Middle _____

Date of Birth _____

Grade _____

MEDICATION TREATMENT PLAN TO BE COMPLETED BY PHYSICIAN

Diagnosis: _____

Medication, Dosage, Specific Times and Direction for Administration: _____

Note: Medication must be supplied in the original prescription container. Ask the pharmacist to divide the prescription in two completely labeled containers, one for home and one for school.

Side Effects/Special Instructions: _____

Note to Physicians: Please complete the treatment plan on the back of this form for students who require any special health procedures during school hours (e.g. inhalers, nebulizer treatments, glucose testing, etc.)

Printed Name of Physician _____

Physician's Signature _____

Physician's Phone Number _____

Physician's Fax Number _____

PARENTAL PERMISSION

I grant the principal or his/her designee the permission to assist in the administration of each prescribed medication/procedure to be provided during the school day, including when

Name of Student _____

is away from school property on official school business.

Signature of Parent _____

Date _____

Home Phone/Work Phone/Cell _____

Name of Student: _____

Grade: _____

TREATMENT FOR STUDENTS NEEDING HEALTH PROCEDURES DURING SCHOOL HOURS

Treatment Plan: _____

Special Procedures (List special procedures in which students have been trained; e.g. insulin administration, testing glucose, etc.): _____

Please list any limitations/precautionary measures that should be considered (e.g. physical education, outdoor activities, transporting, and lifting, special devices/equipment): _____

Please state any emergency precautions/health emergencies that should be anticipated for this student (e.g. allergy triggers, diabetic reactions, etc.) _____

What is the care plan for these identified emergencies? _____

Physician's Signature

Date

Kidz Choice Charter School

Parent Contract

2012-2013

Student Name: _____ **Grade:** _____

- Parents are to ensure that their child arrives on time. Students must be in their seats by the start of class as published in the Student Handbook. Any student arriving after this time will be issued a tardy slip. Students accumulating ten (10) unexcused tardies per school year will receive a referral for excessive tardiness. Continued tardiness may result in the student's loss of enrollment preference for the following school year or recommendation to attend a school that is more accessible.
- Parents are to contact the school office if their son/daughter (the student) is going to be absent. On the day the student returns to school, he/she must bring a note from the parent(s) explaining the reason for the absence, otherwise, the absence will be considered unexcused.
- The school believes that parents play an integral role in their child's educational and social life. For this reason, the school asks that a parent/guardian personally transport their child to and from school. Carpooling is permitted, as it too, positively contributes to the child's socio-educational life. If due to a verified hardship, a parent is unable to meet this requirement, the school will provide transportation according to the school's transportation plan.
- Parents are to ensure that their child is wearing the proper attire as stated in the Student Handbook. Students who arrive at school without the proper attire will be disciplined, as stated in the Student Handbook. Hoodies are not permitted at any time, unless provided by the school.
- Parents are expected to provide lunch each day for their child. The student may bring their lunch from home or purchase a lunch from the school.
- A student's parent/guardian must agree to volunteer a minimum of ten (10) hours per school year. All volunteer hours must be completed prior to the end of the school year.
- Parents agree to read and use the information sent home from the school so that they are informed of activities and academic opportunities provided by the school.
- Parents and students are required to read the Student Handbook and the Broward County Student Code of Conduct. The Handbook details the responsibilities that staff members, students and parents are expected to fulfill. If students do not meet these obligations, disciplinary action will be taken per the Code of Student Conduct.

I (We) understand that by not fulfilling my (our) contractual obligations to Kidz Choice Charter School, the student may be subject to disciplinary action.

Signature of Parent/Guardian _____ Date _____

Signature of Parent/Guardian _____ Date _____

Acknowledged By _____ Date _____
Principal/ Director

Kidz Choice Charter School

Student Contract

2012-2013

Whereas, I have made a personal decision to enroll as a student at KIDZ CHOICE CHARTER SCHOOL IN order to experience a unique educational opportunity; and

Whereas, I recognize that KIDZ CHOICE CHARTER SCHOOL is a public charter school of choice, not entitlement;

Therefore, as a student at KIDZ CHOICE CHARTER SCHOOL, my commitment is to abide by the following rules and regulations adopted by the Board of Directors:

- A. I understand that my behavior is a direct reflection of both my family and the School. As such, I will strive to honor both by exhibiting exemplary behavior at all times in all places.
- B. I will adhere by the school uniform dress code as outlined in the Parent/Student Handbook.
- C. I am responsible to deliver any and all announcements, messages, and reports to and from school.
- D. I am responsible for completing and turning in all class assignments and homework.
- E. I am responsible for taking care of all books and materials loaned to me by the school. I will replace anything that is misused or lost.
- F. I will demonstrate proper courtesy to faculty, staff, and other students at all times.
- G. I understand that I am a student with the Broward School System and I will abide by the rules contained in the Broward School District's Code of Student Conduct and the current edition of the school's Parent/Student Handbook.
- H. I will speak courteously to everyone I come in contact with.
- I. I will refrain from fighting and using inappropriate language.
- J. I will refrain from intimidating, harassing, or threatening others.
- K. I will exhibit the principles of good sportsmanship.

I understand that by not fulfilling my contractual obligations to Kidz Choice Charter School, this may result in my being suspended or withdrawn and referred to a regular district school or private school of my parent's choice. This policy is approved by Kidz Choice Charter School, Board of Directors and the School Board of Broward County.

Signature of Student _____ Date _____

Signature of Parent/Guardian _____ Date _____

Acknowledged By _____ Date _____
Principal/ Director

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Kidz Choice Charter School

Technology Acceptable Use Policy

2012-2013

*The information systems and Internet access available through the
KIDZ CHOICE CHARTER SCHOOL
are available to support learning, and to enhance instruction.*

Kidz Choice Charter School information systems are operated for the mutual benefit of all users. The use of technology at Kidz Choice Charter School is a privilege, not a right. Users should not do, or attempt to do, anything that might disrupt the operation of the network or equipment and/or interfere with the learning of other students or work of Kidz Choice Charter School employees. Kidz Choice Charter School network is connected to the Internet, a network of networks, which enables people to interact with millions of networks and computers.

The school reserves the right to restrict or terminate any user's access, without prior notice, if the user is suspected to be in violation of the acceptable use policy. The primary goal of any such action shall be to maintain computing availability and security for other users of the systems. Other disciplinary action may be imposed as stated in the Broward County Code of Student Conduct and Kidz Choice Charter School Parent/Student Handbook.

Respect for Property

- Students are prohibited from downloading and installing software on school computers without the express consent of the classroom teacher.
- Do not modify or rearrange keyboards, individual key caps, monitors, printers, or any other peripheral equipment.
- Report equipment problems immediately to the teacher.
- Leave workstations and peripherals in their designated places.

Respect for Others

- Use your assigned workstations as directed by the teacher.
- Log out of workstations after finishing.
- Students may not deliberately attempt to disrupt system performance or otherwise interfere with the work of other users.
- Leave equipment and labs in good condition for the next user or class.

Ethical Conduct for Users

Accounts on Kidz Choice Charter School network are considered private, although absolute security of any data cannot be guaranteed. It is the responsibility of the user to:

- Use only his or her account or password.
- Recognize and honor the intellectual property of others; comply with legal restrictions regarding plagiarism and the use and citation of information resources.
- Respect the privacy of others by not reading, modifying, removing, or otherwise tampering with files owned by other users.
- Restrict the use of Kidz Choice Charter School network and resources to the mission and function of the school system.

- Maintain the integrity of the school information system. Deliberate tampering or experimentation is not allowed; this includes the use of Kidz Choice Charter School network and resources to illicitly access, tamper with, or experiment with systems outside Kidz Choice Charter School

Inappropriate Use

- The use of Kidz Choice Charter School computing resources for any purpose other than that which has been expressly authorized by the teacher or adult in charge shall constitute an unacceptable use of technology.
- Do not use offensive, obscene, or harassing language when using any Kidz Choice Charter School network system.
- At no time shall campus technology be used in any manner that violates the privacy of others, jeopardizes the health or safety of students, is obscene or libelous, causes disruption of school activities, plagiarizes the work of others, is a commercial advertisement, or is not approved by the teacher or technology coordinator.
- Users will not change or delete files belonging to others.
- Real-time messaging and online chat may not be installed or used on the school network.
- Users are prohibited from accessing Internet sites that do not promote the instructional mission of Kidz Choice Charter School

DECLARATION OF UNDERSTANDING AND ADHERENCE

I understand that my son or daughter must adhere to the terms of this policy. I understand that access to or Kidz Choice Charter School network is a privilege that is intended for educational purposes. This privilege may be revoked for noncompliance with this acceptable use policy.

Print Parent Name

Parent Signature

Date

Print Student Name

Student Signature

Kidz Choice Charter School
Student Photo Release
2012-2013

I, _____ and my child _____, a student at
(Parent/guardian) (Student name)

Kidz Choice Charter School, do hereby give permission to Kidz Choice Charter School, to use my child's photograph or photographic image in official Kidz Choice Charter School business, including: Kidz Choice Charter School web sites; Kidz Choice Charter School newsletters, etc. I understand that photographic or video images will be used for news organizations and promotional purposes.

I hereby waive any right that I may have to inspect or approve the finished product in which a photographic or video image may be used including the advertising copy or other matter that may be used in connection therewith or the use to which it may be applied.

I hereby release, discharge, and agree to save harmless Kidz Choice Charter School, its officers, employees, attorneys, representatives, and all persons acting under its permission or authority or those for whom acting from any liability by virtue of any blurring, distortion, alteration, optical illusion, or use in composite form whether intentional or otherwise, that may occur or be produced in the taking of said picture or video or in any subsequent processing thereof, as well as any publication thereof, including without limitation any claims for libel or invasion of privacy.

This release contains the entire agreement between the parties and shall be binding upon and inure to benefits of the successors and assigns of the undersigned.

Signed this date ____ / ____ / ____

Student's Signature

Student's Printed Name

Parent's Signature

Home Language Survey
To be completed by parent or guardian

Student Name: _____ Student ID# _____

Date of Birth ____/____/____ Grade ____ Student Language _____

Parent Language _____ Date entered US ____/____/____

1. Is language other than English used in the home? Yes ____ No ____

2. Did the student have a first language other than English? Yes ____ No ____

3. Does the student most frequently speak a language other than English? Yes ____ No ____

If the answer is "YES" to any of these questions, the student must be tested for English proficiency.

School _____

Parent/Guardian Signature _____ Date ____/____/____

ENCUESTA SOBRE EL IDIOMA HABLADO EN EL HOGAR

Debe ser completado por el/la padre/madre o tutor/a

Nombre del Estudiante _____ No. De I. D. _____

Fecha de Nacimiento ____/____/____ Grado ____ Idioma del Estudiante _____

Lengua Paterna _____ Fecha de Entrada a los Estados Unidos: ____/____/____

1. ¿Usan en su casa algún otro idioma que no sea el inglés? Si ____ No ____

¿Tuvo el estudiante una lengua materna distinta al inglés? Si ____ No ____

3. ¿Habla el estudiante frecuentemente otro idioma que no sea el inglés? Si ____ No ____

Si responde "Si" a alguna de estas preguntas, el estudiante debe tomar un examen para saber cual es su conocimiento del inglés.

Escuela _____

Firma del Padre/Madre _____ Fecha ____/____/____

SONDAJ SOU KI LANG TIMOUN NAN PALE

Pou paran oubyen moun ki responsab timoun nan anpli

Non Elev la _____ No. I.D. Elèv La _____

Fèt li ____/____/____ Klas ____ Lang Elèv La _____

Lang paren Yo _____ Dat ou Antre U.S. ____/____/____

1. Eske yo sèvi ak yon lang ki pa Anglè lakay li? Wi ____ Non ____

2. Eske elèv la te genyen yon premye lang anvan Anglè? Wi ____ Non ____

3. Eske elèv la ebitye pale yon lang ki pa Anglè? Wi ____ Non ____

Si repons lan se "WI" pou nenpòt nan kesyon anba yo, elèv la dwe pran yon tès Anglè.

at (Parent) _____ (Child) _____

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Kidz Choice Charter School
Student Disclosure
2012-2013

Student's Name _____ I.D. # _____
(Please Print)

Date of Birth _____

Section 232.0205, Florida Statutes (1997), requires that any student seeking admission to a public school in the State of Florida will provide information at the time of initial registration:

1. Has student ever been expelled from any school, in or out of the State of Florida?

YES

NO

If the answer to question one (1) is YES, then list each and every instance for which the student was expelled.

2. Has the student ever been arrested where the arrest resulted in the student being formally charged?

YES

NO

If the answer to question two (2) is "YES", then list each and every arrest which resulted in a formal charge.

3. Has the student ever been involved as a party in a case before the Juvenile Justice System?

YES

NO

If the answer to question three (3) is "YES", then list each action taken by the Juvenile Justice System which involved the student.

Parent/Guardian's Name _____

Address _____

Signature (Parent/Guardian) _____ Date _____

Signature (Student) _____ Date _____

Kidz Choice Charter School
Special Education Program Information
2012-2013

Student's Name: _____ Student I.D. #: _____

School Previously Attended: _____

Grade Entering: _____ Date of Birth: _____

Please answer the following questions.

A. Has your child received special education services (ESE) through an exceptional student education plan or an Individual Education Plan (IEP)? YES NO

B. IS your child's educational program modified or does he/she receive modifications based on a Section 504 Plan? YES NO

C. Does your child receive speech or language services or is he/she eligible to receive speech or language services? YES NO

D. Are there other items of special interest that you wish to tell us about your child regarding specific programs that he/she has participated in? YES NO

Please Print Name of Parent/Guardian _____

Signature of Parent/Guardian _____ Date _____

(If your child currently has an IEP or Section 504 Plan you must meet with the school's ESE Specialist to determine program needs prior to acceptance. In the event the IEP or Section 504 Plan is not disclosed, the student's status in the school may be jeopardized.)

APPLICATION PROCESS

Our open enrollment/application period is February 1st through March 1st of each year. Please follow the steps below for accepting the applications of new students.

1. Each student wishing to attend the charter school must complete an application. Siblings must complete a separate application and should include the name of each sibling wishing to attend the school so that the students can be linked for lottery purposes.
2. New students applying during open enrollment, February 1 – March 1 will be eligible for the random lottery, in the grade levels where there are more applicants than seats available. The lottery will be held at the school. Parents may attend, but attendance is not mandatory.
3. Applications will be available in the school's front office and on-line
4. Each application received must be logged on the spreadsheet that will be provided. The required information includes student name, address, phone number, parent information and sibling information, etc. Application information is required for the Annual Charter School Accountability Report to be completed in the fall of each year.
5. Each application must be date-stamped and placed in a binder marked "New Applicants, 2012-2013" by grade level, alphabetically. This will be helpful when the registration process begins following the lottery.
6. All applications received after March 1st will not be eligible for the lottery and shall be placed on a waiting list following lottery participants. The applications must be date-stamped as well.
7. Those applicants who have remained on the waiting list for 2011-2012 school year must complete a new application between February 1 and March 1, 2012 for the 2012-2013 school year. The attached letter and application must be mailed to all waiting list applicants prior to the beginning of the Open Enrollment period to insure that they complete the information in a timely manner.
8. The last document is the information that will be placed on the school's website and will be available at the front desk.
9. Registration will be held after the lottery.

Kidz Choice Charter School 2011-2012 Student Application

Please read the following carefully before completing the application

Do not submit more than one application per child. Duplicate applications will not be processed.
Do not submit an application for a child who is not age eligible. These applications will not be processed.
Applicants for Kindergarten must be 5 years old on or before September 1, 2011.
All applicants will be notified by mail of their acceptance.
Applications may be completed on-line: www.kidzchoicecharter.com
Or mailed to the following: Kidz Choice Charter School; 9063 Taft Street; Pembroke Pines, Florida 33024
Or faxed to (954) 450-6482
Phone Number: (954) 673-0698

Student will enter grade: K 1 2 3 4 5 August 2011
Note: Please check one. This application is eligible for the grade applied for only.
A comprehensive application will be supplied at registration

Student Information:

Student Name: _____ M: _____ F: _____ Date of Birth: ____/____/____
Last First Middle

Student ID Number: _____

Name of Current School: _____

If not a Broward County School, please provide address: _____

Please check all that apply:

- Student is receiving special instruction/services as a result of an IEP/EP.
(If the student currently has an IEP/EP, you must meet with the school's ESE Specialist to determine program needs prior to acceptance.
In the event the IEP is not disclosed, the student's status in the school may be jeopardized)
- Current education plan is modified according to Section 504 Plan
- Student requires instruction for ESOL (English Speakers of Other Languages)

Parent/Legal Guardian Information:

Parent Guardian: _____ Email: _____
Last First MI

Address: _____
Street Apt# City Zip

Home Phone: _____ Work Phone: _____ Cell Phone: _____

Sibling Information:

Will a sibling of this applicant be applying to Kidz Choice for the 2011-2012 school year? Yes: _____ No: _____

If yes, please indicate the name and grade level for 2011-2012 below:

Sibling Name: _____ Grade level 2011-2012: _____
Last First Middle

Please note: A separate application must be completed for each student wishing to attend the school for 2011-2012.

To the best of my knowledge, the above information is accurate and complete. In the event of a change of address, phone number, name, etc.; I will notify the school.

Parent Signature: _____ Date ____/____/____

Submission of an Application Does Not Guarantee Admission
www.kidzchoicecharter.com

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If your child is currently on the waiting list for enrollment at Kidz Choice Charter School, we encourage you to reapply during our open enrollment period beginning February 1 through March 1, 2012. You must apply during this time period in order to be included in our lottery. Applications currently on file will not be rolled over for the 2012-2013 school year.

A letter will be sent to all families who are currently on the waiting list with an application. All applications received after March 1st will automatically be added to the waiting list after the lottery applicants.

Kidz Choice Charter School

9063-69 Taft Street
Pembroke Pines, FL 33024
Phone: 954-673-0698
Fax: 954-450-6482
www.kidzchoicecharter.com

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If your child is currently on the waiting list for enrollment at Kidz Choice Charter School, we encourage you to reapply during our open enrollment period beginning February 1 through March 1, 2013. You must apply during this time period in order to be included in our lottery. Applications currently on file will not be rolled over for the 2013-2014 school year.

A letter will be sent to all families who are currently on the waiting list with an application. All applications received after March 1st will automatically be added to the waiting list after the lottery applicants.

Kidz Choice Charter School

9063-69 Taft Street
Pembroke Pines, FL 33024
Phone: 954-673-0698
Fax: 954-450-6482
www.kidzchoicecharter.com

Kidz Choice Charter School

9063-69 Taft Street, Pembroke Pines, FL 33024 Ph: (954) 673-0698 Fax: (954) 450-6482

Date: _____

Dear Parent/Guardian:

Your child is currently on the waiting list for enrollment at Kidz Choice Charter School for the _____ school year. We are clearing the existing waiting list to prepare for our lottery, enrollment and registration for _____. Since we do not carry over the waiting list from year to year, we would like to encourage you to reapply during the time period of February 1st and March 1st. You must apply during this time period in order to be included in our lottery scheduled on or about _____.

All applications received after March 1st will automatically be added to the waiting list after the lottery applicants.

We thank you for your interest in Kidz Choice Charter School. An application has been included for your convenience. Applications can also be accessed on-line at www.kidzchoicecharter.com.

Sincerely,

Registrar
Kidz Choice Charter

Enclosure
Student Application

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Re-enrollment Process

Each year families must complete re-enrollment information for the next school year. Although they must not complete a new application for the returning student, the re-enrollment form is necessary for us to plan our lottery and the number of sections for each grade level we will offer.

Please follow the steps below for re-enrolling families each year.

1. Each teacher should be provided a manila envelope titled "Re-enrollment Information". The teacher's name and homeroom number should be included on the envelope. Teachers must place all returned documents in this envelope and send it to the office/registrar each day with their daily attendance. Please provide each teacher with a roster for their homeroom. Teachers must highlight the name of each student as they return the information. The roster must remain in the envelope during the re-enrollment period and must be returned to the office/register when the re-enrollment is complete. Please provide teachers with the appropriate instructions for completing this process.
2. Re-enrollment information will be mailed with the second quarter report card. This includes the re-enrollment letter, re-enrollment form and the bus transportation request form. Please provide the re-enrollment information for each student currently attending the school. **No other school information should be included in this mailing.**
3. Each re-enrollment form that is returned must be date-stamped, placed in a binder by grade level for upcoming school year and logged into a database, preferably the current master list. (This will be the master list for the school year.) The current master list must be accurate to insure the information collected is correct. On the master list, create a column titled "Re-enrollment Information Returned". The date the information is returned should be recorded here. The master list should be sorted by grade level.
4. Please contact those families who do not return the Re-enrollment Information by the due date, via phone call, to make sure the information was not lost or misplaced. Families should be given a very limited time frame to return the information; approximately 2 weeks prior to the lottery. If the forms are not returned promptly, the student will be required to reapply and will be subject to the lottery or waitlist.

5. Once the lottery is held, students will lose their spot and will be required to reapply and will be subject to the waitlist.
6. Students who have siblings planning to attend the school must complete a separate application for each sibling. The name of the student who is currently attending the school should be written at the top of the application, with the student ID number. A copy of the sibling's birth certificate must accompany each application to verify sibling status.
7. Siblings receive preference if there are seats available in required grade level.
8. During the re-enrollment period, applications should be given to employees to insure preferential status. The applications must be returned prior to February 1.

KIDZ CHOICE CHARTER ENROLLMENT
2012-2013 SCHOOL YEAR

Now is the time to re-enroll your child for the 2012-2013 school year. Returning students will be guaranteed admission upon timely return of the re-enrollment form that will be sent to currently attending students. Please complete the form and return it to the school no later than February 1, 2012. Returning students do not complete a new application.

If you do not receive the letter and enclosed form mailed on January 23, please contact the school.

Open enrollment for all new students begins February 1 and continues through March 1, 2012.

If the forms are not returned promptly the student will be required to reapply and will be subject to the lottery or waitlist.

KIDZ CHOICE CHARTER SCHOOL
2012-2013 RE-ENROMMENT FORM

Name of Student: _____

Student ID# _____ Current Grade Level _____

Please check the appropriate box(x) below:

_____ My child WILL be returning to Kidz Choice Charter School next year.

In addition, the4 following brothers/sisters will be new to the school and also plan to attend for the 2012-13 school year. **IMPORTANT – An application must be completed and returned prior to February 1 in order to guarantee their place, provided there are spaces available. A copy of their birth certificate must be attached to the application in order to verify sibling preference.**

Name: _____ Applying for grade _____

Name: _____ Applying for grade _____

Name: _____ Applying for grade _____

_____ My child WILL NOT be attending Kidz Choice Charter School for the 2012-2013 school year.

Please provide your reason for not returning: _____

Parent Signature _____ Date: _____

PLEASE RETURN THIS FORM TO THE SCHOOL BY FEBRUARY 1, 2012

THANK YOU IN ADVANCE FOR YOUR PROMPT RESPONSE

Kidz Choice Charter School 2012 Charter School Renewal (5409)

The school maintains a safe and secure environment



Renewal Application 2012

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA, IS COMMITTED TO PROTECTING ITS STUDENTS, EMPLOYEES, AND APPLICANTS FOR ADMISSION FROM BULLYING, HARASSMENT, OR DISCRIMINATION FOR ANY REASON AND OF ANY TYPE. THE SCHOOL BOARD BELIEVES THAT ALL STUDENTS AND EMPLOYEES ARE ENTITLED TO A SAFE, EQUITABLE, AND HARASSMENT-FREE SCHOOL EXPERIENCE. BULLYING, HARASSMENT, OR DISCRIMINATION WILL NOT BE TOLERATED AND SHALL BE JUST CAUSE FOR DISCIPLINARY ACTION. THIS POLICY SHALL BE INTERPRETED AND APPLIED CONSISTENTLY WITH ALL APPLICABLE STATE AND FEDERAL LAWS AND THE BOARD'S COLLECTIVE-BARGAINING AGREEMENTS. CONDUCT THAT CONSTITUTES BULLYING, HARASSMENT OR DISCRIMINATION, AS DEFINED HEREIN, IS PROHIBITED. POLICY 4001.1, *NONDISCRIMINATION STATEMENT POLICY*, ADDRESSES REQUIREMENTS FOR DISCRIMINATION AGAINST DEFINED FEDERAL, STATE, AND LOCAL PROTECTED CATEGORIES OF PERSONS.

IT IS ESSENTIAL THAT A BASIC UNIVERSAL PREVENTION CURRICULUM BE IN PLACE SO THAT EVERY SCHOOL WILL RECEIVE A FOUNDATION OF PREVENTION UPON WHICH TO BUILD A CULTURE OF HEALTH, WELLNESS, SAFETY, RESPECT AND EXCELLENCE.

The standards of this policy constitute a specific, focused, coordinated, integrated, culturally sensitive system of supports for all students, staff, families, and community agencies that will improve relations within each school. It is designed to ensure that every school has staff that have been trained and are supported in their school's efforts to provide awareness, intervention training, and instructional strategies on prevention, including violence prevention, to each staff, parent, and student in the District and to direct follow up when incidents are reported and/or occur.

I. Definitions

- A. "**Bullying**" means systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees. It is further defined as: unwanted purposeful written, verbal, nonverbal, or physical behavior, including but not limited to any threatening, insulting, or dehumanizing gesture, by an adult or student, that has the potential to create an intimidating, hostile, or offensive educational environment or cause long term damage; cause discomfort or humiliation; or unreasonably interfere with the individual's school performance or participation, is carried out repeatedly and is often characterized by an imbalance of power.

Bullying may involve, but is not limited to:

1. unwanted teasing
2. threatening
3. intimidating
4. stalking
5. cyberstalking
6. cyberbullying
7. physical violence
8. theft
9. sexual, religious, or racial harassment
10. public humiliation

11. destruction of school or personal property
12. social exclusion, including incitement and/or coercion
13. rumor or spreading of falsehoods

B. "**Harassment**" means any threatening, insulting, or dehumanizing gesture, use of technology, computer software, or written, verbal or physical conduct directed against a student or school employee that:

1. places a student or school employee in reasonable fear of harm to his or her person or damage to his or her property;
2. has the effect of substantially interfering with a student's educational performance, or employee's work performance, or either's opportunities, or benefits;
3. has the effect of substantially negatively impacting a student's or employee's emotional or mental well-being; or
4. has the effect of substantially disrupting the orderly operation of a school and/or school district work environment.

C. "**Cyberstalking**", as defined in Florida State Statute 784.048(d), means to engage in a course of conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication, directed at or about a specific person, causing substantial emotional distress to that person and serving no legitimate purpose.

D. "**Cyberbullying**" is defined as the willful and repeated harassment and intimidation of a person through the use of digital technologies, including, but not limited to, email, blogs, texting on cell phones, social websites (e.g., MySpace, Facebook, Twitter, etc.), chat rooms, "sexting", instant messaging, or video voyeurism.

*Note: Per F.S. 810.145, voyeurism, which may be utilized in cyberbullying, in and of itself, is a criminal offense.

E. "**Bullying**", "**Cyberbullying**", and/or "**Harassment**" also encompass:

1. retaliation against a student or school employee by another student or school employee for asserting or alleging an act of bullying, harassment, or discrimination.
2. retaliation also includes reporting a baseless act of bullying, harassment, or discrimination that is not made in good faith.
3. perpetuation of conduct listed in the definition of bullying, harassment, and/or discrimination by an individual or group with intent to demean, dehumanize, embarrass, or cause emotional or physical harm to a student or school employee by:

- a) incitement or coercion;
- b) accessing or knowingly and willingly causing or providing access to data or computer software through a computer, computer system, or computer network within the scope of the District school system; or
- c) acting in a manner that has an effect substantially similar to the effect of bullying, harassment, or discrimination.

F. "**Bullying**," "**Cyberbullying**," "**Harassment**," and "**Discrimination**" (hereinafter referred to as bullying, as defined in Section A, for the purpose of this Policy) also encompass, but are not limited to, unwanted harm towards a student or employee in

regard to their real or perceived: sex, race, color, religion, national origin, age, disability (physical, mental, or educational), marital status, socio-economic background, ancestry, ethnicity, gender, gender identity or expression, linguistic preference, political beliefs, sexual orientation, or social/family background or being viewed as different in its education programs or admissions to education programs and therefore prohibits bullying of any student or employee by any Board member, District employee, consultant, contractor, agent, visitor, volunteer, student, or other person in the school or outside the school at school-sponsored events, on school buses, and at training facilities or training programs sponsored by the District. For Federal requirements when these acts are against Federally identified protected categories, refer to Policy 4001.1.

- G. **"Accused"** is defined as any District employee, consultant, contractor, agent, visitor, volunteer, student, or other person in the school or outside the school at school-sponsored events, on school buses, and at training facilities or training programs sponsored by the District who is reported to have committed an act of bullying, whether formally or informally, verbally or in writing, of bullying.
- H. **"Complainant"** is defined as any District employee, consultant, contractor, agent, visitor, volunteer, student, or other person who formally or informally makes a report of bullying, orally or in writing.
- I. **"Victim"** is defined as any District employee, consultant, contractor, agent, visitor, volunteer, student, or other person in the school or outside the school at school sponsored events, on school buses and at training facilities or training programs sponsored by the District, who is reported to have been the target of an act of bullying during any educational program or activity conducted by SBBC.

II. Expectations: The Broward County School District expects students and employees to conduct themselves in keeping with their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students and school staff, the educational purpose underlying all school activities, and the care of school facilities and equipment.

- A. The School District prohibits the bullying of any student or school employee:
 - 1. during any educational program or activity conducted by SBBC;
 - 2. during any school-related or school-sponsored program or activity or on a SBBC school bus;
 - 3. through the use of any electronic device or data while on school grounds or on a SBBC school bus, computer software that is accessed through a computer, computer system, or computer network of the SBBC. The physical location or time of access of a computer-related incident cannot be raised as a defense in any disciplinary action initiated under this section.
 - 4. through threats using the above to be carried out on school grounds. This includes threats made outside of school hours, which are intended to be carried out during any school-related or school-sponsored program or activity, or on a SBBC school bus.
 - 5. while the District does not assume any liability for incidences that occur at a bus stop or en route to and from school, a student or witness may file a complaint following the same procedures for bullying against a student and the school will investigate and/or provide assistance and intervention as the principal/designee deems appropriate, which may include the use of the School Resource Officer. The

principal/designee shall use all District Reporting Systems to log all reports and interventions. However, if a student's ability to receive an education or a school's ability to provide an education is significantly impaired, as determined by the school district administration, disciplinary sanctions may be issued, see Section V. A. 1.a of this policy.

6. though an incident of alleged of bullying (cyberbullying or other) may occur off campus and may not entail threats of acts to occur during school hours, if a student's ability to receive an education or a school's ability to provide an education is significantly impaired, as determined by the school district administration, disciplinary sanctions may be issued.,
- B. All administrators, faculty, and staff, in collaboration with parents, students, and community members, will incorporate systemic methods for student and staff recognition through positive reinforcement for good conduct, self discipline, good citizenship, and academic success, as seen in the required school plan to address positive school culture and behavior (aka Discipline Plan).
 - C. Student rights shall be explained as outlined in this policy and in the Student Code of Conduct: Respect for Persons and Property.
 - D. Proper prevention and intervention steps shall be taken based on the level of severity of infraction as outlined in the Student Code of Conduct, the Discipline Matrix, and this Policy.

III. Stakeholder Responsibilities

- A. **Student Support Services' Office of Prevention:** Student Support Services professionals, in collaboration with other District departments, will collaborate with school based staff members, families, and community stakeholders to utilize this Policy and associated procedures to promote academic success, enhance resiliency, build developmental assets, and promote protective factors within each school by ensuring that each and every staff member and student is trained on violence prevention. These trainings will work to create a climate within each school and within the District that fosters the safety and respect of children and the belief that adults are there to protect and help them. Additionally, students and staff (including, but not limited to, school based employees, administrators, area/district personnel, counseling staff, bus drivers) will be given the skills, training, and tools needed to create the foundation for preventing, identifying, investigating, and intervening when issues of bullying arise.
- B. **Schools:** By August 2011, each school principal shall designate a Prevention Liaison who shall serve on existing teams that address acts of violence and school safety, e.g., threat assessment teams, SAFE Teams, and act as the Student Support Service's Office of Prevention contact. At minimum, this team should include staff members from administration, guidance, and instruction. These designees are the key school based personnel who will receive prevention training and assist in the dissemination of prevention methods, intervention, and curriculum, for bullying and other issues that impact the school culture and welfare of students and staff.
- C. **Community Resources:** Student Support Services professionals, in collaboration with other District departments, will train a wide range of community stakeholders, profit,

non-profit, School Resource Officers, and faith based agencies to provide the dissemination and support of violence prevention curriculums to students, their families and school staff. This collaboration will make effective use of available school district and community resources while ensuring seamless service delivery in which each and every school and student receives an equitable foundation of violence prevention.

- D. Evidence-Based Interventions and Curriculum:** Student Support Services' Office of Prevention staff members will serve as the coordinators and trainers of prevention for all designated school staff and outside agencies/community partners. Those trained in Prevention (e.g., Prevention Liaisons, Office of Prevention staff and Community Partners) will then collaborate as "violence prevention partners" to implement the evidence-based interventions and proven programs within each of their schools. Training will focus on prevention and evidence-based programs.
- E. Parent Participation and Partnership:** Student Support Services professionals, in collaboration with other District departments, will provide opportunities and encourage parents to participate in prevention efforts with their children in meaningful and relevant ways that address the academic, social, and health needs of their children. The District will offer parents and parent associations' trainings on violence prevention as well as knowledge of and/or opportunity to participate in any violence prevention initiatives currently taking place in their school via the District school website, Broward Education Communication Network (BECON), open houses, and parent/school newsletters. Training will provide resources and support for parents by linking them with internal supports as well as referral to community-based resources as needed.
- F. Evaluation of Service Effectiveness:** Evaluations to determine the effectiveness and efficiency of the services being provided will be conducted at least every three years and shall include data-based outcomes.
- G. Accountability:** The Superintendent, other district administrators, the Area Superintendents and their staffs, as well as school principals, share accountability for implementation of these student support services consistent with the standards of this policy. These administrators will take steps to assure that student support services are fully integrated with their instructional components at each school and are pursued with equal effort in policy and practice.

IV. Training for students, parents, teachers, area/district staff, school administrators, student support staff, counseling staff, bus drivers, School Resource Officers/Deputies, contractors and school volunteers on identifying, preventing, and responding to bullying will be conducted.

- A.** At the beginning of each school year, the school principal/designee and or appropriate area/district administrator shall provide awareness of this policy, as well as the process for reporting incidents, investigation and appeal, to students, school staff, parents, or other persons responsible for the welfare of a pupil through appropriate references in the Student Code of Conduct, Employee Handbooks, the school website, and/or through other reasonable means.

V. Disciplinary sanctions (consequences) and due processes for a person who commits an act of bullying under this policy.

- A. Concluding whether a particular action or incident constitutes a violation of this policy requires a determination based on all of the facts and surrounding circumstances, followed by the determination of disciplinary sanctions appropriate to the perpetrator's position within the District.
1. Consequences and appropriate interventions for students who commit acts of bullying may range from positive behavioral interventions up to, but not limited to suspension, as outlined in the Student Code of Conduct, the Discipline Matrix, and this Policy.
 - a. All steps necessary to protect the victim from further violations of this policy will be taken, and may include, but are not limited to, assignment of the perpetrator to a different school from that where the offense occurred. Only the Superintendent/designee may make such a reassignment. In such cases of reassignment, transportation will be provided by the District.
 2. Consequences and appropriate interventions for a school/district employee found to have committed an act of bullying will be instituted in accordance with District policies, procedures, and agreements (Policy 4.9, Employee Disciplinary Guidelines, Part I, Section b and Policy 2410, Workplace Violence, Rules) and the Education Professionals' Contract Agreement, Broward Teachers Union (BTU). Additionally, egregious acts of bullying by certified educators may result in a sanction against an educator's state issued certificate (Rule 6B-1.006 F.A.C.).
 3. Consequences and appropriate intervention for a visitor, volunteer, or parent/guardian found to have committed an act of bullying shall be determined by the school administrator after consideration of the nature and circumstances of the act, including reports to appropriate law enforcement officials.
 4. These same actions will apply to persons, whether they are students, school employees, parents/guardians, or visitors/volunteers/independent contractors, who are found to have made wrongful and intentional accusations of another as a means of bullying.

VI. Reporting an act of bullying

- A. At each school, the principal/designee is responsible for receiving oral or written complaints alleging violations of this policy, as with all infractions from the Student Code of Conduct.
- B. Students may report complaints of bullying to any school district employee, faculty or staff. All District employees, faculty and staff are required and must report, in writing, any allegations of bullying or violations of this Policy involving students to the principal/designee or appropriate area/district administrator. Failure to report will result in action(s) or discipline, consistent with the collective bargaining agreement provisions, up to and including termination of employment (SBBC Policy 2410, section 1). Any District faculty or staff who suspects adult-on-adult bullying is strongly encouraged to report any concerns.

- C. Any other members of the school community who have credible information that an act of bullying has taken place may file a report of bullying, whether a victim or witness.
- D. Any student (and/or the parent on that complainant's behalf if the complainant is a minor) who believes he/she is a victim of bullying (or any individual, including any student who has knowledge of any incident(s) involving bullying of students) is strongly encouraged to report the incident(s) in writing to a school official. Complaints should be filed as soon as possible after the alleged incident and noted on the specified data system, but must be filed within ninety (90) school days after the alleged incident (i.e., within 90 school days of the last act of alleged bullying). Failure on the part of the victim to initiate and/or follow up on the complaint within this period may result in the complaint being deemed abandoned. For protected categories covered under Policy 4001.1, a different timeline may apply.
- E. The principal of each school in the District shall establish, and prominently publicize to students, staff, volunteers, and parents, how a report of bullying may be filed and what actions may be taken.
- F. A school district employee, school volunteer, contractor, student, parent/guardian or other persons who promptly reports in good faith an act of bullying to the appropriate school official, and who makes this report in compliance with the procedures set forth in this District Policy, is immune from a cause of action for damages arising out of the reporting itself or any failure to remedy the reported incident. Submission of a good faith complaint or report of bullying will not affect the complainant or reporter's future employment, grades, learning or working environment, or work assignments within the SBBC.
- G. Administrators/principal/designee(s) shall document in writing and/or via the specified data system all complaints regarding bullying, as with all infractions of the Code of Student Conduct, to ensure that problems are appropriately addressed in a timely manner, whether the report is made verbally or in writing.
- H. Anonymous reports may be made utilizing the Broward County Public Schools Anonymous Bullying Report Form. This reporting form can be found on the School District's website www.browardschools.com (click on Special Investigative Unit; click on report anonymous tips), at each school's front office, or at each school's single point of entry Anonymous Reporting Box, or at each area/district/department site. Anonymous reports may be delivered to the school administration's front office, put in the school's Anonymous Reporting Box, or through the Special Investigative Unit (herein after to be referred to as SIU) via their internet website www.broward.k12.fl.us/siu/tips/ or Emergency/Silence Hurts Tipline at (754) 321-0911. Anyone wishing to file a bullying report can also make a report via email to school911@browardschools.com or via text message by texting 'SBBC' [space], plus the text message to CRIMES (274637). Administrators shall use the specified data system to log all reports and interventions. Formal disciplinary action may not be based solely on the basis of an anonymous report.

VII. Bullying Complaints and Resolution

- A. The investigation of a reported act of bullying of a student, school-based employee, parent/guardian or other persons providing service to the school is deemed to be a school-related activity and begins with a report of such an act.

- B.** The principal/designee and/or Investigative Designee shall document all complaints in writing and/or through the appropriate data system to ensure that problems are addressed in a timely manner. This process is to be followed with all anonymous complaints as well. Although this Policy encourages students to use the formal written complaint process, school officials "should investigate all complaints and reports of harassment, whether or not the complaint is in writing," as stated by the Office for Civil Rights in *Protecting Students from Harassment and Hate Crime: A Guide for Schools, Part II* (1999).
- C.** If the complaint is about the principal or an area/district's staff member's direct supervisor, then the Area Superintendent/Designee or appropriate district administrator shall be asked to address the complaint.
- D.** The trained Investigative Designee(s) will make the determination if a reported act of bullying or harassment falls within the scope of the District.
1. If it is within the scope of the District, move to Procedures for Investigating Bullying and/or Harassment as outlined below.
 2. If it is outside the scope of the District, and determined an alleged criminal act, refer to appropriate law enforcement, provide any applicable interventions, and document according to Policy.
 3. If it is outside the scope of the District, and determined not a criminal act, inform parents/guardians of all students involved, provide appropriate interventions and document according to Policy.
- E.** Informal Resolution - where the administrator, along with the alleged victim and the accused/student, may agree to informally resolve the complaint. Documented interviews of the victim, alleged perpetrator, and witnesses are conducted privately separately, and are confidential. Each individual (victim, alleged perpetrator and witnesses) will be interviewed separately, and at no time will the alleged perpetrator and victim be interviewed together. Each party's agreement to Informal Resolution must be in writing. The incident and the resolution must be documented on the appropriate data system.
1. If a mutual resolution has not been achieved, a formal written appeal must be filed within five (5) work days after the informal meeting and submitted to the principal or appropriate area/district supervisor.
- F.** Formal Resolution - the alleged victim/complainant/student/employee or parent(s), on behalf of the student, may file a written complaint with the principal/designee or appropriate area/district administrator by utilizing the Broward County Public Schools Bullying Complaint Report Form. Said form is available on the School District's website www.browardschools.com, at each school's front office, or area/district/department site.
1. According to the level of infraction, parents will be promptly notified of any actions being taken to protect the victim via written notice, telephone or personal conference; the frequency of notification will depend on the seriousness of the bullying incident.

- G. The resolution, all interviews and interventions that take place and the corresponding dates shall be documented in writing and/or noted in the district specified data system.

VIII. Investigation requirements for reported acts of bullying under this policy

- A. The procedures for investigating school-based bullying must include the principal/designee and/or the Investigative Designee, in the case of student-to-student bullying. The principal, Investigative Designee and Prevention Liaison shall be trained in investigative procedures and interventions as outlined in this Policy. For incidents at the area/district level, or for school-based adult-on-adult bullying, the appropriate administrator will be responsible for the investigation as outlined in this policy and will run concurrently and in addition, to all agreed upon procedures for staff discipline
- B. The investigator may not be the accused or the alleged victim.
- C. The principal/designee or appropriate area/district administrator shall begin a thorough investigation with the alleged victim and accused within two (2) school days of receiving a notification of complaint. (The Florida Department of Education requires that school administrators/designees provide immediate notification to the parents of both the victim and the alleged perpetrator of an act of bullying or harassment.)
- D. During the investigation, the principal/designee or appropriate area/district administrator may take any action necessary to protect the complainant, alleged victim, other students or employees consistent with the requirements of applicable regulations and statutes.
1. Documented interviews of the alleged victim, alleged perpetrator, and witnesses are conducted privately, separately, and are confidential. Each individual (victim, alleged perpetrator, and witnesses) will be interviewed separately and at no time will the alleged perpetrator and victim to be interviewed together.
 2. At no time during the investigation will the name of the complainant be revealed by the investigator.
 3. In general, student complainants and/or alleged victims will continue attendance at the same school and pursue their studies as directed while the investigation is conducted and the complaint is pending resolution. Any legal order of a court will prevail.
 4. When necessary to carry out the investigation or for other good reasons, and consistent with federal and state privacy laws, the principal/designee or appropriate area/district administrator also may discuss the complaint with any school district employee, the parent of the alleged victim, the parent of the complainant or accused, if one or both is a minor (or has given consent or is an adult who has been determined to be incompetent or unable to give informed consent due to disability), and/or child protective agencies responsible for investigating child abuse.
 5. During the investigation where an employee is the accused, the principal/designee or the appropriate area/district administrator may recommend to the Associate Superintendent of Human Resources/designee, any action necessary to protect the complainant, the alleged victim, or other students or employees, consistent with the requirements of applicable statutes, State Board of Education Rules, School Board Policies, and collective bargaining agreements.

- E. Within ten (10) school days of the notification as to the filing of the complaint, there shall be a written decision by the Principal/Designee or appropriate area/district administrator regarding the completion and determination of the investigation. The principal/designee shall make a decision about the validity of the allegations in the complaint and about any corrective action, if applicable, consistent with the Discipline Matrix.
- F. The Principal/Designee or appropriate area/district administrator will inform all relevant parties in writing of the decision and the right to appeal. A copy of the decision will be sent to the originating school and be noted in all relevant data tracking systems including, but not limited to the SESIR and the Statewide Report on School Safety and Discipline Data system.
- G. If the accused is an employee, discipline may be taken, consistent with any applicable collective bargaining agreement provisions, to resolve a complaint of bullying (Policy 4.9, Employee Disciplinary Guidelines). The supervisor/designee (e.g., principal/designee for school-based employees) of the employee shall discuss the determination and any recommended corrective action with the Area Director, for school-based actions, or the appropriate area/district supervisor, for area/district actions, and the Associate Superintendent of Human Resources.
- H. No retaliation of any kind is permitted in connection with an individual's having made a bullying complaint and if it occurs, it shall be deemed an additional act of bullying as stated herein this Policy.

IX. Referral for Intervention

- A. Referral of a student to the collaborative problem-solving team (or equivalent school-based team with a problem solving focus) for consideration of appropriate services is made through the school problem-solving process by school personnel or parent to the principal/designee. Parent notification is required. When such a report of formal discipline or formal complaint is made, the principal/designee shall refer the student(s) to the collaborative problem-solving team for determination of need for counseling support and interventions.
- B. Referral of school or area/district personnel to the Employee Assistance Program (EAP) for consideration of appropriate services will be made by the administrator.
- C. School-based intervention and assistance will be determined by the collaborative problem-solving team and may include, but is not limited to:
 - 1. counseling and support to address the needs of the victims of bullying.
 - 2. counseling interventions to address the behavior of the students who bully (e.g., empathy training, anger management).
 - 3. intervention which includes assistance and support provided to parents.
 - 4. analysis and evaluation of school culture with resulting recommendations for interventions aimed at increasing peer ownership and support.
- D. Self referral for informal consultation: District staff, students or parents may request informal consultation with school staff (e.g., school social worker, school counselor, school psychologist, Prevention Liaison, EAP, etc.) to determine the severity of concern

and appropriate steps to address the concern of bullying (the involved students' parents may be included) orally or in writing to the principal/designee.

- E. Any investigations and interventions shall be recorded on the District specified data system.

X. Incident reporting requirements

- A. The procedure for including incidents of bullying in the school's report of safety and discipline data is required under F.S. 1006.09(6). The report must include each incident of bullying and the resulting consequences, including discipline, interventions and referrals. In a separate section, the report must include each reported incident of bullying or harassment that does not meet the criteria of a prohibited act under this policy, with recommendations regarding said incident.
- B. The School District will utilize Florida's School Environmental Safety Incident Reporting (SESIR) Statewide Report on School Safety and Discipline Data, which includes bullying/harassment in its codes.
- C. Discipline, referral data, investigations, interventions, and actions of discipline shall be recorded on the specified data system, as with other infractions from the Code of Student Conduct.

XI. Process for referral for external investigation

- A. If the act is outside the scope of the District, and determined a criminal act, referral to appropriate law enforcement shall be made immediately, the parent will be notified, and the referral documented by the principal/designee in the specified data system.
- B. While the District does not assume any liability for incidences that must be referred for external investigation, it encourages the provision of assistance and intervention as the principal/designee deems appropriate, including the use of the School Resource Officer and other personnel. The principal/designee shall use District Reporting Systems to log all reports and interventions.

XII. Appeals process

- A. Appeal procedure for bullying by a student will follow the steps outlined in the Code of Student Conduct – "Right to Appeal Unfair Penalties."
- B. Appeal procedure for an accused/employee:
 - 1. If the accused/employee wishes to appeal the action taken in resolution of the complaint, such appeal shall be filed either in accordance with SBBC Board Policy 4015 or pursuant to the relevant collective bargaining agreement.
 - 2. For those employees not in a bargaining unit, the appeal shall be filed in accordance with SBBC Policy 4015. In reaching a decision about the complaint, the following should be taken into account:
 - a) SBBC Policy 4.9, Employee Disciplinary Guidelines; and

- b) Case law, state and federal laws and regulations, and the Board's Policies prohibiting bullying and discrimination, including Policy 4001.I.

XIII. Confidentiality

- A. To the greatest extent possible, all complaints will be treated as confidential and in accordance with SBBC Policy 5100.1, F.S. § 1002.22(3)(d); the Family Educational Rights and Privacy Act ("FERPA"); the Health Insurance Portability and Accountability Act ("HIPAA") and any other applicable law, such as F.S. § 119.07(1); 1012.31(3)(a); or 1012.796(1)(c).
- B. Limited disclosure may be necessary to complete a thorough investigation as described above. The District's obligation to investigate and take corrective action may supersede an individual's right to privacy.
- C. The complainant's identity shall be protected, but absolute confidentiality cannot be guaranteed.
- D. The identity of the victim of the reported act shall be protected to the extent possible.

XIV. Retaliation Prohibited

- A. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment in connection with filing a complaint or assisting with an investigation under this Policy.
- B. Retaliatory or intimidating conduct against any individual who has made a bullying complaint or any individual who has testified, assisted, or participated, in any manner, in an investigation is specifically prohibited and as detailed in this Policy shall be treated as another incidence of bullying.

XV. Additional Referral

In all cases, the District reserves the right to refer the results of its own investigation to the State Attorney for the Seventeenth Judicial Circuit of Florida for possible criminal charges, whether or not the District takes any other action.

XVI. Constitutional Safeguard

This policy does not imply to prohibit expressive activity protected by the First Amendment of the United State Constitution or Article I, Section 4 of the Florida Constitution.

XVII. Preclusion

This policy should not be interpreted as to prevent a victim or accused from seeking redress under any other available law either civil or criminal.

XVIII. Severability

If a provision of this policy is or becomes illegal, invalid or unenforceable in any jurisdiction, that shall not affect the validity or enforceability in that jurisdiction of any other provision of this policy.

- AUTHORITY: F.S. 1001.41(1), (2) AND (5)
- LAWS IMPLEMENTED: F.S. 1006.147
- POLICY ADOPTED: 7/22/08, 6/15/10

Kidz Choice Charter School 2012

Charter School Renewal (5409)

Facilities Compliance

The school's facility complies with applicable laws and codes

Health and Safety

The school complies with the applicable health and safety laws.



Renewal Application 2012



City of Pembroke Pines

CERTIFICATE OF OCCUPANCY

JOB TYPE NON-RES. INTERIOR REMODELING
 OWNER NAME INNEX II LLC / KIDZ CHOICE
 LOT 9063 BLOCK SEC FOLIO NO.
 *ADDRESS 9063 TAFT ST SUBDIVISION PEMROKE PLACE NORTH
 CONTRACTOR CONSILIUM ATLANTIC INC CITY PEMROKE PINES
 *PERMIT NO. 22703995 COMP NO. CGC1506349
 FLORIDA BUILDING CODE *** SEE SECT. 3401.8.3.2/.3

APPROVED *J. J. ...* DATE *8-16-07*
BUSINESS OFFICIAL VOID UNLESS SIGNED BY BUILDING OFFICIAL

ENVIRONMENTAL SERVICES

DRAIN SWALES OK & FINAL ENG 7/19/2007
 DATE: JLF
 BY: JLF

FOR RECORDS CLERK

BUILDING JRM 8/15/2007 *GROUP OCC. E
 PLUMBING CAV 8/10/2007 *NO. DWELLING UNITS N/A
 ELECTRIC EXM 8/09/2007 *APPROX. TOTAL
 FIRE SYL 8/14/2007 SQ. FT. (FOR
 METERS JLF 7/19/2007 GROUP ABEFMS) 1,425
 LANDS. JLF 7/19/2007 ZONING B-2
 HVAC/MECH JOB 8/03/2007 PARKING 7
 C.O.P. AXE 8/14/2007 TYPE CONST. ***
 OCC LOAD 61

JOB NBR - 42703304
 APPLIED - 3/27/2007

* INFORMATION REQUIRED FOR OTHER AGENCIES * * * DUPLICATE CERTIFICATE * * *

717

227

City of Pembroke Pines Certificate of Occupancy



This Certificate has been issued in accordance with the 2007 Edition of the Florida Building Code with Broward County Amendments Section 106-1: 110

Permit No.: 104658-0

Property Owner: INNEX II L.L.C.

Tenant: Kidz Choice Charter School

Contractor: EJD Construction Contractors / Eric Jason Scarboro

Building Address: 9069 TAFT STREET

Lot: 2063 Block: 0 Sub Division: UNIVERSITY HEIGHTS

Square Footage: 2152 Folio No.: 1212121212

Use: E-School

Type of Construction: III Unprotected SFBC

Occupancy Type: E

To the best of my knowledge and belief, the building components and site improvements outlined herein and inspected under my authority have been completed in conformance with the approval plans and the applicable codes.

Building Official:


Sanford Loggna

Date: 10-27-10

718

Safety Department
 4200A N.W. 10th Avenue
 Oakland Park, FL 33309
 (754) 321-4200


 Thomas J. Keane #41712
 Municipal Firesafety Inspector

**Comprehensive Safety Inspection Audit
 State Requirements for Educational Facilities**

Fiscal Year: 2011-2012
 Broward County School District - Charter Schools
 Kidz Choice Charter School Loc. No. 5409
 9063 Taft Street
 Pembroke Pines, FL 33024
 (954) 641-9386
 Fire Safety Casualty Sanitation

Initial Inspection: Jul 14, 2011
 Re-Inspection #1: Feb 15, 2012

Pembroke Pines Fire
 10100 Pines Blvd.
 Pembroke Pines, FL 33025
 (954) 435-5531


 Lee S. Bennett #92365
 Municipal Firesafety Inspector
 (Fire Violations only)

69A-58 No. Sub Para.	Pri	Location		Type Def. M-O-C	Est. Cost	Deficiency Description and Corrective Action Required	# of Times Cited	Scheduled for Correction Not Later Than	Current Year Status	Work Order #	Re-Inspection			Inspector Completed Date	100% CD
		Bldg No.	Room No.								#1 Status	#2 Status	#3 Status		
96 09 4a	B	1	000			Provide engineering inspection Subm. lead free ppt. for water coolers./plumb.			C					Jul 14, 2011	
96 09 4a	B	1	000			Provide engineering inspection Subm. Asbestos Inspection Report.			C					Jul 14, 2011	
96 09 4a	B	1	000			Provide engineering inspection Submit Health Department Insp. Report.			C					Jul 14, 2011	
96 09 4a	B	1	000			Provide engineering inspection Submit copies of C.O.s for 9063/9069.			C					Jul 14, 2011	
96 09 4a	B	1	000			Provide engineering inspection Submit radon clearance report.			C					Jul 14, 2011	
96 09 4a	B	1	000			Provide engineering inspection Submit results of Brow. Co. Traffic Engr. Study.			C					Jul 14, 2011	
00 02 88	B	1	000			Secure bookcase/cabinet/shelving to wall Secure all free standing shelves to wall.			C					Feb 15, 2012	
2 a. 5	F	1	9069			LSC: Provide protected corridors/stairs New/Existing Cisms. cannot open to 9069 corr.			C					Jul 14, 2011	
00 02 88	B	1	12&14			Secure bookcase/cabinet/shelving to wall Secure all bookcases & shelving to wall.			C					Feb 15, 2012	
10 9 02	F	1	OFFICE			replace missing fire sprinkler heads/wrench 2 addl. spare sprktr. heads w/box accessible.			C					Jul 14, 2011	
16 12 02	B	1	ELECTRM			install light covers Electrical Room			C					Feb 15, 2012	
07 c 02	B	1	ELECTRM			repair leaking roof In Electric Room			C					Feb 15, 2012	
10 b5 a	C	1	9063/69			install railings min 24" on windows Chair rail on storefronts 1'-2" 24"-36" a.f.f	1								
12 g 1	C	1	CLASSRM.			remove furnishings blocking exit Desks/chairs both sides marked exit door.			C					Jul 14, 2011	
01 02 01	B	1	CLASSRO			Strap TV's to mobile cart			C					Jul 14, 2011	
2 a 5	F	1	CORRIDOR			LSC: Provide protected corridors/stairs Prov. comb.fire/smoke dampers or seal per								Feb 15, 2012	
cs 01 02	F	9063	001			Remove Exit Sign Rmv. exit sign covered with paper rear clsm.			C					Jul 14, 2011	
09 a 5	E	9069	014			check flame spread interior surfaces Flame retard. paint wcd. paneling to Class C.								Feb 15, 2012	

**Comprehensive Safety Section Audit
State Requirements for Educational Facilities**

City Department
200A N.W. 10th Avenue
Oakland Park, FL 33309
(754) 321-4200

Pembroke Pines Fire Rescue
10100 Pines Blvd.
Pembroke Pines, FL 33025
(954) 435-6631

Initial Inspection: Jul 14, 2011
Re-Inspection #: Feb 15, 2012

Fiscal Year: 2011-2012
Broward County School District - Charter Schools
Kidz Choice Charter School Loc. No: 5409
9063 Taft Street
Pembroke Pines, FL 33024
(954) 641-9386

Fire Safety Casualty Sanitation

68A-58 Sub No. Para.	P/n	Location		Type Def. M-O-C	Est. Cost	Deficiency Description and Corrective Action Required	# of Times Cited	Scheduled for Correction Not Later Than	Current Year Status	Re-Inspection			Inspector Completed Date	100% CD
		Bldg No.	Room No.							# 1 Status	# 2 Status	# 3 Status		

Total Non-Fire Safety Deficiencies 1
Total Fire Safety Deficiencies(*) 0 (Includes 0 Serious Life Safety Deficiencies**)
Total Deficiencies Cited: 1

For N, PK, KG-12 and Florida School for the Deaf and Blind ONLY:
Ten Fire Exit Drills during the School Year [Yes [] No (NFPA 101)

[Signature]

Signature of Facility Administrator attesting to fire exit drills and review of Re-inspection report acknowledging awareness of corrected and newly discovered deficiencies.

Signature of the respective authority having jurisdiction's firesafety inspector signifies compliance with Section 1013.12(2)(c), F.S.
Signature of the respective school district's firesafety inspector signifies compliance with Section 1013.12(1)(c), F.S.

Feb 15 2012

Signature Date


720

Safety Department
 4200A N.W. 10th Avenue
 Oakland Park, FL 33309
 (754) 321-4200

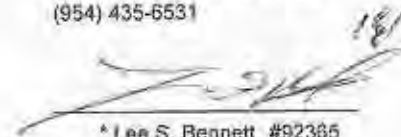
**Comprehensive Safety Inspection Audit
 State Requirements for Educational Facilities**

Fiscal Year: 2012-2013
 Broward County School District - Charter Schools
 Kidz Choice Charter School Loc. No: 5409
 9063 Taft Street
 Pembroke Pines, FL 33024
 (954) 251-2419

Initial Inspection: Aug 15, 2012
 Pembroke Pines Fire Rescue
 10100 Pines Blvd.
 Pembroke Pines, FL 33025
 (954) 435-6531


 Thomas J. Keane #41712
 Municipal Firesafety Inspector

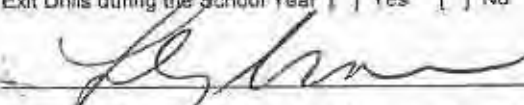
Fire Safety Casualty Sanitation


 * Lee S. Bennett #92365
 Municipal Firesafety Inspector
 (Fire Violations only)

69A-58 No.	Sub Para.	Pri	Location		Type Def. M-O-C	Est. Cost	Deficiency Description and Corrective Action Required	# of Times Cited	Scheduled for Correction Not Later Than	Current Year Status	Work Order #
			Bldg No.	Room No.							
10	b5 a	C	1	000			install railings min 24" on windows <i>Nd.chairrails 1-1/2", 24"-36"aff all gls.drs.</i>				
20	20: 20	A	1	SHED			Secure exterior gates of school campus <i>Keep shed in playgrd.locked at all times.</i>				
*	16 a	2	C	1	CLSRM		repair electric exit sign <i>Not operable in emerg.mode rear north</i>				
02	1	10	B	1	PLAYGRD		Playground: Need proper clearance for equip <i>6' clearances required for all plygrd.equip.</i>				
02	13	7	B	1	PLAYGRD		Playground: Repair/Replace Equipment <i>Charter School shall not use nonconf.plygrd</i>				
10	b5 a	C	1	9063/69			install railings min 24" on windows <i>Chair rail on storefronts 1-1/2", 24"-36" a.f.f</i>	2			
*	cs	01	05	B	1	CORRIDOR	Repair/Secure Electrical Panel Box <i>Lock elec.pamel adj.to north exit.</i>				
02	1	6	B	1	PLAYGRD		Playground: Add sand to 12" depth <i>Add mulch to 9" depth around all play equip.</i>				
02	13	7	B	1	PLAYGRD		Playground: Repair/Replace Equipment <i>Anchor all plastic toys.</i>				
02	13	7	B	1	PLAYGRD		Playground: Repair/Replace Equipment <i>No open S hooks permitted on swings.</i>				
02	13	7	B	1	PLAYGRD		Playground: Repair/Replace Equipment <i>Provide locked gate to prevent entry to plygrd.</i>				
02	13	7	B	1	PLAYGRD		Playground: Repair/Replace Equipment <i>Remove all ropes from swings.</i>				
02	13	7	B	1	PLAYGRD		Playground: Repair/Replace Equipment <i>Use CPSC approved seats on swings.</i>				

Total Non-Fire Safety Deficiencies: 11
 Total Fire Safety Deficiencies(*): 2 (Includes 0 Serious Life Safety Deficiencies**)
 Total Deficiencies Cited: 13

For N, PK, KG-12 and Florida School for the Deaf and Blind ONLY:
 Ten Fire Exit Drills during the School Year Yes No (NFPA 101)


 Signature of Facility Administrator Attesting to Fire Exit Drills
 and Review of Report Acknowledging Awareness of Discovered Deficiencies.

8/21/12
 Signature Date

Signature of the respective authority having jurisdiction's firesafety inspector signifies compliance with Section 1013.12(2)(c), F. S.
 Signature of the respective school district's firesafety inspector signifies compliance with Section 1013.12(1)(c), F.S.

All fire doors visually inspected for compliance with NFPA 7.2.1.15 Yes No

Scheduled Re-inspection Date no later than: Jun 20, 2013

721

P E M B R O K E P I N E S E I R E P R E V E N T I O N B U R E A U

10100 PINES BLVD. P E M B R O K E P I N E , F L 3 3 0 2 5 (9 5 4) 4 3 5 - 6 5 3 1

Occupancy Inspection Record

Occupant Name: KIDZ CHOICE CHARTER SCHOOL

Address: 9063 TAFT STREET

Inspection Date: 02/15/12

Inspection Type: Special Inspection

Inspector: Bennett, Lee S.

Violations/Status

Passed Inspection/Violations Corrected

Inspector's Comments

Follow up with BCSB Inspector T. Keane on a re inspect.

722

BIDE CHOICE

8/10/12

INSPECTION AND TESTING FORM

JOB NUMBER _____

DATE: 08/10/12

TIME: PM

SERVICE ORGANIZATION

NAME: BIDE CHOICE ALARM INC

ADDRESS: 16734 SW 19 STREET

REPRESENTATIVE: JLF

LICENSE NO.: EP-207566

TELEPHONE: 386-712-9723

PROPERTY NAME (USER)

NAME: BIDE CHOICE CHARTER SCHOOL

ADDRESS: SW 2 9622-9069

OWNER CONTACT: NE/SCD

TELEPHONE: _____

MONITORING ENTITY

CONTACT: RAC

TELEPHONE: 305-239-0600

MONITORING ACCOUNT REF. NO.: 1101-2323

APPROVING AGENCY

CONTACT: _____

TELEPHONE: _____

TYPE TRANSMISSION

- McCulloh
- Multiplex
- Digital
- Reverse Polarity
- RF
- Other (Specify) _____

SERVICE

- Weekly
- Monthly
- Quarterly
- Semiannually
- Annually
- Other (Specify) _____

PANEL MANUFACTURER: Firelite

CIRCUIT STYLES: 0

NO. OF CIRCUITS: 4 x 2

SOFTWARE REV.: -

MODEL NO.: MS-4

LAST DATE SYSTEM HAD ANY SERVICE PERFORMED: 07/11

LAST DATE THAT ANY SOFTWARE OR CONFIGURATION WAS REVISED: _____

ALARM-INITIATING DEVICES AND CIRCUIT INFORMATION

QTY OF	CIRCUIT STYLE
<u>4</u>	<u>B</u>
<u>2</u>	<u>B</u>

- MANUAL STATIONS
- ION DETECTORS
- PHOTO DETECTORS
- DUCT DETECTORS
- HEAT DETECTORS
- WATERFLOW SWITCHES
- SUPERVISORY SWITCHES
- OTHER (SPECIFY): _____

Alarm Verification feature is disabled _____ enabled _____

ALARM INDICATING APPLIANCES AND CIRCUIT INFORMATION

QTY OF	CIRCUIT STYLE
<u>6</u>	<u>A</u>
<u>10</u>	<u>B</u>

- BELLS
- HORNS strobe
- CHIMES
- STROBES
- SPEAKERS
- OTHER (SPECIFY): _____

NO. OF ALARM INDICATING CIRCUITS: 2

ARE CIRCUITS SUPERVISED? YES NO

723

15107 C10102

0/10/12

SUPERVISORY SIGNAL INITIATING DEVICES AND CIRCUIT INFORMATION

QTY OF	CIRCUIT STYLE	
		BUILDING TEMPERATURE
		SITE WATER TEMPERATURE
		SITE WATER LEVEL
		FIRE PUMP POWER
		FIRE PUMP RUNNING
		FIRE PUMP AUTO POSITION
		FIRE PUMP OR PUMP CONTROLLER TROUBLE
		FIRE PUMP RUNNING
		GENERATOR IN AUTO POSITION
		GENERATOR OR CONTROLLER TROUBLE
		SWITCH TRANSFER
		GENERATOR ENGINE RUNNING
		OTHER: _____

SIGNALING LINE CIRCUITS

Quantity and style of signaling line circuits connected to system (See NFPA 72, Table 6.6.1):

Quantity _____ Style(s) _____

SYSTEM POWER SUPPLIES

- a. Primary (Main): Nominal Voltage 120 V, Amps 1.8 AMP
 Overcurrent Protection: Type BREAKER, Amps 20
 Location (of Primary Supply Panelboard): ELECTRICAL PANEL BY CLASS ROOM #17
 Disconnecting Means Location: OUT # 17
- b. Secondary (Standby):
2 x 12 V Storage Battery: Amp-Hr. Rating 7.0 AMP
 Calculated capacity to operate system, in hours: ✓ 24 _____ 60
 Engine-driven generator dedicated to fire alarm system: _____
 Location of fuel storage: _____

TYPE BATTERY

- Dry Cell
- Nickel-Cadmium
- Sealed Lead-Acid
- Lead-Acid
- Other (Specify)

- c. Emergency or standby system used as a backup to primary power supply, instead of using a secondary power supply:
 - Emergency system described in NFPA 70, Article 700
 - Legally required standby described in NFPA 70, Article 701
 - Optional standby system described in NFPA 70, Article 702, which also meets the performance requirements of Article 700 or 701.

PRIOR TO ANY TESTING

NOTIFICATIONS ARE MADE:	YES	NO	WHO	TIME
MONITORING ENTITY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<u>GOC</u>	<u>PM</u>
BUILDING OCCUPANTS	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<u>PH</u>	<u>PM</u>
BUILDING MANAGEMENT	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<u>NELSON</u>	<u>PM</u>
OTHER (SPECIFY)	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
AHJ (NOTIFIED) OF ANY IMPAIRMENTS	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____

7/24

SYSTEM TESTS AND INSPECTIONS

TYPE	VISUAL	FUNCTIONAL	COMMENTS
CONTROL UNIT	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
INTERFACE EQUIPMENT	<input type="checkbox"/>	<input type="checkbox"/>	
LAMPS/LEDS	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
FUSES	<input type="checkbox"/>	<input type="checkbox"/>	
PRIMARY POWER SUPPLY	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
TROUBLE SIGNALS	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
DISCONNECT SWITCHES	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
GROUND FAULT MONITORING	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

SECONDARY POWER

TYPE	VISUAL	FUNCTIONAL	COMMENTS
BATTERY CONDITION	<input checked="" type="checkbox"/>		
LOAD VOLTAGE		<input checked="" type="checkbox"/>	
DISCHARGE TEST		<input checked="" type="checkbox"/>	
CHARGER TEST		<input checked="" type="checkbox"/>	
SPECIFIC GRAVITY		<input type="checkbox"/>	
TRANSIENT SUPPRESSORS	<input type="checkbox"/>		
REMOTE ANNUNCIATORS	<input type="checkbox"/>	<input type="checkbox"/>	
NOTIFICATION APPLIANCES			
AUDIBLE	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
VISUAL	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
SPEAKERS	<input type="checkbox"/>	<input type="checkbox"/>	
VOICE CLARITY		<input type="checkbox"/>	

INITIATING AND SUPERVISORY DEVICE TESTS AND INSPECTIONS

LOC. & S/N	DEVICE TYPE	VISUAL CHECK	FUNCTIONAL TEST	FACTORY SETTING	MEAS. SETTING	PASS	FAIL
<u>01 Exit</u>	<u>Pull</u>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>2</u>	<u>SD</u>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS:

EMERGENCY COMMUNICATIONS EQUIPMENT

	VISUAL	FUNCTIONAL	COMMENTS
PHONE SET	<input type="checkbox"/>	<input type="checkbox"/>	
PHONE JACKS	<input type="checkbox"/>	<input type="checkbox"/>	
OFF-HOOK INDICATOR	<input type="checkbox"/>	<input type="checkbox"/>	
AMPLIFIER(S)	<input type="checkbox"/>	<input type="checkbox"/>	
TONE GENERATOR(S)	<input type="checkbox"/>	<input type="checkbox"/>	
CALL IN SIGNAL	<input type="checkbox"/>	<input type="checkbox"/>	
SYSTEM PERFORMANCE	<input type="checkbox"/>	<input type="checkbox"/>	

	VISUAL	DEVICE OPERATION	SIMULATED OPERATION
INTERFACE EQUIPMENT			
(SPECIFY)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(SPECIFY)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(SPECIFY)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SPECIAL HAZARD SYSTEMS			
(SPECIFY)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(SPECIFY)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(SPECIFY)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SPECIAL PROCEDURES:

COMMENTS:

ON/OFF PREMISES MONITORING:	YES	NO	TIME	COMMENTS
ALARM SIGNAL	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	_____
ALARM RESTORAL	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	_____
TROUBLE SIGNAL	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	_____
TROUBLE SIGNAL RESTORAL	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	_____
SUPERVISORY SIGNAL	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	_____
SUPERVISORY RESTORAL	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	_____

NOTIFICATIONS THAT TESTING IS COMPLETE:

	YES	NO	WHO	TIME
BUILDING MANAGEMENT	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<u>WELSER</u>	<u>PM</u>
MONITORING AGENCY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<u>GAG</u>	<u>PM</u>
BUILDING OCCUPANTS	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<u>All</u>	<u>PM</u>
OTHER (SPECIFY)	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____

THE FOLLOWING DID NOT OPERATE CORRECTLY:

SYSTEM RESTORED TO NORMAL OPERATION: DATE 08/10/12 TIME PM

THIS TESTING WAS PERFORMED IN ACCORDANCE WITH APPLICABLE NFPA STANDARDS.

NAME OF INSPECTOR: Osabel - RAFAEL

DATE: 08/10/12 TIME: PM

SIGNATURE: [Signature]

NAME OF OWNER OR REPRESENTATIVE: _____

DATE: _____ TIME: _____

SIGNATURE: [Signature]

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STATE OF FLORIDA
DEPARTMENT OF HEALTH
ANNUAL SANITATION CERTIFICATE

South EH: (954) 467-4700 X 4211

September 2013

Group Care - Charter School

Audit Control #: 06-BID-1993484 Permit Number 06-51-04675

Issued To: **Kidz Choice (Choice, Kidz)**
9063 Taft Street
Pembroke Pines, FL 33024

Permit Expires on 9/30/2013 12:00:00

Mailed To: **Swaus, Lily**
9063 Taft Street
Pembroke Pines, FL 33024

Licensed Capacity	65
-------------------	----

County	Broward
Amount pa	\$50.00
Date paid	08/10/2012
Issue date	8/18/2012 12:00:00

Prgm: 51 South EH
ORIGINAL - CUSTOM (Non-Transferable) DISPLAY CERTIFICATE IN A CONSPICUOUS PLACE

Broward County Health Department - Environmental Health 780 SW 24 Street
--



STATE OF FLORIDA
DEPARTMENT OF HEALTH
ANNUAL FOOD SANITATION CERTIFICATE

South EH: (954) 467-4700 X 4211

September 2013

Food Hygiene - School (less than 9 months) - Limited Service

Audit Control #: 06-BID-1993181 Permit Number 06-48-02390

Issued To: **Kidz Choice (Choice, Kidz)**
9063 Taft Street
Pembroke Pines, FL 33024

Permit Expires on 9/30/2013 12:00:00

Mailed To: **Swanson, Lily**
2110 NW 106 Avenue
Pembroke Pines, FL 33026

Not Available

County	Broward
Amount pa	\$110.00
Date paid	08/10/2012
Issue date	10/1/2012 12:00:00

Prgm: 48 South EH
ORIGINAL - CUSTOM (Non-Transferable) DISPLAY CERTIFICATE IN A CONSPICUOUS PLACE

Broward County Health Department - Environmental Health 780 SW 24 Street
--

727

PUBLIC PRIVATE SCHOOL
 STATE OF FLORIDA
 DEPARTMENT OF HEALTH
 COUNTY HEALTH DEPARTMENT
 PUBLIC PRIVATE SCHOOL
 INSPECTION REPORT

26.023203 / 80.266492



PURPOSE:

TYPE:

- | | | | |
|---|--|---|---------------------------------------|
| <input checked="" type="checkbox"/> ROUTINE | <input type="checkbox"/> REINSPECTION | <input type="checkbox"/> PRIVATE | <input type="checkbox"/> COLLEGE/UNIV |
| <input type="checkbox"/> CONSTRUCT. | <input type="checkbox"/> CHANGE OF OWNER | <input type="checkbox"/> PUBLIC | <input type="checkbox"/> OTHER |
| <input type="checkbox"/> COMPLAINT | <input type="checkbox"/> CONSULTATION | <input checked="" type="checkbox"/> CHARTER | |
| <input type="checkbox"/> QA SURVEY | <input type="checkbox"/> EPIDEMIOLOGY | <input type="checkbox"/> VOCATIONAL | |
| <input type="checkbox"/> OTHER | <input type="checkbox"/> PROPENING | | |

CENSUS	FEMALES	MALES
112	50	62

NAME Kidz Choice

ADDRESS 9063 Taft Street **CITY** Pembroke Pines

OWNER Lily Swanson **ZIP** 33024

PERSON IN CHARGE Lily Swanson **PHONE** (954) 414-5767

E-MAIL kidzchoicecharter@yahoo.com

RESULTS:

- Satisfactory
- Incomplete
- Unsatisfactory
- OUT OF BUSINESS

Correct Violations by

- Next Inspection
- 8:00 AM on

BEGIN TIME	END TIME	DATE ASSESSED	POSITION #	EXISTING FACILITIES - PERMIT NUMBER
11:55	12:15	05A07/2012	27127	06-51-04675

RE-INSPECTION DATE

As per Section 120.005 of the Florida Statutes (FS), this form will serve as a 'Notice of Non-Compliance' for any violations noted. Items marked below violate the requirements of Chapters 39E-11 and 39E-11 of the Florida Administrative Code (FAC) and must be corrected within the time period indicated in the 'Results' section above. Continued operation of the facility without making these corrections is a violation of Chapter 39E-11 and 39E-11, FAC, and Chapter 391, FS. Failure to correct violations may result in an administrative fine or other legal action being initiated or continued.

SCHOOL SANITATION

1. School Site
2. Playground Equipment
3. Athletic Equipment

BUILDINGS

4. Construction
5. Maintenance & Repair
6. Lighting/Foot-Candies
7. Heating, Ventilation, A/C

8. Natural Ventilation
9. Mechanical Ventilation

SANITARY FACILITIES

10. Provided/Accessible
11. Cleanliness & Repair
12. Toilet Facilities
13. Separation of Sexes
14. Fixture Ratio

15. Handwash Facilities
16. Showers/Fixtures

17. Shower Water Temp.

WATER SUPPLY

18. Installed/Operated/Maintained
19. Drinking Fountains
20. Approved Source

LIQUID/SOLID WASTE

21. Sewage Disposal
22. Solid Waste

VECTOR/VERMIN CONTROL

23. Infestation Control
24. Brush/Trash
25. Water Collection/Drainage

SAFETY

26. First Aid Kit

FOOD

27. Food Insp. Rep.

OTHER

- 28.
- 29.

COMMENTS AND INSTRUCTIONS

No violations observed at time of inspection
 Email report

INSPECTION CONDUCTED BY: Yadaira Castillo PHONE: (954)467-4700 X 4218

INSPECTION COND SIGNATURE: Yadaira Castillo PHONE: _____

COPY OF REPORT RECEIVED BY: R. Swanson DATE: 5/1/2012

728

FOOD SERVICE

STATE OF FLORIDA DEPARTMENT OF HEALTH COUNTY HEALTH DEPARTMENT FOOD SERVICE INSPECTION REPORT

Approval

26 023203 /-80,266492



PURPOSE:

ROUTINE REINSPECTION HOSPITAL CMC CHILD

CONSTRUCT. CHANGED OWNER NURSING MOVE LIMITED

COMPLAINT CONSULTATION DETENTION SCHOOL OTHER

QA SURVEY EPIDEMIOLOGY LOUNGE RESIDENTIAL

OTHER

RESULTS:

Satisfactory

Incomplete

Unsatisfactory

OUT OF BUSINESS

Correct Violations by

Next inspection

8:00 AM on

NAME Kidz Choice

ADDRESS 9063 Taft Street **CITY** Pembroke Pines

OWNER Swanson, Lily **ZIP** 33024

PERSON IN CHARGE Lily **PHONE** (954) 673-0698

EMAIL www.kidzchoicecharter@yahoo.com

BEGIN TIME	END TIME	DATE ASSESSED	POSITION #	EXISTING FACILITIES - PERMIT NUMBER
11:42	11:55	05/07/2012	27127	06-48-02390

RE-INSPECTION DATE

Items marked below violate the requirements of Chapter 64E-11 of the Florida Administrative Code and must be corrected. Continued operation of this facility without making these corrections is a violation of Chapter 64E-11, Florida Administrative Code and Chapters 381 and 396, Florida Statutes. Violations must be corrected by the date and time indicated in the Results section above or an administrative fine or other legal action will be initiated.

<p>FOOD SUPPLIES</p> <p><input type="checkbox"/> 1. Sources etc.</p> <p>FOOD PROTECTION</p> <p><input type="checkbox"/> 2. Stored temperature</p> <p><input type="checkbox"/> 3. No further cooking/rapid cooling</p> <p><input type="checkbox"/> 4. Thawing</p> <p><input type="checkbox"/> 5. Floor drain</p> <p><input type="checkbox"/> 6. Pork cooking</p> <p><input type="checkbox"/> 7. Poultry cooking</p> <p><input type="checkbox"/> 8. Other animal cooking</p> <p><input type="checkbox"/> 9. Least contact/reheating</p> <p><input type="checkbox"/> 10. Food container</p> <p><input type="checkbox"/> 11. Buffet requirements</p> <p><input type="checkbox"/> 12. Self-service condiments</p> <p><input type="checkbox"/> 13. Reserve of food</p>	<p><input type="checkbox"/> 14. Sneeze guards</p> <p><input type="checkbox"/> 15. Transportation of food</p> <p><input type="checkbox"/> 16. Poisonous/toxic materials</p> <p>PERSONNEL</p> <p><input type="checkbox"/> 17. Exclusion of personnel</p> <p><input type="checkbox"/> 18. Cleanliness</p> <p><input type="checkbox"/> 19. Tobacco use</p> <p><input type="checkbox"/> 20. Handwashing</p> <p><input type="checkbox"/> 21. Handling of dishware</p> <p>EQUIPMENT/UTENSILS</p> <p><input type="checkbox"/> 22. Refrigeration facilities/Therm.</p> <p><input type="checkbox"/> 23. Sinks</p> <p><input type="checkbox"/> 24. Ice storage/counter-protector</p> <p><input type="checkbox"/> 25. Ventilation/Storage/Sufficient equip</p> <p><input type="checkbox"/> 26. Dishwashing facilities</p>	<p><input type="checkbox"/> 27. Design and fabrication</p> <p><input type="checkbox"/> 28. Installation and location</p> <p><input type="checkbox"/> 29. Cleanliness of equipment</p> <p><input type="checkbox"/> 30. Methods of washing</p> <p>SANITARY FACILITIES AND CONTROLS</p> <p><input type="checkbox"/> 31. Water supply</p> <p><input type="checkbox"/> 32. Ice</p> <p><input type="checkbox"/> 33. Sewage</p> <p><input type="checkbox"/> 34. Plumbing</p> <p><input type="checkbox"/> 35. Toilet facilities</p> <p><input type="checkbox"/> 36. Handwashing facilities</p> <p><input type="checkbox"/> 37. Garbage disposal</p> <p><input type="checkbox"/> 38. Vermin control</p>	<p>OTHER FACILITIES AND OPERATIONS</p> <p><input type="checkbox"/> 39. Other facilities and operations</p> <p>TEMPORARY FOOD SERVICE EVENTS</p> <p><input type="checkbox"/> 40. Temporary food service events</p> <p>VENDING MACHINES</p> <p><input type="checkbox"/> 41. Vending machines</p> <p>MANAGER CERTIFICATION</p> <p><input type="checkbox"/> 42. Manager certification</p> <p>CERTIFICATES AND FEES</p> <p><input type="checkbox"/> 43. Certificates and fees</p> <p>INSPECTION/ENFORCEMENT</p> <p><input type="checkbox"/> 44. Inspection/Enforcement</p>
--	---	---	---

COMMENTS AND INSTRUCTIONS

Chicken Nuggets 139
Refrigerator 38
cater-individual pre-packaged meals

Email report

INSPECTION CONDUCTED BY: Yadaira Castillo

INSPECTION COND SIGNATURE: *Yadaira Castillo*

COPY OF REPORT RECEIVED BY: *Lily Swanson*

PHONE: (954)467-4700 X 4218

PHONE: _____

DATE: 05/07/2012

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BROWARD COUNTY LOCAL BUSINESS TAX RECEIPT

115 S. Andrews Ave., Rm. A-100, Ft. Lauderdale, FL 33301-1895 – 954-831-4000

VALID OCTOBER 1, 2012 THROUGH SEPTEMBER 30, 2013

DBA:
Business Name: KIDZ CHOICE CHARTER SCHOOL

Receipt #: 349-2054
Business Type: OTHERS (CHARTER SCHOOL)

Owner Name: L SWANSON / M PEREZ
Business Location: 9063 TAFT ST
PEMBROKE PINES

Business Opened: 10/26/2007
State/County/Cert/Reg:
Exemption Code:

Business Phone:

Rooms Seats Employees Machines Professionals

For Vending Business Only						
Number of Machines:			Vending Type:			
Tax Amount	Transfer Fee	NSF Fee	Penalty	Prior Years	Collection Cost	Total Paid
45.00	0.00	0.00	0.00	0.00	0.00	45.00

THIS RECEIPT MUST BE POSTED CONSPICUOUSLY IN YOUR PLACE OF BUSINESS

THIS BECOMES A TAX RECEIPT

WHEN VALIDATED

This tax is levied for the privilege of doing business within Broward County and is non-regulatory in nature. You must meet all County and/or Municipality planning and zoning requirements. This Business Tax Receipt must be transferred when the business is sold, business name has changed or you have moved the business location. This receipt does not indicate that the business is legal or that it is in compliance with State or local laws and regulations.

Mailing Address:

L SWANSON / M PEREZ
9063 TAFT ST
PEMBROKE PINES, FL 33024

Receipt # 05A-11-00009584
Paid 07/16/2012 45.00

2012 - 2013

730

KIDZ CHOICE CHARTER SCHOOL
9063 & 9069 TAFT ST
PEMBROKE PINES FL 33024

CITY OF PEMBROKE PINES
10100 PINES BOULEVARD, PEMBROKE PINES, FL 33026

LOCAL BUSINESS TAX RECEIPT

ACCOUNT-NO: 20070237/01
RECEIPT-NO: 121082

RECEIPT-YEAR: OCTOBER 1, 2012 thru SEPTEMBER 30, 2013

BUS-NAME : KIDZ CHOICE CHARTER SCHOOL
BUS-ADDR : 9063 & 9069 TAFT ST
PEMBROKE PINES FL 33024

NOTICE

In the event the business to which this receipt was issued changes hands, the receipt will become null and void. An application for a new receipt must be made.



BUS-DESCR : ELEMENTARY CHARTER SCHOOL

RECEIPT-TYPE: REGULAR LICENSE

BUSINESS-CLASSIFICATION	INV/UNITS	EFFECTIVE	PERMIT-NUMBER/COMMENTS	RCT-TYPE
SCH SCHOOL - PRIVATE	0	10/01/2012		P/Pines
SIGN EXTERNAL BUSINESS SIGN	1	10/01/2012		P/Pines

CITY OF PEMBROKE PINES
2012-2013
SIGN PERMIT

0000

731

Broward County Public Schools Monitoring Checklist 2011-2012

Charter School: Kidz Choice Charter	Location Number: 5409	Principal/Director: Ms. Swanson			
RTTT Participant: YES NO PARTIAL					
1. Facilities	Yes	No	N/A	Follow-Up Date	COMMENTS/RECOMMENDATIONS
A copy of the Certificate of Occupancy for each building/school is on file at the school site.	X				
Facility inspections, permits and reports are on file and available for review at the school site.	X				
A copy of current Fire Safety Inspection conducted by the local fire department is on file at the school site.		X		8/8/2012	No evidence provided.
A copy of each Health and Safety Inspection conducted by the District is on file at the school site.	X				
A copy of the health inspection conducted by the local Health Department for the food service area is on file and submitted to the School District.	X				
A copy of Evacuation and Fire Drills are on file, with a minimum documentation of 10 drills per school year, and submitted to the District.	X				On file at District.
A safety and emergency plan has been written and is on file at the school site.	X				
Emergency procedures and exits are posted in all rooms.	X				
There is evidence that all staff members have been trained in safety and emergency procedures.	X				It is recommended that staff signatures are on file acknowledging receipt of training on emergency procedures.
The school is free of religious symbols, statues, artifacts, etc. on or about the property.	X				
2. Finance	Yes	No	N/A	Follow-Up Date	COMMENTS/RECOMMENDATIONS
The school's governing board has approved and adopted a budget for the current school year.	X				
A copy of the Capital Outlay Plan has been submitted to District.					District - Capital Outlay

3. Documents Checklist	Yes	No	N/A	Follow-Up Date	COMMENTS/RECOMMENDATIONS
The complete charter school contract and amendments are on file.	X				
Cumulative folders are in a secure location, locked in a fireproof cabinet.	X				
A signed food service contract in accordance with Section 1002.33, F.S. is on file.	X				
4. Personnel Procedures	Yes	No	N/A	Follow-Up Date	COMMENTS/RECOMMENDATIONS
All instructional and support staff are appropriately certified to perform their positions' duties.	X				
All employees have been fingerprinted by Broward County Public Schools Security Clearance Office within the last 5 yrs.		X		8/8/2012	One staff member has finger prints that expired 4/2012.
There are clearly outlined procedures for personnel recruitment.	X				
Staff members are aware of the procedures and personnel responsible for completing their evaluations.	X				
Copies of completed teacher and principal evaluations are available for review.		X		8/8/2012	No evidence provided for this year.
Instruments/Documents used to evaluate personnel are on file.	X				
The professional development training provided is aligned to the academic needs of the students and professional needs of the teachers.	X				
Professional development activities have been documented, including topics, dates, and list of participants.		X		8/8/2012	Minimal Professional Development opportunities provided.
5. Insurance	Yes	No	N/A	Follow-Up Date	COMMENTS/RECOMMENDATIONS
Certificate is on file for General Liability and a copy has been submitted to the District.					District - Risk Management
Certificate is on file for Property Insurance and a copy has been submitted to the District.					District - Risk Management

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Broward County Public School Ionitoring Checklist 2011-2012

	Yes	No	N/A	Follow-Up Date	COMMENTS/RECOMMENDATIONS	
Certificate is on file for Automobile Liability and a copy has been submitted to the District.					District - Risk Management	
Certificate is on file for School Leaders Errors & Omissions and a copy has been submitted to the District.					District - Risk Management	
Certificate is on file for Employee Dishonesty/Crime Insurance and a copy has been submitted to the District.					District - Risk Management	
Certificate is on file for Workers' Compensation and a copy has been submitted to the District.					District - Risk Management	
District has been named as an additional insured as required by the Charter Contract and a copy has been submitted to the District.					District - Risk Management	
6. Governance					COMMENTS/RECOMMENDATIONS	
The governing board's incorporation papers with bylaws, including renewals, are on file and have been submitted to the District.					District - Charter Schools Support	
All current governing board members have been fingerprinted by Broward County Public Schools within the past five years.	X					
All current governing board members have been trained by an authorized trainer from the DOE, within 90 days of their appointment to the board, and subsequently every three years thereafter. (Section 1002.33, F.S.)	X					
Governing board contact information, including name, address and telephone numbers, are provided to the public and District in case they would like to share concerns or provide input.					District - Charter Schools Support	
Parents know the process to provide input at governing board's meeting. Process is documented and available for review.	X					
Compliance with provision of Chapter 119, F.S., and Chapter 286.011, F.S. (Public Records/Public Meetings) as evidenced by posted announcements of meetings and record of minutes taken.	X					
There is a set of documents organized chronologically containing governing board meetings announcements, meeting agenda (including citizen input) and minutes, signed by the governing board chair.	X					
7. Academic Accountability					COMMENTS/RECOMMENDATIONS	
Parents are aware of the current school grade awarded by the FLDOE.		X				

Broward County Public School Monitoring Checklist 2011-2012

Parents are aware of the school's current AYP designation under the No Child Left Behind Act.	X				Letter was sent home to parents.
The school follows the District's Student Progression Plan (Policy 6000.1)	X				
The School Improvement Plan (SIP) has been approved by the governing board, if applicable		X			First required SIP in progress at this time.
The School Improvement Plan (SIP) is available for review, if applicable.		X			
The Differentiated Accountability Compliance Checklist has been uploaded to the FLDOE website, if applicable.		X			
8. Discipline	Yes	No	N/A	Follow-Up Date	COMMENTS/RECOMMENDATIONS
The School District's Code of Student Conduct is readily available to students and parents.	X				
The contents in the School District's Code of Student Conduct have been defined and discussed with students and staff at the beginning of the school year.	X				Evidence of written communication to discuss Code of Conduct. It is recommended that teachers include discussion of Code of Conduct in their lesson plans for the first week of school.
There are Code of Student Conduct Acknowledgement Forms on file, with student and parent signatures.	X				
Student discipline data is accurately maintained and updated electronically on TERMS.	X				
9. Student Services	Yes	No	N/A	Follow-Up Date	COMMENTS/RECOMMENDATIONS
The school has established admission and matriculation processes.	X				Home Language is available in the top three languages. Registration packet is available upon request in Spanish.
The school has established a plan for the admission lottery.	X				
All required student data is entered on TERMS.	X				
Attendance is recorded daily and entered on TERMS.	X				

Broward County Public School Monitoring Checklist 2011-2012

The school maintains an updated list of students receiving free and reduced meals.	X				
School has established procedures for administering medication to students.	X				
10. Curriculum	Yes	No	N/A	Follow-Up Date	COMMENTS/RECOMMENDATIONS
Teachers document instruction of the Next Generation Sunshine State Standards in their lesson plans.	X				
Teachers document the use of ESE strategies and accommodations in their lesson plans.	X				
11. English for Speakers of Other Languages	Yes	No	N/A	Follow-Up Date	COMMENTS/RECOMMENDATIONS
School registration form includes the Home Language Survey.	X				
ELL-SEP folders are properly maintained and updated for ELL students.	X			8/8/2012	Required forms for notification of placement and continuation of services not evident in the ELL-SEP folder reviewed. Programmatic assessment and A10 panel must be filed in the ELL-SEP folder annually.
Appropriately certified/endorsed/trained teachers instruct all ELL students.	X				
The school has procedures in place to ensure that all ESOL requirements and documentation are met.	X			8/8/2012	See comments above.
Teachers document the use of ESOL strategies and accommodations in their lesson plans.	X				
Communication to parent/guardian of ELL students are translated into the parent/guardian home language.	X				
An ELL Committee has been established and functions according to District Guidelines.	X			8/8/2012	Members have been identified to serve on ELL Committee, however, 2 of the 5 state approved criteria must be documented to substantiate recommendation from ELL Committee.
12. Transportation	Yes	No	N/A	Follow-Up Date	COMMENTS/RECOMMENDATIONS
The school has information on file regarding all students transported by school bus.			X		

Broward County Public School Monitoring Checklist 2011-2012

The school has documentation that bus drivers have current certification.					X			
The school has evidence on file that any vehicle which is owned or leased by the school and is used to transport students is certified and properly insured.					X			
School has documentation of monthly inspections of buses owned by the school.					X			
The school has clearly outlined procedures for situations where a parent or other person is contracted by the school to provide student transportation.					X			
13. Communication								
There is evidence that parents have been notified of the qualifications of their children's teachers, including those teaching Out-of-Field.					X			All teachers are ESOL Endorsed.
There is evidence that parents/guardians have been informed of the name and contact information for the school's parent liaison.	X							Letter was sent home to parents indicating that Ms. Swanson is the Parent Liaison.
There is evidence that parents/guardians have been informed of Student Progression Plan, including promotion requirements.	X							
There is evidence that parents/guardian have been informed of guidelines for mandatory retention of third grade students.	X							
There is evidence that parents/guardians have been informed of high school graduation requirements and types of diplomas to be awarded.						X		
There is evidence that parents/guardians have received progress reports for their children on a regular basis.	X							
There is evidence that the school has clearly communicated to parents/guardians the process for scheduling parent/teacher conferences.	X							
There is evidence that parents have been made aware of school policies and procedures.	X							
A copy of the parent contract is available for review.	X							
The governing board has approved parent, staff and student handbooks, discipline guides, dress codes, etc.	X							
The governing board has established procedures to resolve disputes.	X							

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Broward County Public School Monitoring Checklist 2011-2012

Comments: Please provide the documentation requested or the steps that are being taken to fulfill the requests by 8/8/12. All follow-ups can be emailed to rhonda.stephanik@browardschools.com to complete your monitoring visit for the 2011-2012 school year. Thank you.

Reviewer's Name: Celina Chavez

Date of Visit: July 26, 2012

School Administrator's Name: Ms. Lily Swanson

School Administrator's Signature: 

Kidz Choice Charter School

9063-69 Taft Street
Pembroke Pines, FL 33024

Emergency Management Plan

Emergency Management Plan

Excelsior Charter Broward has established the SAFE TEAM concept in responding to emergency situations. The plan consists of a series of checklists that cover a wide range of circumstances that may arise within the school. It is impossible to cover every incident with a checklist as some circumstances would require a variety of different responses. A SAFE TEAM is a group of non-administrators who will respond to different areas of the school to expedite EMS personnel into the school for an emergency. A list of emergency codes is also included.

Location of Emergency Management Manuals:

Principal's office

Reception Desk

Implemented ____/____/____

Revision date ____/____/____

Certified by _____
Principal



Evacuation Plan
Bomb Threat
Chemical Spills
Fire/Explosion
Weather
Gun/Weapon on Campus
Hostage
Major Student Disruption/Demonstration
Shooting or Stabbing
Working with the Media
Medical Emergency
Emergency Student Pick-up and Release
Security Codes
Safe Team/Posting
Fire Drill Form
School Floor Plan
Accident Report
First Aid Log
First Aid Procedures
Critical Response Checklist/Information
Safety Guidelines



Purpose:

The purpose of this plan is to provide specific instruction for the school regarding fire alarms, building evacuation and evacuation drills.

Policy:

The school administration has established specific procedures in order to:

- Protect life and property
- Provide responsible leadership during emergencies
- Restore educational activities as quickly as possible

Scope:

This policy applies to all staff, faculty and visitors.

Procedures:

All persons should follow the procedures outlined during an emergency.

Reporting Emergencies:

- To report a fire or other emergency condition, pull the nearest fire alarm station.
- Do not call the administrative team during an emergency except to report a fire or smoke in your immediate area or to request assistance in evacuating a handicapped person.

Although fire extinguishers are located throughout the building, only trained personnel should handle this equipment. No one else is either expected or designated to fight a fire.

Evacuating the building:

When the alarm sounds:

- Close but do not lock all doors
- Leave all lights on
- Take your grade book
- Evacuate the classroom (The teacher should lead and the last student will close the door)
- Check the nearest student restroom and evacuate any students
- Proceed in an orderly line to the designated assembly area
- Account for all students by taking the roll
- Hold up a green card- all accounted for, red card – someone is missing



A designated administrator will check each area of the building to ensure everyone has evacuated and is accounted for.

Do not stop or detain emergency or administrative personnel.

Maps detailing primary and secondary exit routes are located in each classroom and in other conspicuous locations. Please familiarize yourself with the location of the nearest emergency exit.

Students in the lunchroom will exit the building and proceed to the designated assembly area. Lunchroom personnel will escort students out of the building. The classroom teacher will immediately report to his/her area to account for all students.

Exit Doors:

Lighted "Exit" signs indicate emergency exits.

Outside the Building:

Upon evacuation of the building, everyone must:

- ❑ Move to the assigned assembly area
- ❑ Account for all student, staff and faculty
- ❑ Keep roadways clear for building access
- ❑ Allow access for emergency personnel
- ❑ Remain away from the building until the "All Clear" has been sounded.

Evacuation Drills:

The school will conduct drills in accordance with the county policy of ten per year.

These drills will help to insure the safety of all in the event of an actual emergency. Everyone's prompt response to alarms and compliance with these procedures will minimize:

- ❑ Danger to students, staff and faculty
- ❑ Damage to property
- ❑ Disruption of the educational process



Bomb Threats

In the event a bomb threat is called into the school, the following procedures checklist should be followed. Only the principal or designee will make the decision to evacuate the school.

The recipient of the bomb threat will follow the bomb threat checklist:

- Ask as many questions as possible
- Pay close attention to the tone of the caller's voice
- Pay close attention to the caller's attitude

After the caller disconnects follow the checklist below:

_____ Notify the school administration immediately

_____ Contact the local police department

_____ Contact all members of the SAFE TEAM and advise them of the situation. Each should respond to their posts.

_____ If the decision is made to evacuate, all teachers should be notified via a call or fire alarm. At the end of the announcement, they should be instructed to check their classrooms for anything suspicious or out of place.

_____ Students should be evacuated to the designated assembly area. Teachers are required to supervise their class as during a fire drill.

_____ Once in the designated area, teachers should hold up a green or red card as during a fire drill.

_____ Once fire and police personnel have arrived, the SAFE TEAM should prepare to assist if necessary.

_____ Only Fire or Police personnel will make the "All Clear". Students may then return to the building.

_____ If a device is found and the decision is made to close the school, a phone tree will be instituted.

_____ After each incident, the checklist should be reviewed and revised as necessary.



Chemical Spills

Many towns may have open containers of various chemicals within their boundaries. Many of these chemicals are harmless, other, however may be toxic and even deadly. Please follow the checklist below in the event of an emergency.

_____ Ensure that all students and staff have been moved from the affected area.

_____ Notify the school administration. The principal may make the decision to call 911.

_____ Contact all members of the SAFE TEAM and advise them of the situation. The team should respond to their posts.

_____ If the SAFE TEAM member's post is in the affected area, they should proceed to another area to assist.

_____ Any student or staff member affected by the chemical spill should be moved to a safe area for EMS response. If students are passed out or down, within the affected area, under no circumstances should anyone attempt a rescue. Such an attempt may result in additional casualties.

_____ If the decision is made to evacuate the building, teachers should escort their students to the designated assembly area. The fire alarm will sound and fire drill procedures should be followed.

_____ Upon arrival of the emergency personnel, the SAFE TEAM will follow the instructions given by the scene commander.

_____ Only the scene commander will give the "All Clear" for students to return to class.

_____ In the event the school must be closed, a phone tree will be instituted.



Fire/Explosion

An emergency exists whenever a fire alarm is received from the main fire panel or a pull station. Fire drills are the most practiced of all drills so school personnel should be wary of complacency. Staff and students must be aware of fire evacuation plans and routes that are located in each classroom.

Staff and students should be aware of both primary and secondary evacuation routes. In a dire emergency, windows may be used as a form of escape.

_____ Notify school administration. The principal may make the decision to call 911.

_____ All members of the SAFE TEAM should respond to their posts.

_____ All teachers and staff will follow the fire evacuation plan.

_____ All teachers will stay with their class until the "All Clear" is given by the fire department.

_____ If the decision is made to close the school, a phone tree will be implemented.

In the event of an explosion the additional checklist items below should be followed:

_____ All injured personnel will be transported to one location for EMS personnel.

_____ All students and staff will be moved as far from the building as possible.

_____ All students and staff are instructed to get as close to the ground as possible for protection.



Weather

Florida is prone to very erratic and sometimes severe weather patterns. Tornado watches as well as warnings are common, stemming from severe thunderstorms. Hurricanes are easier to predict than tornadoes but can change course quickly, creating the need to close school prior to the designated time.

_____ If severe weather is predicted prior to the start of school, the school will follow the policies provided by the local school district. Parents are urged to watch local television stations for instructions concerning school closings.

_____ In the event of severe weather during the school day, students will be moved to interior portions of the building away from windows.

_____ If it appears that the weather is threatening for a long period of time, a phone tree will be implemented.

Tornado:
Watch –

_____ The staff will be advised of the watch and notified of where to proceed in the event the watch turns into a warning. All outside PE classes must proceed inside the building.

Warning-

_____ In the event of a tornado warning, the staff will be notified of a **CODE YELLOW**. They will then proceed to the designated areas of the building. No students will be permitted to leave the classroom or designated area for any reason. All computer systems will be turned off and unplugged until the "All Clear" is given.



Gun/Weapon on Campus

Unfortunately due to the times in which we live there is the possibility that a student will bring a gun or weapon onto the campus. If this incident occurs, or there is a rumor of such an occurrence, the checklist below should be followed.

_____ Notify to administration immediately. The principal may make the decision to notify the police.

_____ The administration and the police will proceed to the location of the student(s) with the weapon. The student(s) will be asked to step into the hallway without their bag or backpack. Once the student has been secured, a search of the student's belongings and person will be conducted.

_____ If a weapon is found, the school will press charges and the student will be arrested. The parent/guardian will be notified.

_____ If no weapon is found, an attempt will be made to determine from where and from whom the rumor originated.

Hostage

The possibility exists that an incident could turn into a hostage situation. This is a dynamic event that at times can be very tenuous. The administration and staff must maintain close control of other students and possibly staff members. It is paramount that the checklist be followed very closely. It should also be noted that the hostages may include the administration.

_____ Upon notification of a hostage situation the principal may make the decision to call 911.

_____ The SAFE TEAM will be alerted.

_____ The area where the hostages are being held should be secured and isolated.

_____ Teachers will be alerted to hold all students in their classrooms until the "All Clear" is given.

_____ The SAFE TEAM will take their posts. If the post is located in the hostage area, they will be assigned another post.

_____ Once emergency personnel arrive; the event will be turned over to the scene commander.



Major Student Disruption/Demonstration

It is possible that students could decide to rise up as a whole group or a portion, if they find a reason to protest an event or situation. Many demonstrations run their course in a short time, others can become violent. No demonstration should be taken lightly. Even a peaceful demonstration can erupt into violence with the right mix of ingredients. It should be noted that following a demonstration, it may be difficult to resume classes as normal.

_____ The administration should be notified of the location of the demonstration.

_____ The principal may make the decision to call 911.

_____ The SAFE TEAM should be notified and they should proceed to their posts.

_____ The principal will implement a CODE RED.

_____ The administration will attempt to disperse the group and take action on the leaders.

_____ If the group will not disperse, additional police will be called to assist.



Shooting/ Stabbing

In the event of a student or staff shooting or stabbing, the school as a whole will suffer many different emotions. Some will feel fear, others anger and confusion. The administration and staff must work together to accommodate the needs of all involved.

_____ Upon notification, the administration will implement CODE RED. The principal will call 911.

_____ The police will request assistance from EMS and take additional action where necessary.

_____ Medical treatment will immediately begin by persons trained in Red Cross procedures and CPR.

_____ Once the on scene commander arrives, they will have full control of the situation. The administration will work closely with the on scene commander and assist where needed.

_____ Counseling experts will be notified.



Media

In the event the media is notified of a situation at the school a plan must be in place as to by whom, where and when a statement will be given.

_____ The principal is the designated spokesperson.

_____ In cooperation with the Board and Management team, a time and place will be established for a press conference.

_____ Under no circumstances shall a teacher or staff member make a statement to the press.



Medical Emergency

Medical emergencies occur from time to time on school campuses.

_____ Upon notification, the administration will implement a CODE BLUE to the area of the emergency.

_____ The administration will respond to render first aid as needed.

_____ If EMS personnel are required; the principal will make contact by calling 911.

_____ Office staff will make sure a copy of the emergency card is available for EMS personnel and the parent/guardian will be notified.



Emergency Student Pick-up and Release

In the event a situation arises that students must be picked up prior to normal dismissal the following procedures should be implemented.

_____ The school receptionist will be responsible for taking the box containing student emergency cards and keeping them safe at all times.

_____ Office staff and teachers will implement a phone tree.



Security Codes

The code meanings should not be shared with students or parents. Please become familiar with the following security codes:

Code Red

This is a general emergency. It means there are events taking place in the school that requires a lock down. All classroom doors should be locked and the students are to remain quiet so informational announcements can be heard. Students in the hallway will report to the main office or to an administrator. No information about the incident will be announced. The nature of the incident will be relayed to the administration. Teachers will be notified as needed.

Code Blue

This code should be used when there is a medical emergency anywhere on campus. When the announcement is made, the location of the emergency should be given. All available administrators and office staff will respond.

Code Orange

This code should be used when there is an intruder on the school premises. A **Code Red Lockdown** will follow.

Code Yellow

This code will be used in the event that important information must be relayed to the faculty regarding inclement weather. For example:
"Teachers, due to inclement weather..."



Fire Drill Form

Date: ____/____/____

Prepared by: _____

In accordance with the Florida Administrative Code, a FIRE DRILL was conducted at our school.

School Name: _____

Principal/Director: _____

Date of Drill: ____/____/____

Time of Drill: ____:____

Length of time to evacuate the building: _____

Number of students involved: _____

Route utilized for evacuation: Primary _____

Secondary _____

Supervised by local fire department: Yes _____

No _____

Signature: _____

Date: ____/____/____

A tornado drill is not considered as one of the required ten evacuation drills per year.

Please keep this form in a binder to be continued year to year.



Fire Drill Form

DATE:

January 30, 2012

TO:

CHARTER SCHOOLS SUPPORT DIRECTOR

FROM:

Kidz Choice Charter

SUBJECT:

Fire Drill

In accordance with Florida Administrative Code, A FIRE DRILL was conducted at our school.

PLEASE SUBMIT ONE FORM FOR EACH SCHOOL LOCATION.

School Number:

5409

School Name:

Kidz Choice Charter

Date of Drill:

Jan 30 2012

Time of Drill:

1:15

Length of Time to Evacuate Building:

57 seconds

Number of Students Taking Part:

115

Route Utilized: (Check One)

Primary:

Secondary:

Supervised by Local Fire Department:

Yes:

No:

Comments:

Efficiently, calm, no problems

Signature:



NOTE: A TORNADO DRILL IS NOT CONSIDERED AS ONE OF THE MANDATORY TEN (10) EVACUATIONS

EMAIL THIS FORM TO: maryann.howe@browardschools.com

Fire Drill Form

DATE: *Feb 9, 2012*
TO: **CHARTER SCHOOLS SUPPORT DIRECTOR**
FROM: *Kidz @ home charter*
SUBJECT: **Fire Drill**

In accordance with Florida Administrative Code, A FIRE DRILL was conducted at our school.

PLEASE SUBMIT ONE FORM FOR EACH SCHOOL LOCATION.

School Number: *5409*
School Name: *Kidz @ home charter*
Date of Drill: *Feb 9, 2012*
Time of Drill: *10:15 am*
Length of Time to Evacuate Building: *54 sec*
Number of Students Taking Part: *109*
Route Utilized: (Check One)

Primary:

Secondary:

Supervised by Local Fire Department: **Yes:** **No:**

Comments: *Evacuated building quickly and efficiently*
Signature:

[Handwritten Signature]

NOTE: A TORNADO DRILL IS NOT CONSIDERED AS ONE OF THE MANDATORY TEN (10) EVACUATIONS

EMAIL THIS FORM TO: maryann.howe@browardschools.com

Fire Drill Form

DATE: March 29 2012
TO: CHARTER SCHOOLS SUPPORT DIRECTOR
FROM: Kidz Choice Charter
SUBJECT: Fire Drill

In accordance with Florida Administrative Code, A FIRE DRILL was conducted at our school.

PLEASE SUBMIT ONE FORM FOR EACH SCHOOL LOCATION.

School Number: 5409
School Name: Kidz Choice Charter
Date of Drill: 3-29-12
Time of Drill: 10:30 AM
Length of Time to Evacuate Building: 56 secd.
Number of Students Taking Part: 110
Route Utilized: (Check One)
Primary:
Secondary:
Supervised by Local Fire Department: Yes: No:

Comments: no problems

Signature: [Handwritten Signature]

NOTE: A TORNADO DRILL IS NOT CONSIDERED AS ONE OF THE MANDATORY TEN (10) EVACUATIONS

EMAIL THIS FORM TO: maryann.howe@browardschools.com

KIDZ CHOICE CHARTER SCHOOL

Fire Drill Form

DATE: *April 5 2012*
TO: **CHARTER SCHOOLS SUPPORT DIRECTOR**
FROM: *Kidz choice charter*
SUBJECT: *Fire Drill*

In accordance with Florida Administrative Code, A FIRE DRILL was conducted at our school.

PLEASE SUBMIT ONE FORM FOR EACH SCHOOL LOCATION.

School Number: *5409*
School Name: *Kidz Choice Charter*
Date of Drill: *April 5 2012*
Time of Drill: *11:05 a.m.*
Length of Time to Evacuate Building: *55 seconds*
Number of Students Taking Part: *105*
Route Utilized: (Check One)

Primary:

Secondary:

Supervised by Local Fire Department: Yes No

Comments: *Fast and no issues*

Signature: *[Handwritten Signature]*

NOTE: A TORNADO DRILL IS NOT CONSIDERED AS ONE OF THE MANDATORY TEN (10) EVACUATIONS

EMAIL THIS FORM TO: maryann.howe@browardschools.com

DATE: 5/18/12 **Fire Drill Form**

TO: CHARTER SCHOOLS SUPPORT DIRECTOR

FROM: Kidz Choice Charter

SUBJECT: Fire Drill

In accordance with Florida Administrative Code, A FIRE DRILL was conducted at our school.

PLEASE SUBMIT ONE FORM FOR EACH SCHOOL LOCATION.

School Number: 5409

School Name: Kidz Choice Charter

Date of Drill: 5-18-12

Time of Drill: 1:05 PM 59 sec

Length of Time to Evacuate Building: 59 sec

Number of Students Taking Part: 112

Route Utilized: (Check One)

Primary:

Secondary:

Supervised by Local Fire Department: Yes: No:

Comments: no problems

Signature: 

NOTE: A TORNADO DRILL IS NOT CONSIDERED AS ONE OF THE MANDATORY TEN (10) EVACUATIONS

EMAIL THIS FORM TO: maryann.howe@browardschools.com

First Fire Drill of year!

Fire Drill Form

DATE: 8/21/12

TO: CHARTER SCHOOLS SUPPORT DIRECTOR

FROM:

SUBJECT: Fire Drill

In accordance with Florida Administrative Code, A FIRE DRILL was conducted at our school.

PLEASE SUBMIT ONE FORM FOR EACH SCHOOL LOCATION.

School Number: 5409

School Name: Kidz Choice Charter

Date of Drill: 8/21/12

Time of Drill: 10:55 AM

Length of Time to Evacuate Building: 6:06 seconds

Number of Students Taking Part: 101

Route Utilized: (Check One)

Primary:

Secondary:

Supervised by Local Fire Department: Yes

No:

Comments: Newbrooke Pines Fire Rescue

All well

Signature:

Lt. Lees Bennett

NOTE: A TORNADO DRILL IS NOT CONSIDERED AS ONE OF THE MANDATORY TEN (10) EVACUATIONS

EMAIL THIS FORM TO: maryann.howe@browardschools.com

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TORNADO DRILL FORM

Date: 8/21/12

TO: Charter Schools Support Director

RE: Tornado Drill

PLEASE SUBMIT ONE FORM FOR EACH SCHOOL LOCATION.

In accordance with School Board and State procedures, a tornado drill was conducted at our school:

School Number 5409

School Name Kidz @ Broward

Date of drill 8/21/12

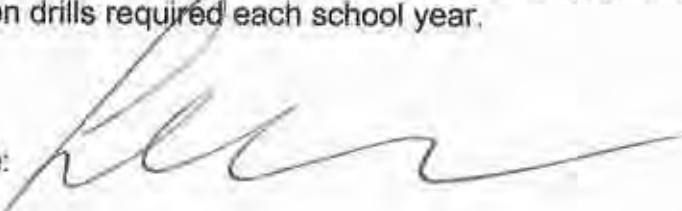
Length of time required 60 SECS

Number of students taking part 102

Comments: NO ISSUES

NOTE: Two (2) tornado drills are required each school term; the first during the first two (2) weeks of school and the second drill during Hazardous Weather Awareness Week in February.

NOTE: A tornado drill is not considered, as one (1) of the mandatory ten (10) evacuation drills required each school year.

Signature: 

EMAIL THIS FORM TO: anitra.hayes@browardschools.com

Fire Drill Form

DATE:

9/9/12

TO:

CHARTER SCHOOLS SUPPORT DIRECTOR

FROM:

Kate Howard @ charter

SUBJECT:

Fire Drill

In accordance with Florida Administrative Code, A FIRE DRILL was conducted at our school.

PLEASE SUBMIT ONE FORM FOR EACH SCHOOL LOCATION.

School Number:

5409

School Name:

Kate Howard Charter

Date of Drill:

9/9/12

Time of Drill:

10:30 am

Length of Time to Evacuate Building:

55 seconds.

Number of Students Taking Part:

102

Route Utilized: (Check One)

Primary:

Secondary:

Supervised by Local Fire Department:

Yes:

No:

Comments:

Everything went well!

Signature:

Kate Howard

NOTE: A TORNADO DRILL IS NOT CONSIDERED AS ONE OF THE MANDATORY TEN (10) EVACUATIONS

EMAIL THIS FORM TO: maryann.howe@browardschools.com

TORNADO DRILL FORM

Date: 9/9/12
TO: Charter Schools Support Director
RE: Tornado Drill

PLEASE SUBMIT ONE FORM FOR EACH SCHOOL LOCATION.

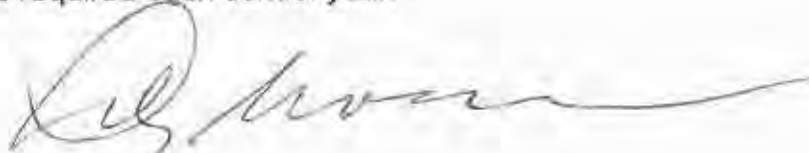
In accordance with School Board and State procedures, a tornado drill was conducted at our school:

School Number 5409
School Name Kidz Choice
Date of drill 9/9/12
Length of time required 58 seconds
Number of students taking part 102
Comments: No problems

NOTE: Two (2) tornado drills are required each school term; the first during the first two (2) weeks of school and the second drill during Hazardous Weather Awareness Week in February.

NOTE: A tornado drill is not considered, as one (1) of the mandatory ten (10) evacuation drills required each school year.

Signature:



EMAIL THIS FORM TO: anitra.hayes@browardschools.com

Fire Drill Form

DATE: 10/20/12
TO: CHARTER SCHOOLS SUPPORT DIRECTOR
FROM: Lily Swanson, FCCS
SUBJECT: Fire Drill

In accordance with Florida Administrative Code, A FIRE DRILL was conducted at our school.

PLEASE SUBMIT ONE FORM FOR EACH SCHOOL LOCATION.

School Number: 5409
School Name: Kidz Choices
Date of Drill: 10/20/12
Time of Drill: 9:15
Length of Time to Evacuate Building: 50 Secs.
Number of Students Taking Part: 101

Route Utilized: (Check One)

Primary:

Secondary:

Supervised by Local Fire Department: Yes: No:

Comments: No Problems of any kind.

Signature: 

NOTE: A TORNADO DRILL IS NOT CONSIDERED AS ONE OF THE MANDATORY TEN (10) EVACUATIONS

EMAIL THIS FORM TO: maryann.howe@browardschools.com

KIDZ CHOICE CHARTER SCHOOL

Fire Drill Form

DATE: Nov. 10, 2012
TO: CHARTER SCHOOLS SUPPORT DIRECTOR
FROM: Lily Swanson Kidz Choice
SUBJECT: Fire Drill

In accordance with Florida Administrative Code, A FIRE DRILL was conducted at our school.

PLEASE SUBMIT ONE FORM FOR EACH SCHOOL LOCATION.


School Number: 5409
School Name: Kidz Choice
Date of Drill: Nov. 10, 2012
Time of Drill: 2:00 pm
Length of Time to Evacuate Building: 45 seconds
Number of Students Taking Part: 100
Route Utilized: (Check One)

Primary:

Secondary:

Supervised by Local Fire Department: Yes No

Comments: No problems

Signature: 

NOTE: A TORNADO DRILL IS NOT CONSIDERED AS ONE OF THE MANDATORY TEN (10) EVACUATIONS

EMAIL THIS FORM TO: maryann.howe@browardschools.com

TORNADO DRILL FORM

Date:

TO: Charter Schools Support Director

RE: Tornado Drill

PLEASE SUBMIT ONE FORM FOR EACH SCHOOL LOCATION.

In accordance with School Board and State procedures, a tornado drill was conducted at our school:

School Number _____

School Name _____

Date of drill _____

Length of time required _____

Number of students taking part _____

Comments: _____

NOTE: Two (2) tornado drills are required each school term; the first during the first two (2) weeks of school and the second drill during Hazardous Weather Awareness Week in February.

NOTE: A tornado drill is not considered, as one (1) of the mandatory ten (10) evacuation drills required each school year.

Signature:

EMAIL THIS FORM TO: anitra.hayes@browardschools.com

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Kidz Choice Charter School

Accident/Incident Report

Date _____ Time _____ AM/PM

Name _____

Location of accident/incident _____

Description of accident/incident _____

Treatment/first aid _____

Disposition _____

Parents/family notified (Date) _____ Time _____

Administration notified (Date) _____ Time _____

Comments _____

Signed _____ Date _____
Employee

Signed _____ Date _____
Administration

Signed _____ Date _____
Parent (If applicable)



Tornado Safety Procedures for Schools

A minimum of ten fire drills and two tornado drills must be conducted in all Florida schools each academic year.

All schools must develop plans and conduct drills. School officials need to be especially cautious during hurricane season. Tornadoes often occur on the outer fringes of tropical storms and hurricanes.

School officials who are familiar with precautions to take if a tornado occurs can better safe guard children at their schools.

Understand Watches and Warnings—The National Weather Service issues a tornado watch when a tornado is possible, and a tornado warning when a tornado has been spotted or indicated on radar. But there may not be time for a tornado warning before a twister strikes. Tornadoes form suddenly. Teachers and students should know the difference between a watch and a warning.

Have a Plan—School officials should have a plan for rapidly informing every school in the system of tornado watches and warnings, either by radio or telephone.

Know Each Building—Each school should be inspected and tornado shelter areas should be designated. Schools should use interior hallways on the ground floor. Never use gymnasiums, auditoriums, or other rooms with wide, free-span roofs. Teachers and students should know their designated shelter area.

Children in less sturdy classrooms, such as portable or temporary classrooms, should be escorted to sturdier buildings or to chosen ditches, culverts, or ravines, and instructed to lie down, hands over head. Most tornado deaths are caused by head injuries.

A special alarm system should be designated to indicate a tornado has been sighted and is approaching.

Have a Bus Policy—School administrators should establish procedures governing use of school buses during tornado watches and warnings. Generally speaking, school buses should continue to operate during tornado watches but not during tornado warnings. School buses are easily rolled by tornado winds.

Assign Emergency Roles—During a tornado watch, specified adults should monitor commercial radio or TV for tornado warnings, even if the school has a NOAA Weather Radio tone alert system. Weather spotters also should keep an eye on the sky for dark, rolling clouds, hail, driving rain, or a sudden increase in wind, in addition to the telltale funnel. Tornadoes are often obscured by precipitation or darkness. Other public agencies, too, report tornado sightings.



Specified teachers should be assigned to round up children on playgrounds or other outdoor areas during a tornado warning. Otherwise, they might be overlooked.

Use an Alarm System—Designate a special alarm system to indicate a tornado has been sighted and is approaching. A backup alarm should be planned for use if electrical power fails perhaps a battery-operated bullhorn, a hand-cranked siren, or even an old-fashioned hand-swung bell.

Have Emergency Procedures and Conduct Drills -When children are assembled in school interior hallways during a tornado drill or warning, they should be instructed to respond to a specific command to assume protective postures and to face interior walls when the danger is imminent. Such a command might be:

“Everybody down! Crouch on elbows and knees! Hands over back of head!”
Or
“Duck and Cover”

It is essential that this command be instantly understood and obeyed. Illustrations showing the protective position should be posted on bulletin boards.

If a school bus is caught in the open when a tornado is approaching, the children should be escorted to a nearby ditch or ravine and made to lie face down, hands overhead. They should be far enough away so the bus cannot topple on them. Bus drivers should be regularly drilled in tornado procedures.



Tornado Safety Rules for Schools; Adapted by Cooperative Extension Specialists, NC State University, from University of Florida/ Institute of Food and Agricultural Sciences' Disaster Handbook6/00-JMG



The carefully developed drill is essential to keep students and staff safe, and to work out any kinks in the drill before it is needed for real. Also, large and easy to read maps or signs with arrows should be posted throughout the hallways directing people to the safe areas.

Here are some other important tips:

1. If the school's alarm system relies on electricity, have a compressed air horn or megaphone to sound the alert in case of power failure.
2. Make special provisions for disabled students and those in portable classrooms. Portable classrooms are like mobile homes -- exceptionally dangerous in a tornado.
3. Make sure someone knows how to turn off electricity and gas in the event the school is damaged.
4. Keep children at school beyond regular hours if threatening weather is expected; and inform parents of this policy. Children are safer deep within a school than in a bus or car. Students should not be sent home early if severe weather is approaching, because they may still be out on the roads when it hits.
5. Lunches or assemblies in large rooms should be postponed if severe weather is approaching. Gymnasiums, cafeterias, and auditoriums offer no protection from tornado-strength winds. Also, even if there is no tornado, severe thunderstorms can generate winds strong enough to cause major damage.
6. Know the county in which your school sits, and keep a highway map nearby to follow storm movement from weather bulletins.
7. Have a NOAA Weather Radio with a warning alarm tone and battery back-up to receive warnings quickly and directly from your local National Weather Service office.
8. Listen to radio and television for information when severe weather is likely. Outlooks and watches from the Storm Prediction Center can also help you be aware of the possibility of severe weather during the school day.

WHEN THE TORNADO THREATENS OR A TORNADO WARNING IS ISSUED...

Seconds count. Follow the drill according to the plan you have developed. Lead all students to the designated safe places in a calm, orderly and firm manner. Everyone should then crouch low, head down, protecting the back of the head with the arms. Stay away from windows and large open rooms like gyms and auditoriums.



AFTER THE TORNADO...

Keep students assembled in an orderly manner, in a safe area away from broken glass and other sharp debris, and away from power lines, puddles containing power lines, and emergency traffic areas. While waiting for emergency personnel to arrive, carefully



render aid to those who are injured. Keep everyone out of damaged parts of the school; chunks of debris or even that whole section of the building may fall down. Ensure nobody is using matches or lighters, in case of leaking natural gas pipes or fuel tanks nearby. It is very important for teachers, principals and other adult authority figures to set a calm example for students at the disaster scene, and reassure those who are shaken.

Remember, there is no such thing as guaranteed safety from a tornado. Freak accidents happen; and the most violent tornadoes can level and blow away all but the most intensely fortified structures. Extremely violent F5 tornadoes are very rare, though; and even within one's path, only a small area has F5 damage. Most of any tornado's damage track is actually much weaker and can be survived using sound safety practices.

What is the difference between a warning and a watch?

Tornado Watch -- Tornadoes are possible. Stay tuned to the radio or television news.

Tornado Warning -- A tornado has been sighted. Take shelter immediately!

Tornado Facts

When and Where Tornadoes Occur

- A tornado is a violently rotating column of air extending from a thunderstorm to the ground.
- Tornadoes may appear nearly transparent until dust and debris are picked up or a cloud forms within the funnel.
- The average tornado moves from southwest to northeast, but tornadoes have been known to move in any direction.
- The average forward speed is 30 mph but may vary from nearly stationary to 70 mph.
- The strongest tornadoes have rotating winds of more than 250 mph.
- Tornadoes can accompany tropical storms and hurricanes as they move onto land.
- Waterspouts are tornadoes which form over warm water. They can move onshore and cause damage to coastal areas.
- Tornadoes can occur at any time of the year.
- Tornadoes have occurred in every state, but they are most frequent east of the Rocky Mountains during the spring and summer months.
- In the southern states, peak tornado occurrence is March through May, while peak months in the northern states are during the late spring and summer.
- Tornadoes are most likely to occur between 3 and 9 p.m. but can happen at any time.



Tornadoes. . .

Before thunderstorms develop, a change in wind direction and an increase in wind speed with increasing height creates an invisible, horizontal spinning effect in the lower atmosphere.

Rising air within the thunderstorm updraft tilts the rotating air from horizontal to vertical. An area of rotation, 2-6 miles wide, now extends through much of the storm. Most tornadoes form within this area of strong rotation!

Weak Tornadoes

- 88% of all tornadoes
- Less than 5% of tornado deaths
- Lifetime 1 – 10+ minutes
- Winds less than 110 mph

Strong Tornadoes

- 11% of all tornadoes
- Nearly 30% of all tornado deaths
- May last 20 minutes or longer
- Winds 110-205 mph

Violent Tornadoes

- Less than 1% of all tornadoes
- 70% of all tornado deaths
- Lifetime can exceed 1 hour
- Winds greater than 205 mph

Tornado Myths and Truths

MYTH: Areas near lakes, rivers, and mountains are safe from tornadoes.

TRUTH: No place is safe from tornadoes. A tornado near Yellowstone National Park left a path of destruction up and down a 10,000 foot mountain.

MYTH: The low pressure with a tornado causes buildings to "explode" as the tornado passes overhead.

TRUTH: Violent winds and debris slamming into buildings cause most structural damage.

MYTH: Violent winds and debris slamming into buildings cause most structural damage.

Windows should be opened before a tornado approaches to equalize pressure and minimize damage.

TRUTH: Leave the windows alone. The most important action is to immediately go to a safe shelter.

MYTH: If you are driving and a tornado is sighted, you should turn and drive at right angles to the storm.



TRUTH: The best thing to do is to seek the best available shelter. Many people are injured or killed when remaining in their vehicles.

MYTH: People caught in the open should seek shelter under highway overpasses.

TRUTH: Take shelter in a sturdy reinforced building if at all possible. Overpasses, ditches, and culverts may provide limited protection from a tornado, but your risk will be greatly reduced by moving inside a strong building.

Safety Guidelines, Policies and Procedures

General Guidelines:

The following guidelines have been developed to assist personnel in their professional efforts to insure a safe working environment. Safety is foremost for our staff and students. The guidelines are designed to support the safety efforts of personnel in the performance of their daily assignments and duties. Please review these safety guidelines and become familiar with them. Please remember that good judgment is essential in insuring the safety of all personnel and students.

Responsibilities of Personnel:

Responsible personnel understand and respect potential dangers and maintain the appropriate safety behavior that applies to the area in which they work or visit. Please follow the guideline listed below:

- Take reasonable care of your safety and health, and that of others
- Follow all safety and health policies and procedures
- Report all known or observed hazards, incidents and injuries.
- Follow established procedures to ensure safe performance of a given task
- Report all occupational injury, illness, near miss incidents, environmental spills or fire, regardless of its severity, to a supervisor;
- Correct unsafe conditions when appropriate, possible and safe to do so; and
- Behave in a manner, which does not endanger the health and safety of themselves, other employees or students.
 1. Never transport or use narcotics, controlled substances, alcohol, or any other drugs not prescribed by a physician while working or driving.
 2. Do not work if your ability or alertness is impaired due to fatigue, illness, and other causes that make it unsafe for yourself or others.
 3. Never carry or use unauthorized firearms or explosives at work.

A safe and healthy work environment is fostered through a partnership where all involved combine their efforts and share the responsibility for work-related personal injury prevention and management. Every staff member is responsible to:

- Practice good housekeeping in all areas, at all times. Walkways, aisles and general work areas should be kept clean and free of obstructions.
- Never leave file cabinets and drawers open and unattended in areas where other personnel may walk as this may cause unnecessary tripping hazards. Placing too much weight on the top of a file cabinet or drawer can cause the cabinet to topple resulting in severe injury to personnel or students.
- Never use unfamiliar power equipment and protect power cords from damage. Insure insulation is not frayed or broken and keep aisles and walk spaces free from electrical cords.



Fire Prevention and Protection

The best way to reduce loss of life and property due to fire is prevention. It is the responsibility of all employees to protect other persons and their property.

The following fire practices should be followed at all times:

- Protect electrical wiring from abuse.
- Turn off all electrical appliances at the end of the day.
- Do not "force" office machinery that is not working properly.
- All combustible or flammable liquids should be stored in approved cabinets and containers.
- Exits and passageways should be kept clear at all times.
- Good housekeeping must be maintained in each area of the building.
- Notify the principal of any fire safety hazards existing in the building.
- Portable space heaters are discouraged due to potential electrical overloading and the fire hazard these units present.
- Smoking is prohibited on school property.

Fire Drills

The school will conduct at least 10 fire drills per year. (Approximately one per month) The first fire drill should be conducted within the first few days of school. A primary and secondary exit route should be posted in each classroom and other community areas. Each teacher must take with them their grade and attendance book to take roll and account for all students. A green card shows that all students are accounted for and a red card shows that a student is missing.

The principal should record the time the drill starts, the time it takes to evacuate the building and the time the drill ends. Notice should also be provided if the fire department is present for the drill.

Emergency Weather Closings

The school will follow the direction of the local school board in the event of hazardous weather.

If the county is placed on a Hurricane Warning and district schools are closed, the school will abide by that directive. If the warning occurs during the school day, it is the parent/guardian responsibility to pick up the student by the scheduled closing time. (Within approximately one hour of the warning announcement) A phone tree should be implemented to notify parents/guardians.



Procedures for sever weather closing:

- ❑ Activate telephone tree
- ❑ Shut off all computers
- ❑ Place computers and electrical equipment on tables, wrapped in plastic bags
- ❑ Lock all student records in fireproof cabinets.
- ❑ Remove all student attendance and grade books to a secure location.

In the event the school is damaged and must close for a longer period of time, an alternative location will be sought.

Classroom and Office Safety

- ❑ Close all drawers and doors immediately after use.
- ❑ Open only one file cabinet drawer at a time to avoid tipping.
- ❑ Heavy files should be placed in the bottom drawer of the file cabinet.
- ❑ Use the handle to close file drawers and doors.
- ❑ Use a ladder or step stool to reach items above your head. **DO NOT STAND ON FURNITURE to reach high places.**
- ❑ Do not block your view by carrying large or bulky items. Use a dolly or hand truck, or get assistance from a colleague.
- ❑ Store sharp items in drawers or with points down in a container.
- ❑ Keep floors clear of items such as paper clips, pencils, tacks or staples.
- ❑ Do not tilt chairs onto two legs.
- ❑ Carry pencils, scissors and other sharp items with the points pointing downward.
- ❑ Position fingers and hands on the handle of a paper cutter before cutting. Keep fingers away from cutting blade.
- ❑ Keep fingers away from ejector on staplers when testing or loading. Be sure to point the ejector slot away from your face and others when loading.
- ❑ Do not use multiple extension cords. Use only surge protectors for computers with all three prongs in tact.
- ❑ Do not run extension cords across aisles, between desks or across exits.
- ❑ Do not place your fingers in or near the feed of a paper shredder.
- ❑ Do not connect multiple devices into electrical outlets.
- ❑ Smoking is prohibited on school property.
- ❑ Use a staple remover to remove staples. Do not use your fingers.
- ❑ Turn off machines before adjusting or cleaning.
- ❑ Do not use fans in walkways, aisles, or doorways. Do not use fans without a safety guard.
- ❑ Use handrails when ascending or descending stairs.
- ❑ Obey all posted safety and danger signs.
- ❑ Do not use frayed, cut or cracked electrical cords.
- ❑ Do not leave items on stairways or walkways.
- ❑ Do not run on stairs or walkways.
- ❑ Do not jump from ramps, platforms, ladders or step stools.
- ❑ Clean up spills or leaks immediately to avoid slipping.



Ladders and Stepladders

- ❑ If you are unsure how to use the ladder read and follow the instructions label affixed to the ladder, if available.
- ❑ Do not use ladders that have loose steps, cracked or split side rails, missing rubber footpads or are otherwise visibly damaged.
- ❑ Ladders shall be placed so that each side rail (or stile) is on a level and firm footing and so that the ladder is rigid, stable and secure.
- ❑ The side rails (or stiles) of a ladder should not be supported by boxes, loose bricks, or other loose packing.
- ❑ No ladder shall be placed in front of a door opening towards the ladder unless the door is fastened open, locked or guarded.
- ❑ Only one person at a time may use a single ladder.
- ❑ Always face the ladder when ascending or descending.
- ❑ Maintain three point contact – both hands and one foot, both feet and one hand on the ladder at all times when ascending or descending.
- ❑ When performing work from a ladder always face the ladder and do not lean backward or sideways from the ladder.
- ❑ Do not stand on the top two steps of a ladder.
- ❑ Do not stand on a ladder that wobbles or that leans to the left or right.

Lifting Procedures

- ❑ Plan the move before lifting, removing obstructions from your chosen path.
- ❑ Test the weight of the load before lifting by pushing the load along its resting place. If the load is too heavy or bulky, use a lifting and carrying aide such as a hand truck or get the assistance from a co-worker.
- ❑ If assistance is required communicate with your partner to coordinate your movements.
- ❑ Position your feet 6 – 12 inches apart with one foot slightly in front of the other, facing the load. Bend your knees, not your back. Keeping your back straight, get a firm grip on the object with your fingers or hands.
- ❑ Never lift anything if your hands are wet or greasy.
- ❑ Hold the object as close to your body as possible.
- ❑ Perform lifting movements smoothly and gradually.
- ❑ Set the object down in the same manner as you picked it up.
- ❑ Do not lift an object from the floor to a level above your waist in one motion. Set the item on a bench or table and continue.



Electrical and Power Tools

- ❑ Do not use cords that have splices, exposed wires or cracked or frayed ends.
- ❑ Do not carry plugged equipment.
- ❑ Do not carry equipment by the cord.
- ❑ Disconnect a tool from the outlet by grasping the plug end not the cord.
- ❑ Do not leave tools on when not in use.
- ❑ Do not handle or operate electrical equipment when your hands are wet or when you are standing on wet floors.
- ❑ Unplug equipment before making repairs.
- ❑ Do not use extension cords or other grounded three pronged power cords that have the ground prong removed or broken off.
- ❑ Do not walk on, drag or place objects on a cord.
- ❑ Do not operate power tools by holding the metal part of the tool. Always hold the tool by the plastic handle.



First Aid Procedures

Emergency Numbers:

Fire and Rescue _____

Poison Control _____

Police Department _____

Minor First Aid Treatment:

First aid kits are stored in the front office. The kit should be readily available.

If you sustain an injury requiring minor first aid treatment, the following steps should be taken:

- Inform your supervisor
- Administer first aid treatment to the wound
- If the first aid kit is used, indicate usage on the accident report form.
- Access to the first aid kit is not meant to be a substitute for medical treatment.
- Provide details for the completion of the Accident Report Form.

Medical Treatment

For non-emergency work related injuries requiring professional medical assistance beyond first aid treatment:

- Inform your supervisor
- Proceed to a medical facility. Transportation will be provided if necessary.
- Provide details for completion of the Accident Report Form.

If you sustain an injury requiring emergency medical treatment:

- Call for help or seek assistance from a co-worker.
- In all cases requiring immediate medical attention, call 911.
- Inform your supervisor and provide details for the Accident Report Form.

Basic First Aid Instructions:

In all cases requiring medical attention, call 911 for emergency medical assistance.

Wounds:

Minor cuts, lacerations, abrasions or punctures:

- Wash the wound using soap and water, rinse well.
- Covert the wound using a clean dressing.

Major Large, Deep Wounds:

- Stop the bleeding by pressing directly on the wound using a bandage or cloth. Always wear protective gloves.



- ❑ Keep pressure on the wound until medical assistance arrives.

Broken Bones:

- ❑ Do not move the victim unless absolutely necessary.
- ❑ If the victim must be moved, splint the injured area. Use a board, cardboard or rolled newspaper as a splint.
- ❑ Wait for emergency personnel.

Burns:**Heat –**

- ❑ Rinse the burned area without scrubbing it and immerse in cold water. Do not use ice.
- ❑ Blot the area dry and cover using a sterile gauze or cloth.

Chemical –

- ❑ Flush the exposed area with cool water immediately for 15 to 20 minutes.

Eye Injury:**Small Particle –**

- ❑ Do not rub the eye
- ❑ Use the corner of a soft, clean cloth to draw the particle out, or hold the eye lids open and flush with water.

Large Particle –

- ❑ Cover both eyes with a bandage and do not attempt to remove the object.
- ❑ Call for medical assistance.

Chemical –

- ❑ Immediately irrigate the eyes and call for medical assistance.

Neck and Spin Injury –

- ❑ If the victim appears to have injured his/her neck or spine, or is unable to move his/her arms or legs, do not attempt to move the victim unless it is absolutely necessary.
- ❑ Call for medical assistance.

Heat Exhaustion –

- ❑ Loosen the victim's tight clothing
- ❑ Give the victim cool sips of water
- ❑ Make the victim lie down in a cool place with legs elevated.



Emergency Critical Response Checklist

- _____ Call law enforcement first response contact
- _____ Assess situation and get facts
- _____ Ensure safety of all students and staff
- _____ Call Mike Strader – 954-461-6466 or Estelle Strader – 954-899-4001
- _____ Contact city and county officials
- _____ Contact parents
- _____ Media area designated
- _____ Parent area designated
- _____ Critical Response Coordinator conducts meeting with Crisis Response Team after chaos has calmed.
- _____ Critical Response Coordinator conducts meeting with staff after students have left the campus.
- _____ Debriefing begins



Crisis Information Sheet

Date: ____/____/____

Brief description of crisis: _____

What has been done so far?

Assessment of damage or harm:

People -
Number involved: _____

How many unaccounted for: _____

Evacuated: _____

Injured: _____ Dead: _____

Buildings:

Further damage potential: _____

Projection of events in next two hours:

News media:

On site: _____

Who/How many: _____

Special Requests: _____

Resources needed:

- | | | |
|--|---|---------------------------------|
| <input type="checkbox"/> Law enforcement | <input type="checkbox"/> Transportation | <input type="checkbox"/> Clergy |
| <input type="checkbox"/> Fire Department | <input type="checkbox"/> Clerical | <input type="checkbox"/> Other |
| <input type="checkbox"/> Construction | <input type="checkbox"/> Legal | |
| <input type="checkbox"/> Media Relations | <input type="checkbox"/> Communications | |
| <input type="checkbox"/> Medical | <input type="checkbox"/> Food services | |
| <input type="checkbox"/> Counselors | <input type="checkbox"/> Insurance claims | |

Step #1

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Establish Critical Response Planning Team

- Include emergency personnel and school officials who are familiar with the school and community
- Elect a chairperson (Usually the principal)
- See Checklist for Critical Response Team

Drafting a Critical Response Plan

- Create a schedule of dates for the Critical Response Team to meet
- Seek input from all involved in a crisis situation (include fire and police)

Establish Critical Response Team/Safe Team

- Select individuals who will actually participate in an emergency situation
- Establish who will do what, when and how
- Establish a clear understanding of who is in charge of each function
- Select one person from the school as a designated caller (this person will call the entire response team once a crisis has occurred)

Step #2

Training

- All school staff is trained in their roles
- A full scale drill of a crisis situation is practiced at least once per year
- A review of the plan should take place at least twice per year.

Grounds Safety

- Ensure that the building layout has been distributed to staff and Critical Response /Safe Team
- Limited number of campus entrance and exit points are accessible and each is clearly designed
- Emergency telephone numbers are accessible to office personnel.
- Building safety audit is conducted

School Discipline Procedures

- Teachers are aware of and carry out discipline procedures
- Procedures are taught to the students
- Rules are enforced fairly and consistently

Adult Presence (Inside and Outside)

- School arrival and departure areas, cafeteria, hallways
- Establish adult presence at all times

Step #3

Equipment

- Make sure First Aid Kits are available
- Two way radio or cellular are available and working
- Multiple phone lines are operating
- Bullhorns are available



Parents

- Phone tree established
- Critical Response handout has been created and distributed to parents outlining procedures in case of an emergency
- An area has been designated for parents

Final Plan

- Plan is tabbed for easy identification
- Plan is clearly marked and stored in an accessible location
- Plan is distributed to all necessary staff and team members
- Emergency telephone numbers are clearly displayed



Emergency Evacuation

Emergency Evacuation

The school administration has established specific procedures in order to:
Protect life and property
Provide responsible leadership during emergencies
Restore educational activities, as soon as possible

Only the Principal will make the decision to evacuate the building.

Procedures

All persons should adhere to the following procedures during an emergency.

Reporting Emergencies

To report a fire or other emergency condition, call the administrative office. Do not call the front office during an emergency except to report smoke in your immediate area or request assistance in evacuating a handicapped person(s). The fire alarm should only be pulled in an extreme situation. Students are not permitted to pull the alarm.

Please note: Although there are fire extinguishers located throughout the school, only trained personnel will handle this equipment. No one else is either designated or expected to fight a fire.

Evacuating the Building

When a fire alarm sounds:

- Close, but do not lock, all doors.
- Leave your classroom lights on.
- Take your grade book with you.
- Evacuate the classroom (teachers lead and the last student should be instructed to close the door).
- As students leave the building, they must be quiet, in a single file line.
- Check the nearest student restroom and evacuate any student(s) in the restroom.
- Proceed to the designated assembly area.
- Account for all students
- Designated administrative staff will check each corridor/building to ensure that everyone has evacuated the building and is accounted for.
- Do not detain emergency or administrative personnel in the halls.
- Maps detailing exit routes for evacuation are posted in each classroom and in other conspicuous locations. Everyone should familiarize themselves with the location of the nearest emergency exits.
- Students in the lunchroom will exit the building and proceed to the designated area for their teacher (for their next period classroom teacher immediately following lunch where roll will be taken- middle and high school). Teachers eating lunch at that time will immediately proceed to the cafeteria to help escort students to the appropriate area.

Exit Doors

Lighted "EXIT" signs indicate emergency exits.

Emergency Evacuation

The school administration has established specific procedures in order to:
Protect life and property
Provide responsible leadership during emergencies
Restore educational activities, as soon as possible

Only the Principal will make the decision to evacuate the building.

Procedures

All persons should adhere to the following procedures during an emergency.

Reporting Emergencies

To report a fire or other emergency condition, call the administrative office. Do not call the front office during an emergency except to report smoke in your immediate area or request assistance in evacuating a handicapped person(s). The fire alarm should only be pulled in an extreme situation. Students are not permitted to pull the alarm.

Please note: Although there are fire extinguishers located throughout the school, only trained personnel will handle this equipment. No one else is either designated or expected to fight a fire.

Evacuating the Building

When a fire alarm sounds:

- Close, but do not lock, all doors.
- Leave your classroom lights on.
- Take your grade book with you.
- Evacuate the classroom (teachers lead and the last student should be instructed to close the door).
- As students leave the building, they must be quiet, in a single file line.
- Check the nearest student restroom and evacuate any student(s) in the restroom.
- Proceed to the designated assembly area.
- Account for all students
- Designated administrative staff will check each corridor/building to ensure that everyone has evacuated the building and is accounted for.
- Do not detain emergency or administrative personnel in the halls.
- Maps detailing exit routes for evacuation are posted in each classroom and in other conspicuous locations. Everyone should familiarize themselves with the location of the nearest emergency exits.
- Students in the lunchroom will exit the building and proceed to the designated area for their teacher (for their next period classroom teacher immediately following lunch where roll will be taken- middle and high school). Teachers eating lunch at that time will immediately proceed to the cafeteria to help escort students to the appropriate area.

Exit Doors

Lighted "EXIT" signs indicate emergency exits.

Outside the Building

Upon evacuation of the building, everyone must:

- Move to the assigned assembly area
- Account for all students, staff and faculty
- Display red or green paper sign indicating all students are or are not accounted for
- Keep roadways clear for building access
- Allow access to emergency personnel
- Remain at your designated area until the "All Clear" has been sounded
- Post your evacuation route beside inside and outside doors.
- Take your class attendance /grade book with you as you exit the building. This is a legal document and it must be protected. Roll must be taken to account for all students under your supervision.
- State Law requires fire drills at least once each quarter. Fire drill routes MUST be posted in every room. Each Teacher will receive an evacuation map, during pre-planning. This map should be discussed with all students at least once each quarter and posted in an easy to see location.

Bomb Threat

Upon receipt of a bomb threat or other threatening situation requiring evacuation of the school building, the administration will issue an evacuation signal. The signal will be the fire alarm signal. All students and staff members will follow the same procedures for evacuation during a fire drill.

Tornado/Hurricane

A tornado/hurricane warning will be announced verbally by a message carrier. All students and teachers are to report to their assigned location. If there is imminent danger, the teacher should instruct the students to lie face down, draw their knees up under their body and cover the back of their heads with their hands or a book. The students should take protective cover under a desk and away from windows or glass if at all possible.

General Principles

- Emergency drills are held to insure the safety of all persons when an emergency might occur.
- Emergency drills are to prepare all students and personnel to respond "automatically" if danger should occur.
- The program of emergency drills must provide for all probable emergencies.

Kidz Choice Charter School
First Aid Log

Date _____ / _____ / _____

Time In	Time Out	Student Name	Complaint	Treatment	Initials

Safe Team Members

Chairperson _____

Co-Chairperson _____

Position	Name	Telephone Number
Principal		
Assistant Principal		
Assistant Principal		
Guidance Counselor		
Administrative Assistant		
Custodian		
Representative from Management Company		
Teacher		
Teacher		
Security Guard		
Security Guard		



792

SAFE TEAM POSTS

Safe Team Member		Post
		Front Entrance
		Right Driveway
		Left Driveway
		Building 1
		Building 2
		Building 3
		Building 4
		Building 5
		Play ground





SREF

Comprehensive Safety Report 2011 – 2012



Prepared for

Kidz Choice Charter School

9063 Taft Street

Pembroke Pines, Florida 33024

HART International Services, Inc.

Post Office Box 570694

Miami, Florida 33257-0694

794



HART INTERNATIONAL SERVICES,

Post Office Box 570694
Miami, FL 33257-0694
Phone: 305.971.8204
Fax: 305.971.8207

May 1, 2012

SREF

To: Mr. Paul Baxley
Charter School Associates
12524 W Atlantic Blvd
Coral Springs Florida 33071

Reference: Kidz Choice Charter School
9063 Taft Street
Pembroke Pines, 33024

Subject: 2011 - 2012 SREF Comprehensive Safety Report

- We are sending you: Under separate cover Herewith
- Reports OSHA Reports Literature
 Contracts Specifications Tracing(s)
 Change Order Photographs Copy of Letter
 Other _____

Number of Copies	Description
1	SREF Safety Report

- No exception taken For review and comment(s) For File or Distribution
 Note comments For your use Re-submit
 Rejected Per your request Other

REMARKS: SREF Comprehensive Safety Inspection Report
Kids Choice Charter School

795



M E M O R A N D U M

TO: Mrs. Lily Swanson

FROM: Valencia Benjamin, President
HART International Services, Inc.

DATE: May '1st, 2012

REFERENCE: Kidz Choice Charter School
9063 Taft Street
Pembroke Pines, 33024

SUBJECT: Correction Responsibility

In the interest of correcting deficiencies in an expeditious and harmonious manner, we have identified items that would normally be done by different departments. In the column "Type Deficiency" the department codes "M", "O", or "C" are indicated. Deficiencies related to the maintenance of the campus and that will be corrected by the maintenance department are indicated by an "M". Campus personnel, i.e., classroom teachers, should perform corrective measures for deficiencies designated by the letter "O". Finally, deficiencies designated by the letter "C" will be performed with capital funding.

Type Deficiency" Code Recap:

"M" = Maintenance
"O" = Campus Personnel
"C" = Capital Funding



HART INTERNATIONAL SERVICES,

Post Office Box 570694
Miami, FL 33257-0694
Phone: 305.971.8204
Fax: 305.971.8207

M E M O R A N D U M

TO: Mr. Paul Baxley
Charter School Associates

FROM: Valencia Benjamin, President
HART International Services, Inc.

DATE: May 1st 2012

REFERENCE: Kidz Choice Charter School
9063 Taft Street
Pembroke Pines, 33024

SUBJECT: Annual SREF Comprehensive Safety Inspection & Report

Attached is a copy of the required safety inspection for Kidz Choice Charter School performed according to Florida Statutes Section 235.06(1). All emergency evacuation drills and review of this documented report with discovered deficiencies have been acknowledged.

Fire & Safety Inspections are required to be conducted annually by the State of Florida Department of Education. As indicated in the report, corrections are to be performed by the campus safety supervisors (maintenance), campus personnel (i.e., teachers in their classrooms), or with capital funding. It is your responsibility, and the administrators of Kidz Choice Charter School collectively to correct all of these safety violations as quickly as possible.

Should you have any questions, please contact Austin Benjamin, HART International Services, Inc. Safety Inspector at (305) 971-8204 to review the report with you at anytime.

Attachment

PROPOSAL TO PROVIDE CONSULTANT AND INSPECTION SERVICES

797



HART INTERNATIONAL SERVICES,

**Post Office Box 570694
Miami, FL 33257-0694
Phone: 305.971.8204
Fax: 305.971.8207**

**SREF Report Prepared by
HART INTERNATIONAL SERVICES, INC.**

President:	Valencia Benjamin
Safety Inspector:	Austin E. Benjamin
Address:	Post Office Box 570694 Miami, FL 33257-0694
Telephone:	(305) 971-8204
Facsimile:	(305) 971-8207
Electronic Mail:	hart.international@yahoo.com

Inspection Date: 4/9/2012
 Inspection Facility: Kids Choice Charter School

STATE REQUIREMENTS FOR EDUCATIONAL FACILITIES
 FISCAL YEAR 2011-2012

Kids Choice Charter School
 9063 Taft Street
 Pembroke Pines, FL 33024

Code	Room	Type	Priority	Fire	Cost	Deficiency Description and Corrective Action Required	Times Called Before	Inspec. Date	Sched. Correct.	Pr. Yr. Def. Stat.
4A-59, SREF, NFPA	NFPA	Def. M-O-C	1-2-3	Categ.						
NFPA 101 13.3.1.2	1	M	2	FS	6088	SPRINKLER RISER NEEDS INSPECTION AND TAG REPLACEMENT AT WEST EXTERIOR		4/9/2012	5/12/2012	
SREF (14)(F)2A	1	M	2	ELE	889	INSTALL LOCK ON ELECTRICAL PANEL IN HALLWAY AT ROOM #6		4/9/2012	5/12/2012	
NFPA 101 13.6.1.2	1	M	2	FE	501	INSPECT AND RETAG FIRE EXTINGUISHER IN ROOM #1		4/9/2012	5/12/2012	
SREF (3)(A)1	1	O				FILL EARTH DEPRESSION AT NORTHEAST CORNER OF PLAYGROUND		4/9/2012	5/12/2012	

Justin Benjamin
 Signature of Inspector

47287
 Special / Municipal
 Fire Inspector Number

4/9/2012
 Date

799

Inspection Date: 3/7/2011
 Inspection Facility: Kids Choice Charter School

STATE REQUIREMENTS FOR EDUCATIONAL FACILITIES
 FISCAL YEAR 2010-2011

Kids Choice Charter School
 9063 Taft Street
 Pembroke Pines, FL 33024

Code	Room Number	Type Def. M-O-C	Type Insp.	Priority 1-2-3	Fire Catag.	Cost	Deficiency Description and Corrective Action Required	Times Cited Before	Inspec. Date	Sched. Correct.	Pr. Yr. Def. Stat.
NFPA 101 12.7.5.6	1	2 M	F	1	OTHER	304	SEAL WALL PENETRATION TO SPRINKLER PIPE ON NORTH WALL	CORR	3/7/2011	4/7/2011	
SREF (10)(A)	1	10 M	C				SECURE MOTION SENSOR TO WALL OR REMOVE IF NOT OPERATIONAL	CORR	3/7/2011	4/7/2011	
NFPA 101 14.5.3.3	1	10 C	F	1	EG	299	PROVIDE PANIC HARDWARE TO STOREFRONT EXIT DOOR		3/7/2011	4/7/2011	
NFPA 101 7.1.8.	1	HALL C	F	1	BLK	207	RELOCATE MOP SINK OUTSIDE RESTROOMS 6 AND 7, POSSIBLE TRI/OBSTRUCTION TO EGRESS PATH IN HALLWAY. MAINTAIN HALLWAY WIDTH WITHOUT OBSTRUCTIONS		3/7/2011	4/7/2011	
NFPA 101	1	FACIL M	F	1	OTHER	189	COMPLY WITH ADDITIONAL OUTSTANDING VIOLATIONS AS NOTED BY THE SCHOOL BOARD FIRE DEPARTMENT (SEE COPIES)	CORR	3/7/2011	4/7/2011	

NOTE: FIRE ALARM PANEL IN NORMAL OPERATION


 Signature of Inspector

47287
 Special / Municipal
 Fire Inspector Number

3/7/2011
 Date

800

Inspection Date: 4/5/2010

Inspection Facility: Kids Choice Charter School

STATE REQUIREMENTS FOR EDUCATIONAL FACILITIES
FISCAL YEAR 2009-2010

Kids Choice Charter School
9063 Taft Street
Pembroke Pines, FL 33024

Code	SREF, NFPA	Location	Room Number	Type Def.	M-O-C	Priority	Type Insp.	Fire Catég.	Cost	Deficiency Description and Corrective Action Required	Times Chgd Before	Inspec. Date	Sched. Correct.	Pr. Yr. Def. Stat.
------	------------	----------	-------------	-----------	-------	----------	------------	-------------	------	---	-------------------	--------------	-----------------	--------------------

NO VIOLATIONS PRESENT DURING TIME OF INSPECTION

NOTE: ROOF MAY HAVE LAKES. BUILDING OWNER WILL REPAIR

4/5/2010 5/5/2010


Signature of Inspector

47267
Special / Municipal
Fire Inspector Number

4/5/2010
Date

4/30/2012

Kids Choice Charter School
9063 Taft Street
Pembroke Pines, FL 33024

Inspection Date: 5/4/2009
 Inspection Facility: Kids Choices Charter School

STATE REQUIREMENTS FOR EDUCATIONAL FACILITIES
 FISCAL YEAR 2008-2009

Kids Choices Charter School
 9063 Taft Street
 Pembroke Pines, FL 33024

Code	4A-5B, SREF, NFPA	Location	Room Number	Type Def. M-O-C	Type Insp.	Priority 1-2-3	Fire Categ.	Cost	Deficiency Description and Corrective Action Required	Times Cited Before	Inspec. Date	Sched. Correct.	Pr. Yr. Def. Stat.
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69A-5B	0081 (20)	1	0	0	F	1	EXL	209	REPLACE EMERGENCY LIGHT BATTERY IN CLASSROOM AND CENTER CLASSROOM	CORR	5/4/2009	5/12/2008	
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NOTE: SPRINKLER RAISER IS DUE FOR ANNUAL INSPECTION AT THE END OF THE MONTH 5/09. FIRE ALARM NORMAL AT TIME OF INSPECTION

Just Benjamin
 Signature of Inspector

47287
 Special / Municipal
 Fire Inspector Number

5/4/2009
 Date

Inspection Date: 4/18/2008

Inspection Facility: Kids Choice Charter School

STATE REQUIREMENTS FOR EDUCATIONAL FACILITIES
FISCAL YEAR 2007 - 2008

Kids Choice Charter School
9063 Taft Street
Pembroke Pines, FL 33024

Code	SREF, NFPA	Location	Room Number	Type Det. M-O-C	Type Insp.	Priority 1-2-3	Fire Categ.	Cost	Deficiency Description and Corrective Action Required	Times Called Before	Inspec. Date	Sched. Correct.	Pt. Yr. Det. Stat.
------	------------	----------	-------------	-----------------	------------	----------------	-------------	------	---	---------------------	--------------	-----------------	--------------------

NO VIOLATIONS PRESENT DURING TIME OF INSPECTION

NOTE: FIRE ALARM IN NORMAL MODE. NO TROUBLE PRESENT DURING TIME OF INSPECTION.

4/18/2008 5/19/2008


Signature of Inspector

47267

Special / Municipal
Fire Inspector Number

4/18/2008
Date


4/30/2012

Kids Choice Charter School
9063 Taft Street
Pembroke Pines, FL 33024

Schedule A Summary Report
 Rule 69-58
 2011-2012 School Year

Facility: Kidz Choice Charter School - 5409
 Type: Charter Elementary
 Address: 9063 Taft Street, Pembroke Pines, FL 33024
 Inspection Date: 0/09/2012

Schedule A Code	Deficiency / Violation	Times Cited
10	IMMINENT HAZARD	
100	GENERAL REQUIREMENTS	
200	MEANS OF EGRESS	
300	PROTECTION	
400	FIRE ALARM	
500	EXTINGUISHMENT	
600	SPECIAL PROVISIONS	2
700	BUILDING SERVICES	
800	UTILITIES	
900	HVAC	
1000	ELEVATOR/ESCALATOR/ETC.	
1100	RUBBISH/LAUNDRY CHUTES	1
1200	OPERATING FEATURES	
1300	OUTSIDE STRUCTURE	
1400	CONSTRUCTION/RENOVATION	
NVO	NO FIRE VIOLATIONS PRESENT	


 Signature of Inspector Keith R. Boyer Municipal Fire Safety Inspector Number 47287
 Date 04/09/2012

Kidz Choice Charter School

2012 Charter School Renewal (5409)

Governance Structure

The school implements the governance structure
as defined in the school's contract



Renewal Application 2012

12-13 Charter Schools
Governing Board Members

Board Member	Position	Mailing Address	Phone	Email Address
Ana Montesinos	Chairperson	7740 NW 46 th Court Lauderhill, FL 33351	(954) 726-5227 (954) 579-9724 (C)	AnaMontesinos@aol.com
Jorge Lopez	Treasurer	20870 NW 1st Street Pembroke Pines, FL 33029	(954) 447-6662 (305) 525-2418	jorge.lopez@tawine.com
Mariangel Caicoya	Secretary	895 NW 135 Terrace Pembroke Pines, FL 33028	(954) 392-4010 (H) (954) 525-5362 (C)	mariangelcaicoya@bellsouth.net

12-13 Charter School Governing Board

Meeting Dates

Please list the dates of meetings for the year.

Month	Date	Time
August (Changed to July)	Wednesday, 28 Thursday, 12	6:00 p.m.
November	Wednesday 28 (Changed to 16)	6:00 p.m.
February	Wednesday, 27	6:00 p.m.
June	Wednesday, 26	6:00 pm.

BOARD AGENDA

July 12, 2012

6:00 p.m.

Agenda

FCAT RESULT

RENEWAL CONTRACT

CURRICULUM CONSULTANT

ART PROGRAM RENEWAL

DANCE PROGRAM TERMINATED

SCHOOL YARD RENOVATION

(As per BCSB inspection request)

PUBLIC INPUT

**MINUTES OF KIDZ CHOICE CHARTER SCHOOL
BOARD OF TRUSTEES
July 12, 2012**

This meeting of Kidz Choice Charter School Board of Trustees was called to order at 6:00 p.m. by Chairperson, Ana Montesinos, presiding.

Previous meeting scheduled for June 30th was cancelled.

The following trustees in attendance:

Board Members in attendance:

Ana Montesinos, Chairperson

Jorge Lopez, Treasurer

Non-members in attendance:

Lily Swanson, Director

Maria Perez, Bus. Manager

Raul Baez, Principal Consultant

Ms. Swanson let participants know Ms. Jody Perry, Charter School Support director called to congratulate Kidz Choice Charter on FCAT scores.

Kidz Choice Charter has been given a renewal contract of one year.

Mr. Baez suggested we hire a curriculum implementation consultant to help us with planning for FCAT 2012-13. Ms. Jennifer Tracey, Curriculum Specialist, worked with us on this past 2011-12 FCAT resulting in good FCAT scores.

Previous Issues regarding ESOL and ESE have been resolved, as well as new Liability Insurance Approval.

Ms. Swanson suggested continue renewal of Art Program for the 2012-13 school year.

Ms. Swanson also suggested discontinue the dance program because of the excessive change of dance teachers during past school year and the high cost. We could be using the dance fee to hire a part time FCAT Curriculum Specialist.

We are in need of a back yard cover to add better shaded area for students so they can eat lunch outside on nice days. We have previously purchased portable covers which have only lasted a school year. These are easily broken with any high winds. There are also issues with a small side of the yard that needs to be covered with artificial grass as per BCSB inspection.

The Board voted to approve all items reported. There being no further business, the meeting adjourned at 7:55 p.m.

Respectfully Submitted,


Ana Montesinos, Chairperson

KIDZ CHOICE CHARTER SCHOOL

July 12, 2012

6:00 P.M.

Board Meeting Signature attendance:


Ana Montesinos, Chairperson



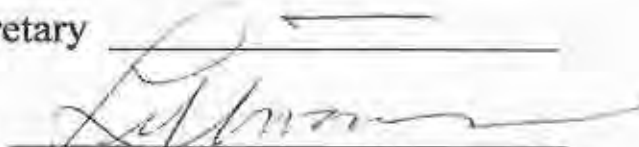
Jorge Lopez, Treasurer




Mariangel Caicoya, Secretary



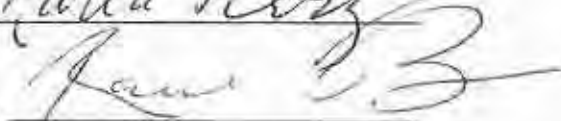
Lily Swanson, Director



Maria Perez, Bus. Manager



Raul Baez, Principal Consultant



MINUTES OF KIDZ CHOICE CHARTER SCHOOL
BOARD OF TRUSTEES

November 21, 2012

(Previously scheduled for Nov. 28th)

AGENDA

- 2012 – 2013 Year Book

- Fundraisers
 - Holiday Shop
 - Square Art
 - Book Fair
 - Chick-Fil-A
 - Polar Express

- Drop off and Pick up issues

- SIP

- PMP (Lower 25%)

- Public Input

MINUTES OF KIDZ CHOICE CHARTER SCHOOL
BOARD OF TRUSTEES
November 21, 2012
6:00 p.m.

This November meeting of Kidz Choice Charter School Board of Trustees was called to order at 6:00 p.m. by Chairperson, Ana Montesinos, presiding. Date of meeting has been changed to accommodate several members who will be out of town on scheduled meeting of November 28th.

The following trustees in attendance:

Board Members in attendance:

Ana Montesinos, Chairperson
Mariangel Caicoya, Secretary
Jorge Lopez, Treasurer

Non-members in attendance:

Lily Swanson, Director
Maria Perez, Bus. Manager
Raul Baez, Principal Consultant

The **yearbook** committee is in need of additional volunteers to complete the task of gathering photos, information and input in the computer. Ms. Swanson volunteered to take pictures for the yearbook again this year.

The school will partake of several activities that the students enjoyed last year. As of today, we have scheduled Square Art, Chick-Fil_A, Book Fair, Holiday Shop on Dec. 17th and Polar Express Movie Nigh on December 21st, 2012. The money raised will provide us with additional funds for the end of the year 5th grade graduation class and to buy books for our school library.

Drop off and pick up in the morning continues to be an issue of concern. Parents insist on dropping off students in non-designated areas. We will ask for more volunteers to help. At this time only one staff member is doing the drop off and pick up.

We are getting ready to submit our 1 year renewal application with all related documented data. The SIP review has been scheduled for early December. Ms. Montesinos, Mr. Baez and Ms. Lily will attend the meeting.

PMP's for students who had been identified as the lower 25% and in need of additional instruction has begun on Tuesdays and Thursdays.

The Board voted to approve all items reported. There being no further business, the meeting adjourned at 7:45 p.m,


Next meeting to take place on February 27, 2013.


Respectfully Submitted,

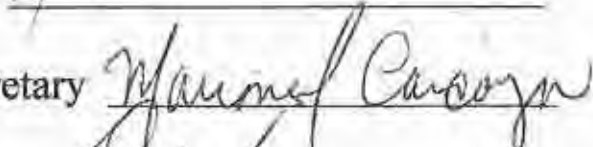
Mariangel Caicoya, Secretary


KIDZ CHOICE CHARTER SCHOOL
NOVEMBER 21, 2012
(Previously scheduled for Nov. 28th)
6:00 P.M.

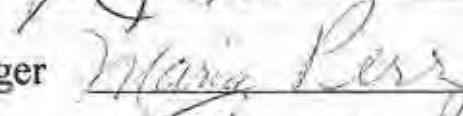
Board Meeting Signature attendance:


Ana Montesinos, Chair 

Jorge Lopez, Treasurer 

Mariangel Caicoya, Secretary 

Lily Swanson, Director 

Maria Perez, Bus. Manager 

Raul Baez, Principal Consultant 

Kidz Choice Charter School 2012 Charter School Renewal (5409) Compliance with Sunshine Laws

The school complies with Sunshine Laws and laws governing public records



Renewal Application 2012

*Kathleen W. Schoenberg, P.A.
Charter School Governance Training*

Certificate of Participation

is hereby granted to:

Jorge Lopez

Kidz Choice Charter School

for successful completion of the FL 4-Hour Training
approved by the Florida Department of Education

Date of Completion: May 21, 2012

Kathleen W. Schoenberg, Esq.

Kathleen W. Schoenberg, P.A.
Charter School Governance Training

Certificate of Participation

is hereby granted to:

Ana Montesinos

Kidz Choice Charter School

for successful completion of the FL 4-Hour Training
approved by the Florida Department of Education

Date of Completion: June 24, 2012

Kathleen W. Schoenberg, Esq.

Kathleen W. Schoenberg, P.A.
Charter School Governance Training

Certificate of Participation

is hereby granted to:

Mariangel Caicoya

Kidz Choice Charter School

for successful completion of the FL 4-Hour Training
approved by the Florida Department of Education

Date of Completion: May 20, 2012

Kathleen W. Schoenberg, Esq.

**BYLAWS
OF
Kidz Choice Charter School, Inc.
A Florida Not-for-Profit Corporation**

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ARTICLE I
PROVISIONS

Section 1.1. Authority to Adopt. These By-Laws have been adopted pursuant to authority evidenced by the Articles of Incorporation issued by the State of Florida.

Section 1.2. Name. The name of this Corporation is KIDZ CHOICE CHARTER SCHOOL, INC.

Section 1.3. Offices. The principal office of this Corporation shall be in Sunrise, Florida. The Corporation may also have offices at such other places as the Board of Trustees of the Corporation may from time to time appoint for the purposes of the Corporation may require.

Section 1.4. Purpose. This Corporation is organized and to be operated exclusively for educational and charitable purposes. It is not organized for profit nor shall any of its net earnings inure in whole or in part to the benefit of private stockholders, members, or individuals. Specifically, this Corporation is organized to establish and operate one or more charter schools.

Section 1.5 Prohibited. No substantial part of the activities of this Corporation shall attempt to influence legislation by propaganda or otherwise, nor participate in any political campaign on behalf of any candidates for public office.

Section 1.6 Corporate Seal. This Corporation shall have a common seal being a circular seal of the following description: KIDZ CHOICE CHARTER SCHOOL, INC. around the circle, and the date of organization in the inner circle. The seal shall be in the custody of the Secretary or the Secretary's designate.

ARTICLE II
ORGANIZATION

Section 2.1. Statement of Purposes. The purpose of this Corporation, as expressed in its Articles of Incorporation, shall be to operate a Florida public charter school, and to distribute the whole or any part of the income therefrom and the principal thereof exclusively for such purposes, either directly or by contributions to other educational organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code and the Regulations issued pursuant thereto (the "Code"), as they now exist or as they may hereafter be amended.

Section 2.2 Dissolution. In the event of the dissolution of the Corporation, the Board of Trustees ("Board") shall, after paying or making provision for the payment of all of the liabilities of the Corporation, and after disposing of all remaining assets according to applicable Florida law, shall dispose of all of the remaining assets of the Corporation, exclusively for the purposes of the Corporation in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational, religious or scientific purposes, as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provisions of any future United States Internal Revenue Law), as the Board shall determine. Any of such assets not so disposed of shall be disposed of by the court having proper jurisdiction in the county where the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

ARTICLE III
MEMBERSHIP

Section 3.1. Members. This Corporation is a non-profit, non-stock corporation, and shall have a membership consisting of the Board of Trustees of this Corporation serving from time to time.

ARTICLE IV
BOARD OF TRUSTEES

Section 4.1. Management. All powers of the Corporation shall be exercised by and under the authority of the Board, and the property, business and affairs of the Corporation shall be managed under the Board's direction. Except as specifically set forth to the contrary herein, the Board may not take any action except upon the approval thereof by the affirmative vote of a majority of the Board present at a meeting at which a quorum is present.

Section 4.2. Number of Trustees. The Board shall consist of no less than three (3) and no more than seven (7) members and it shall have two (2) classes of members; Class 1 Members shall be appointed by the Board and at least one Class 2 member shall be nominated by a representative body of parents (School Advisory Committee) with children enrolled in the charter school and final appointment shall be made by Class 1 members of the Board.

Section 4.3. Nomination of Trustees. Not less than one month prior to a regular meeting, the Board may appoint a nomination committee to consist of no fewer than two (2) Board members. The nomination committee will compile and submit to the Board a slate of candidates for the Trusteeships and offices to be filled at the upcoming meeting. These submissions shall be deemed to be nominations of each person named. Class 2 members shall be nominated by parents with children enrolled in the school and voted upon by the parents. The members of the Board shall accept the nomination and election of the parents for Class 2 Board members unless the Board's appointment of a Class 1 member selected by such method shall cause a breach of any lawful requirement of the charter school. There shall be no more than one Class 2 member of the Board of Trustees.

Section 4.4. Election of Trustees. Trustees shall be elected by the Board by a majority vote of the Board at any regular or special meeting where a quorum is present.

Section 4.5. Limits of Term. Class 1 Trustees shall be eligible to serve three (3) consecutive three (3) year terms, but shall be ineligible for further reelection until one year has elapsed. A Trustee may extend the final term by one year, if and only if, to serve a second consecutive year as Board chair. Class 2 trustees shall be eligible to serve two (2) consecutive one (1) year terms, but shall be ineligible for reelection until one year has elapsed. Class 1 trustees shall have staggered terms such that no more than two Class 1 trustees' terms expire in any one fiscal year. Class 2 trustees shall be appointed at such time as the Corporation holds its second annual meeting and therefore their shall be no Class 2 trustee elected during the first full year of the Corporation's existence.

Section 4.5. Vacancies. Vacancies occurring during the term of an elected Trusteeship, however caused, shall be filled as soon as practicable by election in accordance with Section 4.4 hereinabove. A Trustee so elected to fill a vacancy shall hold office for the remainder of his predecessor's term.

Section 4.6. Resignation or Removal of Trustees. A Trustee of the Corporation may resign at any time by tendering his or her resignation in writing to the Corporation, which resignation shall become effective upon the date specified therein, or if no date is specified, upon receipt by the Corporation at its principal place of business. The Board, by a majority vote, may remove, with or without cause, any Trustee and specifically, but not by way of limitation, may remove any Trustee from the Board for failing to attend three (3) consecutive meetings of the Board.

Section 4.7. Compensation of Trustees. Trustees will not receive compensation for services rendered in their capacities as Trustees. However, nothing herein contained shall be construed to preclude any Trustee from receiving compensation from the Corporation for other services actually rendered or for expenses incurred for serving the Corporation as a Trustee or in any other capacity.

Section 4.8. Annual Meetings of the Board. The annual meeting of the Board shall be held on August 1 of each year, unless the Chairman, or the Board by resolution, provide for a different time and place for the holding of such annual meetings. All meetings of the Board of Trustees and its committees are subject to the "Sunshine Law" Chapter 286, Florida Statutes.

Section 4.9. Special Meetings. Special meetings of the Board may be called at any time by the Chairman of the Corporation. Further, special meetings of the Board must be called by the Chairman within fourteen (14) days of receipt of a written request of any two (2) or more Trustees. Written notice of special meetings shall be given to each Trustee not less than two (2) days prior to such meeting. The notice shall set forth the time, place and purpose of the meeting. The business to be transacted at any special meeting shall be limited to those items set forth in the notice or waiver thereof.

Section 4.10. Regular Meetings. The Board shall meet at least four (4) times each year.

Section 4.11. Quorum and Action of the Board. A majority of Trustees equal to two (2) persons in the case of a three member Board or three (3) persons in the case of a seven member Board must be present in person at a meeting to constitute a quorum for the transaction of business at such meeting. Except as specifically set forth to the contrary herein, the Board may not take any action except upon the approval thereof by the affirmative vote of a majority of the Board present at a meeting at which a quorum is present.

Section 4.1.12. Duties of the Board of Trustees

- a. Establish and approve all policies which implement the objectives for the Corporation,
- b. Keep and maintain a membership book containing the names and addresses of each member. Termination of each member must be recorded in this book.
- c. Keep and maintain a Corporate Minute Book and Books of Accounts including any and all records of account including the minutes of the proceedings of its members, board of trustees, and committees having any of the authority of the Board of Trustees.
- d. Submission of the annual report to the Department of State
- e. Elect the Officers of the Corporation as provided in these bylaws,
- f. Review and approve all fund-raising plans and budgets,
- g. Approve the selection of all institutions with which Corporation funds may be entrusted, including any policies for the investment of funds,
- h. Approve the selection of a certified public accountant to perform an independent annual audit of the funds of the Corporation.

- i. Insure that the Corporation carries out the fiduciary responsibility of a not-for-profit tax-exempt recipient of funds in order to accomplish the objectives of the Corporation provided in these bylaws, and
- j. Consider and act on any matter presented by a Trustee.

ARTICLE V OFFICERS

Section 5.1. Number. The Corporation may have a Chairman, Vice Chairman, Secretary and Treasurer, each of whom shall be elected by the Board. Such other officers and assistant officers as may be deemed necessary may be elected or appointed by the Board. Any two (2) or more offices may be held by the same person. The failure to elect an officer shall not affect the existence of the Corporation. The Principal/Director, if appointed, shall serve as the Chief Executive Officer.

Section 5.2. Election and Term of Office. All officers of the Corporation shall be elected by a vote of the Board as set forth in Section 4.4 hereinabove at the annual meeting of the Board. A duly elected officer shall hold office for a term of one year, commencing August 1st, and until their earlier death, resignation or removal. All Trustees shall hold office until others are chosen and qualified in their stead.

Section 5.3. Vacancies. A vacancy in any office because of death, resignation, removal, disqualification or otherwise (including removal in the event an officer is not reelected during his term in office) shall be filled by an election by the Board as set forth in Section 4.4 for the remaining unexpired term of such office.

Section 5.4. Resignation or Removal of officers. An officer of the Corporation may resign at any time by tendering his resignation in writing to the Chairman or the Secretary. Resignations shall become effective upon the date specified therein or, if no date is specified, upon receipt by the Corporation. An officer of the Corporation may be removed at any time, with or without cause, at any meeting of the Board by a majority vote of the Board as set forth in Section 4.4 hereinabove.

Section 5.5. Chairman. The Chairman shall preside at all meetings of the Trustees and shall by virtue of the office, is a member of all committees.

Section 5.6. Vice-Chairman. The Vice-Chairman shall act in the place and stead of the Chairman in the event of the Chairman's absence, inability or refusal to act, and shall exercise and discharge such other duties as may be required of him by the Board.

Section 5.7. Secretary. The Secretary shall keep or cause to be kept all of the records of the Corporation, record or cause to be recorded the minutes of the meetings of the Board, send out or cause to be sent out all notices of meetings of the Board and all Committees, attest to the seal of the Corporation where necessary or required, and keep or cause to be kept a register of the names and addresses of each Trustee. The Secretary shall perform such other duties as may be prescribed by the Board.

Section 5.8. Treasurer. The Treasurer shall insure or cause to be insured that a true and accurate accounting of the financial transactions of the Corporation is made and that such accounting is presented to and made available to the Board. The Treasurer shall perform such other duties as may be prescribed by the Board.

Section 5.9. Principal/Director. The Principal/Director shall be nominated by the Trustees and be elected by the Trustees. The Principal/Director shall serve as an ex-officio member without vote

on the Board of Trustees, and all committees appointed by the Trustees and shall have direction and management of the business and affairs of the Corporation. With the advice and consent of the Board of Trustees, the Principal/Director shall formulate and implement matters of policy and perform such duties as may be assigned by the Board of Trustees. The Principal/Director shall have the authority and power to purchase and contract on behalf of the organization on all matters deemed needful and convenient for the organization with the exception of real property. The Principal/Director shall be responsible to the Board of Trustees and report to them at regular intervals. If the Principal/Director's position is unfilled for any reason then the Chairman shall act in the place of the Principal/Director until the Board shall nominate and appoint a Principal/Director.

Section 5.10. Other Officers. Other officers elected by the Board shall have such duties and responsibilities as the Board deems advisable.

Section 5.11. Salaries. Officers will not receive compensation for services rendered as officers of the Corporation. However, nothing herein contained shall be construed to preclude any officer from receiving compensation from the Corporation for other services actually rendered or for expenses incurred for serving the Corporation as an officer or in any other capacity unless otherwise prohibited by law or Agreement with the Sponsor.

ARTICLE VI **COMMITTEES OF THE BOARD**

Section 6.1. Committees of the Board. The Board may, by resolution, establish standing committees and special committees of the Board. Unless otherwise specified by resolution of the Board or these Bylaws, the Chairman shall annually appoint the members and the chairmen of the standing committees and shall fill vacancies on any standing committee. Appointments by the Chairman shall be made at the annual meeting of the Board. In addition, the Chairman may, if so authorized by the Board, appoint the members and chairmen of such special committees as the Board may create, which members and chairmen may include persons who are not members of the Board. All committee appointments and chairman appointments must be approved by the Board.

Section 6.2. Standing Committees. Standing committees may be created by resolution of the Board. The purpose, duties, number of members and reporting requirements of each standing committee shall be specified in the resolution creating the committee.

Section 6.3. Special Committees. Special committees may be created by resolution of the Board. The purpose, duties, number of members and reporting requirements of each special committee shall be specified in the resolution creating the committee.

Section 6.4. Committee Members' Term of Office. Unless otherwise specified by resolution of the Board, members of each committee shall continue in office until the next annual meeting of the Board and until their successors are appointed, unless the committee of which they are members shall be sooner terminated by resolution of the Board or until their earlier death, resignation or removal as committee members.

Section 6.5. Committee Meetings. Meetings of any committee may be called by the chairman of such committee or upon the written request of one-third (1/3) of the committee members. Unless otherwise provided in these Bylaws, a majority of the members of any committee shall constitute a quorum for the transaction of business. After a quorum has been established at a committee meeting, the subsequent withdrawal of committee members from the meeting so as to reduce the number of committee members present to fewer than the number required for a quorum shall not affect the validity of any

action taken at the meeting. Each committee shall keep minutes of its meetings and report to the Board as necessary with recommendations.

Section 6.6. Resignation or Removal of Committee Members. A member of any committee may resign at any time by tendering his resignation in writing to the Chairman of the Board. The Board, by a majority vote, may remove, with or without cause, any member from a committee and specifically, but not by way of limitation, may remove any member from a committee for failing to attend three (3) consecutive meetings of the committee.

ARTICLE VII **INDEMNIFICATION OF TRUSTEES AND OFFICERS**

Section 7.1. Indemnification. The Corporation shall indemnify to the fullest extent permitted by law each of its officers, Trustees, whether or not then in office (and his executor, administrator and/or heirs) or any person who may have served at its request as a Trustee or officer, against all reasonable expenses (including attorneys' fees), judgments, fines and amounts paid in settlement actually and necessarily incurred by him or her in connection with any threatened, pending or completed action, suit, proceeding or arbitration, whether civil or criminal, administrative or investigative (including any appeal thereof), to which he or she is or is threatened to be made a party because he or she is or was a Trustee, officer, employee or agent of this Corporation. He or she shall have no right to reimbursement, however, in relation to matters as to which he or she has been adjudged liable to the Corporation for gross negligence or willful misconduct in the performance of his or her duties to the Corporation. The foregoing right of indemnification shall be in addition to and not exclusive of all other rights to which such Trustee, officer, employee or agent may be entitled.

Section 7.2. Insurance. The Corporation may purchase and maintain insurance on behalf of any person who is or was a Trustee, officer, employee or agent of the Corporation or who is or was serving at the request of the Corporation as a Trustee, officer, employee or agent against any liability asserted against him or her and incurred by him or her in any such capacity or arising out of his or her status as such, whether or not the Corporation would have the power to indemnify him against such liability under the provisions of this Article VII.

ARTICLE VIII **CONTRACTS, CHECKS, DEPOSIT BOOKS AND RECORDS**

Section 8.1. Contracts. The Board may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

Section 8.2. Loans. No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board, which authority may be general or confined to specific instances.

Section 8.3. Checks, Drafts, Etc. All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation shall be signed by such officer or officers, agent or agents of the Corporation and in such manner as shall from time to time be determined by resolution of the Board.

Section 8.4. Deposits. All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Board may select.

Section 8.5. Gifts. The Board may accept, on behalf of the Corporation, any contributions, gifts, bequests or devise.

Section 8.6. Books and Records. The Corporation shall keep correct and complete books and records of account and shall keep minutes of the proceedings of its Board and committees of the Board. Any books, records and minutes may be in written form or in any other form capable of being converted into written form within a reasonable time.

ARTICLE IX
FISCAL YEAR

Section 10.1. Fiscal Year. The fiscal year of the Corporation shall begin July 1 and end on June 30 of each year.

ARTICLE X
NOTICE

Section 12.1. General. Whenever, under the provisions of any statute, the Articles of Incorporation or these Bylaws, notice is required to be given to any Trustee or officer, it shall not be construed to require personal notice; rather, such notice may be given, unless otherwise required by these Bylaws, either personally or by depositing the same in a post office box in a postpaid envelope or by electronic transmission, in either case addressed to such Trustee or officer at his address as the same appears in the records of the Corporation; and three (3) days after the same shall be so mailed or delivered to the Trustee or officer shall be deemed to be the time of the giving of such notice.

Section 12.2. Waiver. Whenever by law, the Articles of Incorporation or these Bylaws notice is required to be given to any Trustee or officer, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be equivalent to the giving of such notice. Attendance of a person at a meeting shall constitute a waiver of notice of such meeting, except when the person attends a meeting for the express purpose of objecting at the beginning of the meeting to the transaction of any business because the meeting is not lawfully called or convened.

ARTICLE XI
AMENDMENTS

Section 13.1. By Trustees. These Bylaws may be amended or repealed wholly or in part, consistent with any bylaws adopted by the Board, at any meeting by an election of two-thirds (2/3) of the current membership of the entire Board.

These bylaws adopted this _____ Day of _____, 2007.

Secretary

Printed Name of Secretary

Kidz Choice Charter School 2012 (5409)

Qualifications of Instructional Staff

The school employs instructional staff that meets state and federal qualification



Renewal Application 2012

KIDZ CHOICE CHARTER SCHOOL STAFF

LAST NAME	FIRST NAME	POSITION	DEGREE	CERTIFICATION	TYPE
PALONIS	DEANNA	TEACHER	BA	EL ED K-6 ESOL	PROFESSIONAL
ROSENBERG	JUDY	TEACHER	BA	EL ED K-6 ESOL ESE K-12	PROFESSIONAL
CASANOVA	KAYTIE	TEACHER	BA	EL ED K-6 ESOL ESE L-12	PROFESSIONAL
REYNO	DESIREE	TEACHER	BA	EL ED K-6 ESOL	PROFESSIONAL
ALARCON	ANA	TEACHER	BA	EL ED K-6 ESOL ESE K-12	PROFESSIONAL
URBAN	MARINA	TEACHER ART	BA	ART K-12	PROFESSIONAL
HERNANDEZ	YULEISI	TEACHER	BA	EL ED K-6 ESOL	PROFESSIONAL
SWANSON	LILY	DIRECTOR	BA		

Kidz Choice Charter School
9063 Taft St. Pembroke Pines, FL 33024

Date: _____

Dear _____

Congratulations! This letter will confirm our offer to you (and your acceptance) of employment with Kidz Choice Charter School Inc., in the position of _____ teacher.

Your start date is dependent upon the satisfactory completion of the fingerprint and background checks required by the School Board of Broward County, as Sponsor of Kidz Choice Charter School, Inc. Please note that you will be an employee of Kidz Choice Charter School Inc. or its assigns, and not of the School Board of Broward County, Florida. You will also be required to sign the school's "Authorization for Release of Information" if you did not already sign the form when completing the employment application packet.

Your tentative start date is _____ and you should report to school no later than 7:45 a.m. Your salary will be calculated at an annual rate of \$ _____ and you will be classified as an (exempt or non-exempt) employee. This offer is also contingent upon your passing satisfactory employment background checks and, if applicable for your job, our motor vehicle report reveals a driving record that meets our insurability guidelines.

An overview of the Kidz Choice Charter School Inc. will be conducted early in the school year and you will have an opportunity to learn more about the school, its organizational structure and policies and procedures. If you are a full time employee, you will be eligible for coverage under the school's medical insurance program on the first of the month after your first full thirty days of employment.

All new employees must complete a ninety (90) day introductory period. The introductory period in no way affects the at-will status of all employees. Your employment with Kidz Choice Charter School, Inc. or its assigns, is for no specific term and may be terminated by you or by persons authorized by the Board of Kidz Choice Charter School, Inc. with or without notice or cause at any time. No oral promise, Kidz Choice Charter School Inc. policy, custom, business practice, or other procedure (including the Kidz Choice Charter School, Inc. Personnel Handbook or any other personnel manuals) constitutes any employment contract or modification of the at-will employment relationship between you and Kidz Choice Charter School, Inc., or its assigns.

Please confirm your acceptance of the offer as outlined herein by signing this letter and returning it to us. If you have any questions, or if anything in this letter is not consistent with your understanding of our offer please call me immediately. This offer is withdrawn if not accepted by _____.

Kidz Choice Charter School, Inc. and I are delighted that you are joining our team and we believe that you will enjoy great job satisfaction and challenge. I look forward to working with you.

Sincerely,

Lili Swanson, Director

I have read, understand and accept the offer of employment as outlined in this letter.

Applicant's Name: _____

Applicant's Signature _____

Date: _____

Kidz Choice Charter School 2012 Charter School Renewal (5409) Parental Involvement

The school is effectively involving parents in its programs as defined in the school's contract.



Renewal Application 2012

P T O

WELCOME TO YOUR
**Kidz Choice Charter
PTO**



Think your kids
are too old to
need your help at
school?



When parents
are involved ...
Grades and test
scores improve



There are fewer
discipline
problems at
home and school



Kids are less
likely to use
tobacco, drugs
or alcohol



Students are
more likely to
continue on and
graduate from
high school



Kids are more
likely to attend
great colleges
and universities

We are a diverse group of parents, teachers and community members excited about the future of kids at Your School.

Join us and help make a difference in hundreds of lives—including the one's closest to your heart.

At this stage in your child's life, it is more important than ever to stay involved in their education. In fact, over 500 independent studies show that when parents are involved in their children's education, it makes a tremendous difference. (Take a look at some of the statistics on the left.)

- Family - \$10
 Please contact me with more information

Adult Name: _____

Adult Name: _____

Child: Grade: _____

Child: Grade: _____

Child: Grade: _____

Address: _____

City and Zip: _____

Email: _____

(Your information is completely confidential and will only be used for PTSA purposes.)

Phone: _____

How can we best reach you?

- Email Phone (best time to call:)

Kidz Choice Charter School

PTO Meeting
October 9, 2012
6:15 p.m.

Welcoming all parents and teachers present.

Several parents have been working towards scheduling field trips, fundraisers and activities for our students.

We have provided students with FCAT sign on and passwords so students in grades 3rd through 5th can review and practice for the FCAT.

We will be having a food drive before Thanksgiving to help those in need.

Square Art is on its way. Make sure you purchase some of your children's art work. They make beautiful holiday gifts as well as helping the school.

Dancing class began for 3rd, 4th and 5th graders. Students will perform a choreographed dance at the end of the year graduation show. TBN

Thank you parents for your participation and support.

Kidz Choice Charter School Newsletter

Volunteers Assembly



Hello Again Parents!

Thanks for coming out to the PTO meetings we love to here from you. We love to be able to incorporate what you want and what you want for your children's education into all our events. We had a great meeting and I hope that you attend again and we hope to see new faces each time. !

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Year Books

The year books are on sale NOW \$20.00 for the current yearbook. But if you forgot to purchase the year book from last year we have a special combo price of \$35.00!!!! These prices will end Friday February 4th. Last day to submit your own pictures to be considered for the yearbook will be the end of March. For more information on how to do so please contact Jessica Leger at JayLeger82@hotmail.com.

Volunteer Hours

Remember each family has to volunteer 20 hours of their time to help out our school... and there are many ways to do it...

- Come to the PTO meeting
 - Be on the board
- Sign up for a committee
 - Fundraising
 - Business
 - Field Trip
 - Yearbook
- Ask a teacher if they need help
- Help with: Box-Tops, Capri Sun, Ink Cartridges, Bake Sale, Art, Sunny D, Movie Night, Sock-Hop, Special Events, Lunch monitor.



Tae Kwon Do COMING!!!!!!
Lilly has placed a letter in
all the folders this week!!!!

Kidz Choice Charter School Newsletter

Volume 1, Issue 1



Welcome Parents!



The purpose of a newsletter is to keep you up to date with what is going on in our school. A school newsletter can be a great way to develop a strong relationship with parents, and I hope that we do. After each PTO meeting we will try to send out a newsletter to inform the parents that may not have been able to join us, to still be aware of what we have going on.

We have so many ideas that we would like to implement this school year and we not only want but need as much parent involvement as possible.

The children truly benefit when their parents participate. They have a greater sense of pride when they see their parents involved in their school.

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New Classes

This year we have added another grade and we welcome our new Kindergarteners. Along with the new students we also would like to welcome our two new teachers.

Kaytie Casanova is our new kindergarten teacher and Paula Lachoud is our new fourth grade teacher. We are excited to have them!!



Upcoming Events

- ◆ - report cards issued
- ◆ THANKSGIVING - SCHOOLS CLOSED
- ◆ Polar Express Night
- ◆ - family night at Chic fil A
- ◆ 12-10-10 - Polar Express Night
- ◆ Holiday Shoppe
- ◆ Christmas/NewYears SCHOOLS CLOSED

**PRE-SALE
YEARBOOKS
NOVEMBER
29TH!!!
ONLY \$20.00!!!!**

This year's and last year's will be on sale for the combo price of \$30

HOLIDAY GIFT SHOP

IS COMING TO OUR SCHOOL

Dear Parents,

We are inviting you and your child to participate in the upcoming "Holiday Gift Shop" program at our school. This program makes it possible for children to experience the joy of choosing their own special holiday gifts for family and friends.

The "Holiday Gift Shop" program will be set up at the school and supervised by our parent volunteers. They will help the children pick that perfect gift for the price want...in a familiar, comfortable atmosphere.

We believe this program will create wonderful memories for the children while teaching them to budget their money and make their own decisions. There will be a large variety of gifts in different price ranges to choose from. Imagine the fun they will have surprising a loved one with a "secret" gift they bought...all by themselves!

We welcome you to be part of this great experience. A "money control" envelope is provided for you to help them decide who they should buy gifts for and how much they should spend. You can even suggest ways that your child can earn extra shopping money. "Holiday Gift Shop" ... "Where Wishes Come True"

Estimados Padres,

Tenemos el gusto de invitarlos a ustedes y a sus hijos a participar en nuestro próximo programa de la Tienda de Regalos del Día de Fiesta que tendrá lugar en nuestra escuela. Este exitoso programa le da la oportunidad a los niños de experimentar la emoción y el placer de escoger personalmente los regalos de Navidad para sus amigos y familiares.

Este programa se llevará a cabo en la escuela y supervisado por padres que deseen ser voluntarios. Los voluntarios ayudarán a los niños a escoger sus regalos navideños en un ambiente familiar y confortable. Estamos convencidos que este programa creará maravillosos recuerdos en la memoria de los niños además de que al mismo tiempo les enseñará a apreciar el valor del dinero y el costo de diferentes artículos. Los niños también disfrutarán del placer de regalar un regalo de sorpresa a sus seres queridos.

Como padres ustedes pueden ser parte de esta experiencia activa ayudando a los niños con ideas para obtener dinero suficiente. Un sobre para ahorrar y controlar el dinero también se incluirá. P.D. Padres y Abuelos: Por favor inscribense para ser voluntarios en este fabuloso programa.

FUN SERVICES



Parents & Faculty Scan From Any Smart Phone To See A Holiday Gift Shop in Action



Getting in touch!

Send email to this group: kidz-choice-charter-pto@googlegroups.com

Tiffany Perez- President
 Karen Petke- Vice President
 Melissa Bustamante- Secretary



Caption describing picture or graphic.

THANK YOU MS. PALONIS~!!!!!!!

A BIG BIG thank you goes to Ms. Palonis for sharing in her Sunny D labels with the other teachers to allow them to also receive rewards for their classes and the students!!!!



Kidz Choice Charter
 9063 Taft Street,
 Pembroke Pines, FL
 33024
 Phone: (954) 673-0698,
 Fax (954) 450-6482

Email:
kidzchoicecharter@yahoo.com

Holiday Shoppe

Remember the Holiday Shoppe is around the corner and our students love the feeling of giving to the ones they love. It makes them feel like they are giving back to the people in their lives that they wish to give a small token of appreciation for. It is also a great teaching tool for the children to learn Giving, generosity, and not to mention responsibility and math.



PTO Times and Hours

As a reminder the PTO meetings are held every second Tuesday of Every month, now at 6:15 pm. This has recently changed due to a vote taken at one of the meetings. For those of you who can not make it for any reason remember a family member is always welcome to join on your behalf.

Send email to this group:
kidz-choice-charter-pto@googlegroups.com



836

Firm, Fair & Consistent®

Kidz Choice Charter School
Lily Swanson, Director

Guiding Students for School Success

Discipline's top goals are surprisingly simple

Disciplining children is a tough job. And yet, it can be summarized in three simple steps: Be firm, fair and consistent. Wonder what this looks like? Consider these examples:

- 1. Firm.** Your rule is "No TV before homework is finished." Your child has put off his studies. Now he doesn't have time for his favorite show. He wants you to bend the rules. "My homework won't take long. All my friends will be talking about the show at school! Please!" You enforce the rule anyway. Your child is disappointed, but he learns that you mean business.
- 2. Fair.** You make a short list of sensible household rules. Your child shares his opinion. "Dad, it's not fair that my bedtime is 8:00. I can't fall asleep that early." He's right. "Good point," you say. "You can read in bed until 8:30." Post the rules—stated clearly and briefly—as a helpful reminder. Adjust them as your child matures, but the final decision will be yours.
- 3. Consistent.** You've enforced key rules. Your child knows that you mean what you say. But he can't help testing you. "All my friends play this video game! You're the meanest dad in the world!" You follow your own rule: "When my child tests the limits, I respond firmly and respectfully." No parent is perfect. But planning ahead goes a long way.



Sleep matters

If your child seems cranky and unfocused, take a look at his sleep habits. Kids six to nine years of age need roughly 10 hours of sleep per night.



If your child is not getting enough sleep, he may:

- *Become irritable.*
- *Have trouble focusing in class.*
- *Become over-active.*

To avoid these problems and ensure that your child goes to school alert and ready to learn:

- *Enforce a reasonable bedtime.*
- *Establish a calm "winding down" routine before bed.*
- *Try playing soft, soothing music.*

Source: "All About Sleep," Kids1Health, <http://kids1health.org/parents/general/sleep/sleep.html#>.

If your child has trouble following instructions, repeat your request, starting with her name.



Instead of saying, "Pick up your books, Hannah," try: "Hannah, pick up your books." She's more likely to respond if she hears her name first. And if you stand close to her, it will be harder to ignore your request.

Source: Stephanie Dolgoff, "Oh, Behave!" *Parenting*, April 2009 (The Parenting Group, www.parenting.com).

Tantrums are not the end of the world!

There's nothing like a good meltdown from your child to make you doubt yourself as a parent.



It doesn't mean he's a bad child or you're a bad parent. All children "lose it" sometimes. So don't let these rough moments get you down. Remain calm and ignore the behavior if at all possible.

Remember to give attention to your child's good behavior.

Source: Dr. Hocky Bailey, *There's Got to Be a Better Way: Discipline That Works*, ISBN: 1-889609-03-X (Loving Guidance, Inc., www.consciousdiscipline.com).

Become your child's biggest cheerleader

Want to motivate your youngster to try her best?

Remember to support her even when she falls short! If she studies hard for a math quiz, for example, but only brings home a so-so grade, give her a hug anyway. "I know you wanted a higher grade, but I'm so proud of how hard you tried." Your encouraging words may inspire her to buckle down just as much next time.



Firm, Fair & Consistent®

Kidz Choice Charter School
Lily Swanson, Director

Guiding Students for School Success

Your expectations help with choices

A classmate asks to copy your child's homework. Another suggests they try smoking after school. During lunch, a friend uses foul language. How will your child react? There are no guarantees, but your involvement makes a big difference. Consider that research shows:

- *Kids are less likely to smoke marijuana* if their parents have discussed its risks. (Sadly, research also shows drug use can start even in elementary school.) To begin a discussion, you might ask, "Do kids at school talk about drugs?"
- *Almost half of seventh graders say they have copied homework.* In addition to discussing with your child why cheating is wrong, reduce the temptation to cheat. Help your child keep up in class and understand confusing topics.
- *A majority of tweens admit cursing at school.* Talk about the effects. How does it make other people feel? If cursing is a problem for your child, explain that you and the teacher will stay in touch about bad language at school.
- *Eighty percent of 10-year-old girls have dieted.* Often, parents don't know about it. Avoid criticizing yourself or others regarding weight. Meanwhile, don't overemphasize looks in any way. Simply focus on healthy habits for the whole family.



Source: "They're back in school. Do you know what your tweens are really up to? A guide for parents," WebMD, www.webmd.com/parenting/guide/tweens-back-in-school?page=2.

When you teach your youngster to respect rules, it's best to lead by example. Ask yourself:



- *Do I obey* speed limits?
- *Do I return* library books and movies on time?
- *Do I honor* the age limit on kids' menus?

The more you "walk the walk" when it comes to respecting rules, the more likely your child will be to do the same. So keep up the good work! Remember, he's watching!

Stop coming to the rescue!

Did you remind your child again—and again—to put his finished homework in his backpack? And did he ignore you each time? Then think twice about rescuing him when he calls from school tomorrow morning to say he forgot it.

Instead, consider letting your child face the consequences. If you do, it may inspire him to behave more responsibly next time.



Use praise to soothe homework blues

Are you tired of tears and tussles at homework time?



Boost your child's mood—and her attitude—by praising her when she works hard.

Be specific. "You answered nine out of 10 math problems correctly!" But also be honest. If you start gushing that she's "the best student in the world," your praise will ring hollow. It may lead to some major eye-rolling on her part, too.

Source: Jeanne Shay Schumm, Ph.D., *How to Help Your Child with Homework*, ISBN: 1-57542-168-2 (Free Spirit Publishing, www.free-spirit.com).

Bullying doesn't just hurt the victim

Victims of bullies may suffer, but the bullies themselves do, too. Studies show that kids who bully are more likely than other kids to:



- *Drink or smoke.*
- *Do poorly in school.*
- *Spend time in prison* (as adults).

In fact, one study showed that nearly 60 percent of boys who regularly bullied others had a criminal record by age 24.

Clearly, bullying is a serious issue. So take it seriously!

Source: José Bolton, Sr., Ph.D., L.P.C., and Stan Graeve, M.A., *No Room for Bullies*, ISBN: 1-889322-67-9 (Boys Town Press, www.girlsandboystown.org/btpress).

REMINDER

FOOD DRIVE PICK UP FOR THE
ELDERLY AND LESS
FORTUNATE
INDIVIDUALS IN PEMBROKE
PINES IS SCHEDULED FOR
NOV. 9TH

PLEASE BRING YOUR
NON-PERISHABLE ITEMS
NO LATER THAN
NOVEMBER 8TH

THANK YOU FOR YOUR
HELP!

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Bake Sale



840

PARENT INFORMATION LETTERS

Kidz Choice Charter School

January 12, 2012

Dear Parents,

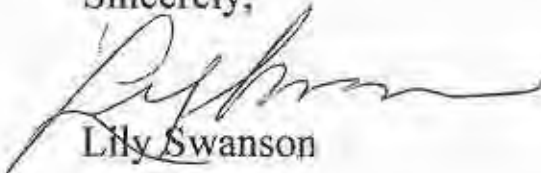
FCAT is around the corner and we must prepare our students for success! We will offer mini FCAT camps on Tuesdays and Thursdays.

Beginning January 24, 2012, students in grades 3rd, 4th, and 5th must stay at school until 3:00 p.m. If your child is already attending tutoring sessions, then they will just stay longer until 3:00 p.m.

The students will receive points for the work they successfully complete in each session. They can accumulate points to purchase toys! We are all very excited about this fun new way of providing incentives while helping them reach their academic goals.

Students must be picked up no later than 3:00 p.m. unless they are enrolled in after care. Teachers will not baby-sit students. Thank you for your cooperation in this matter.

Sincerely,



Lily Swanson

Janet Kelly

Kidz Choice Charter School

February 28, 2012

Dear 3rd, 4th and 5th grade Parents:

It is imperative that your son or daughter arrive at school NO LATER than 8:00 every morning for the next 20 days of school.

The students are preparing themselves for the FCAT in reading, math and Science (5th graders).

All electives such as Dance, Music, and Art have been put on hold until after April. Regular schedule will resume then.

There are many ways in which you can help your child prepare for FCAT. For example: If you watch a movie together, ask your child the following questions:

What is the main idea or topic of the movie?
Tell me a few details that support your answer

What was the purpose?
Was it to entertain or amuse us?
Was it to instruct and provide factual information?
Was it to persuade us to agree?

In math, provide your child with meaningful math problems in which he/she can become spies investigating and explaining to you why he/she arrived to the answer

Ask them to help you remember at what time you need to leave your house for a scheduled appointment, and what time will it be when you arrive to your destination. How much time has elapsed?

If they tell you a story, ask them for more details, or better yet, ask them to put it in writing so you can share the story with dad, auntie or other members of the family.

Remember, it takes all of us to help your child succeed, and we know we are in this journey together.

Sincerely,

Lily Swanson, Director

KIDZ CHOICE CHARTER SCHOOL

REMINDERS

May 7, 2012

May 7 – May 11

Teacher Appreciation Week

May 8

Last PTO meeting of the Year at 6:15 p.m.

May 11

3rd graders to Burger King

May 15

Museum of Art

Saturday, June 2, 2012

5th grade graduation and show

May

FAIR testing

Dance classes have resumed for 3rd, 4th and 5th grades on Wednesdays and Fridays. Enrollment continues for Kindergarten, 3rd, 4th and 5th grades. There **are no spaces** available for first grade and only 1 space is open for 2nd grade.

Kidz Choice Charter School

August 25, 2012

Dear Parents:

Enclosed you will find The School District's Code of Student Conduct as has been explained by your child's teacher to all students the first day of school on August 23, 2012.

Please read carefully, sign and return pages 7-11 to school before August 31, 2012. The Code of Conduct explains in detail school rules regarding dress code, discipline, excused and unexcused absences, tardies, communicable/contagious diseases, field trips, discrimination and other important information.

Thank you for your prompt attention to this matter.

Sincerely,



Lily Swanson, Director
Kidz Choice Charter

KIDZ CHOICE CHARTER
9063 TAFT STREET
PEMBROKE PINES, FL 33024

ANNOUNCEMENT\AVISO

Dear Parents,

Many parents have been asking if Kidz Choice Charter will be closed on Monday due to the possibility of Tropical Storm Isaac turning into a hurricane and hitting South Florida.

As of today, Broward County Schools have not been advised to close schools on Monday. During the weekend, please keep in tune with weather reports and news regarding hurricane preparation and school closing in the event of Isaac arriving.

If news reports state that Broward County Schools will be closed, then Kidz Choice will be closed. You may also call Ms. Lily Swanson at (954) 673-0698 if you have any questions.

Queridos Padres,

Muchos padres quieren saber si la escuela se cerrará el lunes, con la posibilidad que la Tormenta Isaac se vuelva un huracán y entre en la Florida.

Hasta este momento Broward County Schools no nos a hecho saber de ningún cierre de escuelas. Durante el fin de semana permanesca informado de reportes del tiempo a través de la televisión, radio, o internet.

Si los reportes dicen que las escuelas de Broward County están cerradas, entonces Kidz Choice va a estar cerrada.

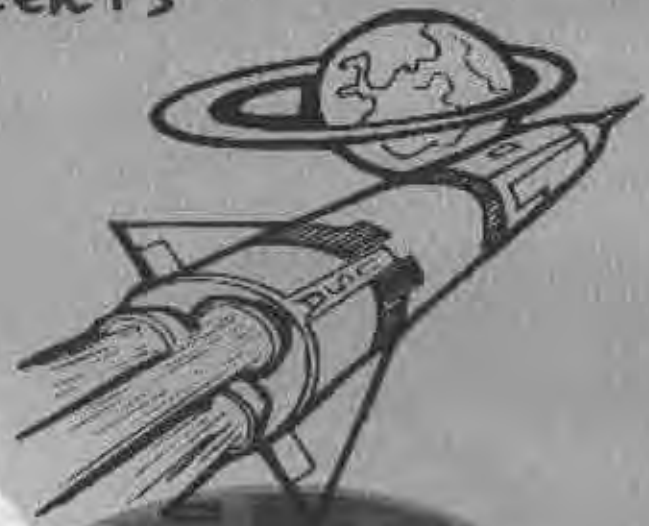
Pueden llamar a Lily Swanson al (954)673-0698 si tienen preguntas.

Native American Questions | Answers



NASA Astronaut Teaches our students

NASA



HOLIDAY GIFT SHOP®

is coming to our school!

Dates for Shopping: 12/14/10 - 12/18/10

Dear Parents,
We are inviting you and your child to participate in the upcoming "Holiday Gift Shop" program at our school. This program makes it possible for children to experience the joy of choosing their own special holiday gifts for family and friends.
The "Holiday Gift Shop" program will be set up at the school and supervised by our parent volunteers. They will help the children pick that perfect gift for the price they want... in a familiar, comfortable atmosphere.
We believe this program will create wonderful memories for the children while teaching them to budget their money and make their own decisions. There will be a large variety of gifts in different price ranges to choose from. Imagine the fun they will have surprising a loved one with a "secret" gift they bought... all by themselves!
We welcome you to be part of this great experience. A "money control" envelope is provided for you to help them decide who they should buy gifts for and how much they should spend. You can even suggest ways that your child can earn extra shopping money.
"Holiday Gift Shop"... Where Wishes Come True®

Estimados Padres:
Tenemos el gusto de invitarlos a ustedes y a sus hijos a participar en nuestro próximo programa de la Tienda de Regalos del Día de Fiesta que tendrá lugar en nuestra escuela. Este exitoso programa le da la oportunidad a los niños de experimentar la emoción y el placer de escoger personalmente los regalos de Navidad para sus amigos y familiares.
Este programa se llevará a cabo en la escuela y supervisado por padres que deseen ser voluntarios. Los voluntarios ayudarán a los niños a escoger sus regalos navideños en un ambiente familiar y confortable. Estamos convencidos que este programa creará maravillosos recuerdos en la memoria de los niños además de que al mismo tiempo les enseñará a apreciar el valor del dinero y el costo de diferentes artículos. Los niños también disfrutarán del placer de regalar un regalo de sorpresa a sus seres queridos.
Como padres ustedes pueden ser parte de esta experiencia educativa ayudando a los niños con ideas para obtener dinero suficiente. Un sobre para ahorrar y controlar el dinero también se incluirá. P.D. Padres y Abuelos: Por favor inscribábase para ser voluntarios en este fabuloso programa.



FUN SERVICES
For Over 35 Years

See reverse side for additional information.
Vea el reverso para información adicional.

648

PARENT RECOMMENDATION
LETTERS

October 20, 2012

To Whom It May Concern,

I am writing this letter in reference to Kids Choice Charter School of Pembroke Pines contract renewal. As a parent of such wonderful education institution, I am proud to have my daughter in this school, where she is well loved and well educated in academics, morals and extra curriculum activities. I would like to have her continue her education at Kids Choice Charter. So please keep the kids in mind as you consider renewing their contract.

Thank you in advance for this matter.

Demetrius Johnson
Parent

**KEISHA T. JACKSON
ATTORNEY AT LAW**

3735 Northwest 87th Avenue
Cooper City, Florida 33024

KEISHA T. JACKSON
U.S. Circuit Court of Appeals, 11th Circuit
U.S. District Court, Southern District of Florida
Admitted to Florida Bar

Telephone No.: (754) 244-4912

November 4, 2012

BROWARD COUNTY PUBLIC SCHOOLS
600 Southeast Third Avenue
Fort Lauderdale, Florida 33301

To whom it may concern:

I am writing this letter to STRONGLY RECOMMEND "KIDZ CHOICE CHARTER SCHOOL" for renewal.

My son, [REDACTED], is currently a student at Kidz Choice Charter School. He has been attending this school from kindergarten and is now currently in fourth grade.

Kidz Choice Charter School delivers a high quality education and fosters an environment that challenges students to do and be their very best.

If you have any questions or comments, I can be reached at (754) 244-4912. Thank you in advance for your time and consideration.

Sincerely,

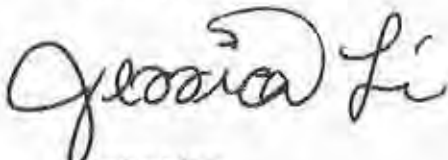
Keisha T. Jackson
Keisha T. Jackson, Esquire

November 4, 2012

To Whom It May Concern:

I am a parent of a first grader at Kidz Choice Charter School. This is his second year of attendance. The teachers and staff take pride in what they do for the students. They are passionate and work very hard to help each and every student excel. I am very pleased with the academic work standards.

Sincerely,

A handwritten signature in black ink that reads "Jessica Léger". The signature is written in a cursive style with a large, stylized initial 'J'.

Jessica Léger

Kidz Choice Charter School 2012
Charter School Renewal (5409)
Remedial Measures



Renewal Application 2012



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

608 SOUTHKAST THIRD AVENUE • FORT LAUDERDALE, FLORIDA 33301 •

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Superintendent of Schools

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NORA RUPPERT

March 7, 2012

Ana Montesinos
Kidz Choice Charter School, Inc.
Kidz Choice Charter School - 5409
9063 Taft Street
Pembroke Pines, FL 33024

RE: Notice of Proposed Renewal of Charter School Agreement
RSHM - March 6, 2012 F-18

Dear Ms. Montesinos:

Pursuant to Section 1002.33(8)(b), Florida Statutes, the Sponsor shall notify the governing body of a charter school of the proposed renewal of its charter at least 90 days prior to such renewal.

You are hereby notified that The School Board of Broward County, Florida ("SBBC") has authorized me to notify you of its intention to renew the Charter School Agreement existing between it and Kidz Choice Charter School, Inc. for a one-year period starting on July 1, 2012 and ending on June 30, 2013. Attached is a copy of the Agenda Item and Executive Summary, for your information. The Charter Schools Support Department will provide you with the Regular School Board Meeting date when final Charter Agreement recommendations will be presented to The Board.

In accordance with Section 1002.33(8)(b), F.S., you are notified that your school's governing board may within 14 calendar days after receiving this notification, request an informal hearing before the sponsor. Should you need additional information, please contact Jody Perry, Director, Charter Schools Support, at 754-321-2135.

Sincerely,

Robert W. Runcie

Robert W. Runcie

RWR/TWH/LB/JP/MR:jc
Attachments

Dr. Joanne W. Harrison, Deputy Superintendent, Educational Programs & Student Support
J. Paul Carland II, General Counsel
Robert Paul Vignola, Deputy General Counsel
Leslie M. Brown, Executive Director, Educational Programs
Jody Perry, Director, Charter Schools Support
Dr. Maria de L. Rodriguez, Coordinator, Charter Schools Support
Lily Swanson, Principal, Kidz Choice Charter School - 5409
Kidz Choice Charter School, Inc. Governing Board Members

Executive Summary

Kidz Choice Charter School, Inc. Kidz Choice Charter School - 5409 Contract Renewal and Remedial Measures

On May 22, 2007, The School Board of Broward County, Florida ("SBBC") approved a Charter School Agreement enabling Kidz Choice Charter School, Inc. (Kidz Choice Charter School - 5409) to open a charter school. The original contract was effective for a five-year period and ends on June 30, 2012.

Implementation Year	2007-2008
Termination Date of Charter Agreement	June 30, 2012
Address	9063 Taft Street Pembroke Pines, FL 33024
Grades	K-5
Enrollment	124
Target population	Neighborhoods surrounding the school
Curriculum Focus	Traditional
School Grade 2010-2011	No Grade Issued - school received 393 points (equivalent to an "F")

The Superintendent's Charter School Review Committee reviewed and analyzed the Renewal Charter Application from Kidz Choice Charter School, Inc. (Kidz Choice Charter School - 5409) and has recommended a one-year renewal of the charter agreement. This one-year renewal term will afford the Charter School an opportunity to continue its operations while demonstrating its ability to remediate Educational and Operational Performance deficiencies as required by Section 1002.33, Florida Statutes.

If the Charter School fails to implement the remedial measures listed below and included in the renewal Charter Agreement, such non-compliance will be considered grounds for termination of the renewed Charter Agreement or to decline any further contract renewal.

DEFICIENCIES FOUND IN THE RENEWAL CHARTER APPLICATION

Following are the specific sections of the Renewal Charter Application that did not meet or partially met the renewal criteria, thus contributing to the recommendation of a one-year renewal of the Charter Agreement:

EDUCATIONAL PERFORMANCE:

The Superintendent's Charter Review Committee reviewed the Educational Performance of the charter school as presented in the Renewal Charter Application. Staff has determined that Kidz Choice Charter School, Inc. (Kidz Choice Charter School - 5409) has the following deficiencies:

Deficiency 1- Reading and Language Arts Curriculum:

- * Failure to include in the Charter Renewal Application specific FCAT data and strategies and/or initiatives that were implemented during the timeframe of the current Charter Agreement to ensure reading and writing proficiency.

Kidz Choice Charter School - 5409 participated in the FCAT state assessment for the first time in school year 2010-2011, and currently does not have a school grade given by the state. The 393 points obtained last year, are equivalent to an "F" grade.

Remedial Measures:

- The charter school shall implement Reading and Language Arts strategies and/or initiatives to ensure reading and writing proficiency of elementary students.
- The charter school shall participate in FAIR testing.
- These strategies and/or initiatives shall support the school's mission and shall be aligned to the Next Generation Sunshine State Standards.
- Fifty percent of all testing grade students shall make learning gains in Reading and Math.
- The charter school shall complete a School Improvement Plan and will submit it to the Charter Schools Support Department by August 1, 2012.

Deficiency 2 – Exceptional Student Education:

- Failure to demonstrate the capacity to meet the school's obligations under state and federal law regarding the education of exceptional students as required by s. 1002.33(16)(a)(3), F.S.
 - a) The application did not explain the identification process of potential ESE students.
 - b) The application did not explain the IEP process.
 - c) The application did not reference the process for annual meetings or re-evaluations.
- Failure to demonstrate sound plans for educating exceptional students that reflect the full range of programs and services required to provide all students with a high quality education, as required by s. 1002.33(16)(a)(3), F.S.
 - a) The application did not provide an explanation of the required continuum of services needed by ESE students.

Remedial Measures:

- The charter school shall incorporate procedures that will ensure compliance with IEPs
- The charter school shall provide parents with adequate information necessary to complete parent participation forms correctly
- The charter school shall ensure that the required membership is invited and is in attendance at IEP meetings
- The charter school shall ensure that ESE staff completes training on how to complete the Easy IEP
- The charter school shall ensure that IEPs match the matrix of required services for each student identified as needing such services

Deficiency 3 – English Language Learners

- Failure to demonstrate an understanding of state and federal requirements regarding the education of English Language Learners as required by s. 1002.33(16)(a)(4), F.S. and the META Consent Decree.

Upon reviewing the Renewal Charter Application, ESOL staff noted that the LEP Roster Summary Report had discrepancies between the reported data and the information required by the Florida Department of Education. For example: ELL students in years 4, 5, 6 and beyond had not received the required reevaluation to determine annual extension of ESOL Program services. Based on the school's LEP Roster Summary, there are 8 students in need of a reevaluation update.

Remedial Measures:

- The charter school's ESOL Contact Person shall attend training and contact meetings provided by the Multicultural & ESOL Program Services Department.
- An ESOL Onsite Analysis will be conducted during the 2012-2013 academic year and shall demonstrate improvement in all areas of compliance.

Department of Education or those additional remedies set forth in Section 1002.33(6)(i), Florida Statutes.

Section 14.N.3: The dispute resolution procedure is as follows:

STEP 1: As a first step, informal discussion between representatives of the School and the Sponsor regarding the particular issue(s) in question. If the matter is not resolved at Step One, either party may elect to forward the issue(s) to the next step.

STEP 2: Written notice by the Sponsor or the School outlining the nature of an identified problem in performance or operations not being met or completed to the satisfaction of either party. If the matter is not resolved at Step 2, either party may elect to forward the issue(s) to the next step.

STEP 3: Meeting between the governing board of the School and the Sponsor's staff or representative to discuss the issue(s) and attempt resolution of same, and propose modifications or amendments to the terms and conditions of the Charter. If the matter is not resolved at Step 3, either party may elect to forward the issue(s) to the next step.

STEP 4: An item will be placed upon the agenda of the Sponsor's regular school board meeting to enable the Sponsor to render a final decision regarding the issue(s) which are in dispute.

Section 14.O: **Citations:** All Florida Statutes, State Board of Education Rules, or School Board Policies cited herein shall refer to the edition in effect when this Charter is executed or extended, subject to subsequent amendment of such statutes.

Section 14.P: **Headings:** The headings in the Charter are for convenience and reference only and in no way define, limit, or describe the scope of the Charter and shall not be considered in the interpretation of the Charter or any provision hereof.

Section 14.Q: **Advice of Counsel:** The School and the Sponsor both state that they have been represented by legal counsel in connection with the negotiation and execution of this Charter and each is satisfied with the legal representation it received.

Section 14.R: **Counterparts:** This Charter may be executed in any number of counterparts, each of which shall be an original, but all of which together shall constitute one Charter.

Section 14.S: **Remedial Measures:** If the Charter School fails to implement the following remedial measures, such non-compliance will be considered grounds for termination of the Charter Agreement or to decline any further contract renewal:

14.S.1 The SCHOOL shall implement Reading and Language Arts strategies and/or initiatives to ensure reading and writing proficiency of elementary students.

14.S.2 The SCHOOL shall participate in Florida Assessments for Instruction in Reading (FAIR) testing.

2012

14.S.3 The Reading and Language Arts strategies and/or initiatives shall support the school's mission and shall be aligned to the Next Generation Sunshine State Standards.

14.S.4 Fifty percent of all testing grade students shall make learning gains in Reading and Math.

14.S.5 The SCHOOL shall complete a School Improvement Plan and will submit it to the Charter Schools Support Department by August 1, 2012.

14.S.6 The SCHOOL shall incorporate procedures that will ensure compliance with Individualized Education Plans (IEP) for students in the Exceptional Student Education program.

14.S.7 The SCHOOL shall provide parents with adequate information necessary to complete Exceptional Student Education (ESE) parent participation forms correctly.

14.S.8 The SCHOOL shall ensure that the required membership is invited and is in attendance at IEP meetings.

14.S.9 The SCHOOL shall ensure that ESE staff completes training on how to complete the Easy IEP.

14.S.10 The SCHOOL shall ensure that IEPs match the matrix of required services for each student in the Exceptional Student Education program identified as needing such services.

14.S.11 The SCHOOL's English for Speakers of Other Languages (ESOL) Contact Person shall attend training and contact meetings provided by the Multicultural & ESOL Program Services Department.

14.S.12 An ESOL Onsite Analysis will be conducted during the 2012-2013 academic year and shall demonstrate improvement in all areas of compliance.

14.S.13 The SCHOOL shall provide the Risk Management Department copies of the required Certificates of Liability no later than July 1, 2012.

14.S.14 The SCHOOL shall align all discipline procedures and their Student Contract with the District's guidelines and the Student Code of Conduct, as required by School Board Policy 1163 and by this Charter School Agreement.

IN WITNESS WHEREOF, the Parties hereto have executed this Charter School Agreement as of the day and year first above written.

Kidz Choice Charter School (5409)

Remedial Measures

14.S.1 The SCHOOL shall implement Reading and Language Arts strategies and/or initiatives to ensure reading and writing proficiency of elementary students.

Remedial Measures: Intense monitoring of state standards, alignment and staff strategies training by quarter. Implementation of new strategies such as modification of curriculum implementation, focus calendar, assessment schedule, specific lesson plan requirements, schedule modifications, modified grading requirements to follow rigorous standard-based testing.

Timeline:

Quarter 1: Training before the opening of school of school goals and initiatives. Trainings on instructional strategies throughout first quarter

Quarter 2: Training in addition to BAT relation and alignment, Academic Improvement, Clubs offered, Modified schedule and focus calendar.

Quarter 3: Rigorous review and double dosing of weaker areas in the tested standards

Quarter 4: Teachers will submit a reflective evaluation on the progress and growth of students through a final conference with parent. This conference will include areas of improvement and suggestions of academic activities to be done during the summer in preparation for next year.

14.S.2 The SCHOOL shall participate in Florida Assessment for Instruction in Reading (FAIR) testing.

Attached you will find copies of participation in FAIR

14.S.3 The Reading and Language Arts strategies and/or initiatives shall support the school's mission and shall be aligned to the New Generation SSS.

1) The goal of Kidz Choice Charter School, based on charter school application, is to increase student achievement in all subject areas, focusing on subgroups according to AMO expectations. The school will attain its annual statewide assessment goals based upon the 2012-2013 AMOS expectation.

a) Reading (AMOS all students) 85%

b) Math (AMOS all students) 68%

AMOS for Reading and Math including subgroups attached

2) All students have their strengths identified, and their multiple intelligence score recorded used as strategy to differentiate students learning.

3) Positive Behavior Support (PBS) will be put in place by 80% of staff, and parents will have communication from the program.

4) Less than 2% of the student body will have received a suspension of duration in excess of one day.

5) All ESE students will be operating under current and valid IEP's

14.S.4 Fifty percent of all testing grade students shall make learning gains in Reading and Math.

Comparative and testing grades attached

14.S.5 The SCHOOL shall complete a School Improvement Plan and will submit it to the Charter School support Department by August 1, 2012.

SIP attached

14.S.6 The SCHOOL shall incorporate procedures that will ensure compliance with IEP for students in the ESE program.

A Support Facilitator has been hired to provide pull-out services for 2 ESE students. The facilitator follows the individual student IEP goals ensuring compliance. Speech Therapist provides services for 3 ESE students according to students' IEP goals.

14.S.7 The SCHOOL shall provide parents with adequate information necessary to complete ESE parent participation forms correctly.

Parent Participation has been provided to parents with a proposed IEP date. Parents confirmed or refused the meeting date. A second communication is provided whereby the parent confirms the attendance of scheduled meeting.

Signed Parent Participation attached

14.S.8 The SCHOOL shall ensure that the required membership is invited and is in attendance at IEP meetings.

All required members of ESE team are invited and required to participate in IEP meetings. Forms attached

14.S.9 The SCHOOL shall ensure that ESE staff completes training on how to complete the Easy IEP.

The ESE Specialist has participated in trainings on how to complete the Easy IEP.

14.S.10 The SCHOOL shall ensure that EIP's match the matrix of required services for each student in the ESE program identified as needing such services.

At the completion of EIP meeting, the ESE Specialist completes the matrix based on information of IEP. Matrix attached

14.S.11 The SCHOOL'S ESOL contact person shall attend training and meetings provided by the Multicultural & ESOL Program Services Department.

Contact person has attended meetings, including the CELLA Train the Trainer. Next training scheduled for December 13th 2012.

14.S.12 An ESOL Onsite Analysis will be conducted during the 2012-2013 academic year and shall demonstrate improvement in all areas of compliance.

An Onsite audit had taken place on November 20, 2012. Report and recommendations attached.

14.S.13 The SCHOOL shall provide the Risk Management Department copies of the required Certificate of Liability no later than July 1, 2012.

Risk Management Certification of Insurance Approval is attached

14.S.14 The SCHOOL shall align all discipline procedures and their Student Contract with the District's guidelines and the Student Code of Conduct, as required by School Board Policy 1163 and by this Charter Agreement.

Discipline procedures from registration application has been updated to align all discipline procedures to District's guidelines and the Student Code of Conduct.

Form Attached

Progress Monitoring & Reporting Network Reports

Class FLKRS Report

10/22/2012 2:38 PM

District: Broward	School: Kidz Choice Charter	Calendar: District-Wide
Grade: Kindergarten	Teacher: Rosenberg, Judy	Class: KG - Rosenberg, Judy - U
Student(s): All	School Year: 2012-2013	Assessment Period: 1
Assessment Type: All	Task: All	Score Type: <input type="text"/>

Student Identifier	Student Name	BS/PMT		BDI		
		Letter Names	Phonemic Awareness	Listening Comprehension		Vocabulary
		Number Correct	Number Correct	Explicit Number Correct	Implicit Number Correct	Number Correct
*****	██████████	8	0	2	2	10
*****	██████████	10	2	0	1	7
*****	██████████	10	9	2	2	6
*****	██████████					
*****	██████████	10	10	3	2	9
*****	██████████	9	8	2	1	12
*****	██████████	1	5	0	0	4
*****	██████████	10	7	1	2	7
*****	██████████	7	7	3	1	13
*****	██████████	9	6	2	0	7
*****	██████████	9	10	2	0	9
*****	██████████	10	6	0	0	6
*****	██████████	7	2	2	1	9
*****	██████████	9	10	2	2	6
*****	██████████	9	10	1	0	6
*****	██████████	10	7	1	0	8

Final

Progress Monitoring & Reporting Network: Reports

Class Status Report

10/22/2012 2:36 PM

District: Broward

School: Kidz Choice Charter

Calendar: District-Wide

Grade: Kindergarten

Teacher: Rosenberg, Judy

Class: KG - Rosenberg, Judy - U

Student(s): All

School Year: 2012-2013

Assessment Period: 1

Assessment Type: All

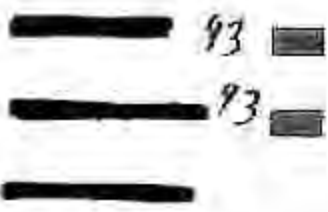
Task: All

Score Type: All

Reading Comprehension Listening Comp. Vocabulary Spelling

Class List	PRS	Score Details	Reading Comprehension			Listening Comp.	Vocabulary Spelling	
			Passage #	Fluency (WCPM)	Percent Accuracy	Total Correct (out of 5)	Total Correct (out of 5)	Percentile Rank
[Redacted]	30%					0	12 th	N/A
[Redacted]	48%					4	41 st	N/A
[Redacted]	53%					3	34 th	N/A
[Redacted]	72%					1	24 th	N/A
[Redacted]	78%					4	59 th	N/A
[Redacted]	83%					2	24 th	N/A
[Redacted] 87						0	19 th	N/A
[Redacted] 89						3	53 rd	N/A
[Redacted] 89						3	24 th	N/A
[Redacted] 89						1	29 th	N/A
[Redacted] 93						4	19 th	N/A
[Redacted] 93						2	34 th	N/A
[Redacted] 93						4	19 th	N/A

865



1	19 th	N/A
5	34 th	N/A
		N/A



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Progress Monitoring & Reporting Network: Reports

Class Grade Summary Report

10/22/2012 2:37 PM

District: Broward

School: Kidz Choice Charter

Calendar: District-Wide

Grade: Kindergarten

Teacher: KG - Rosenberg, Judy

Class: KG - Rosenberg, Judy - U

Student(s): All

School Year: 2012-2013

Assessment Period: i

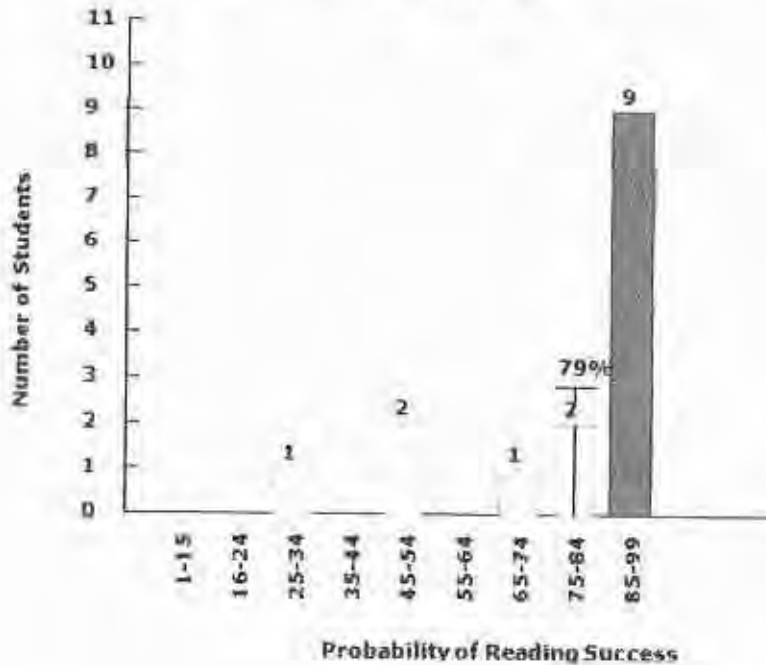
Assessment Type: All

Task: All

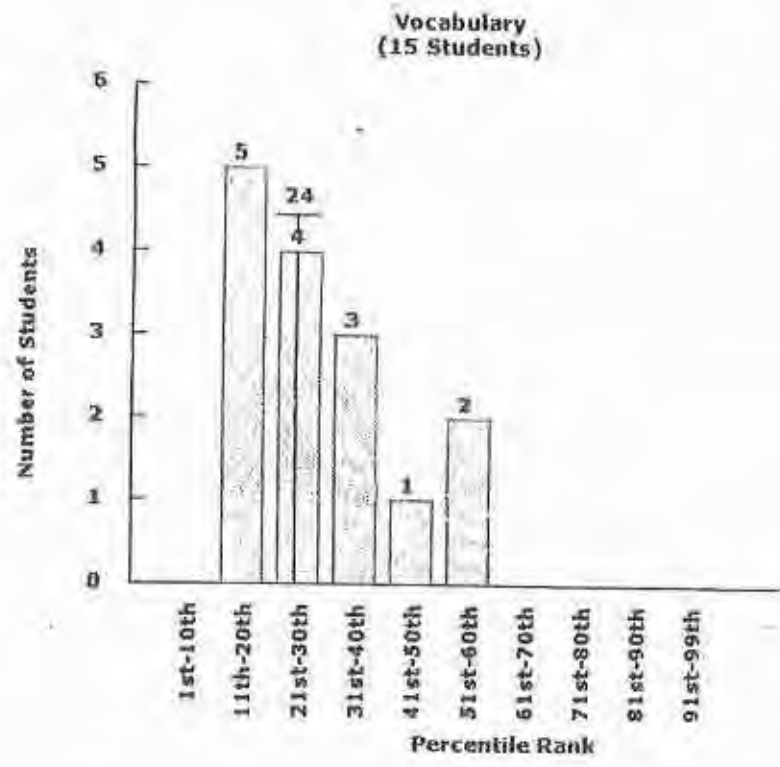
Score Type: All

View as Bar Charts

**Broad Screen/Progress Monitoring Tool
(15 Students)**

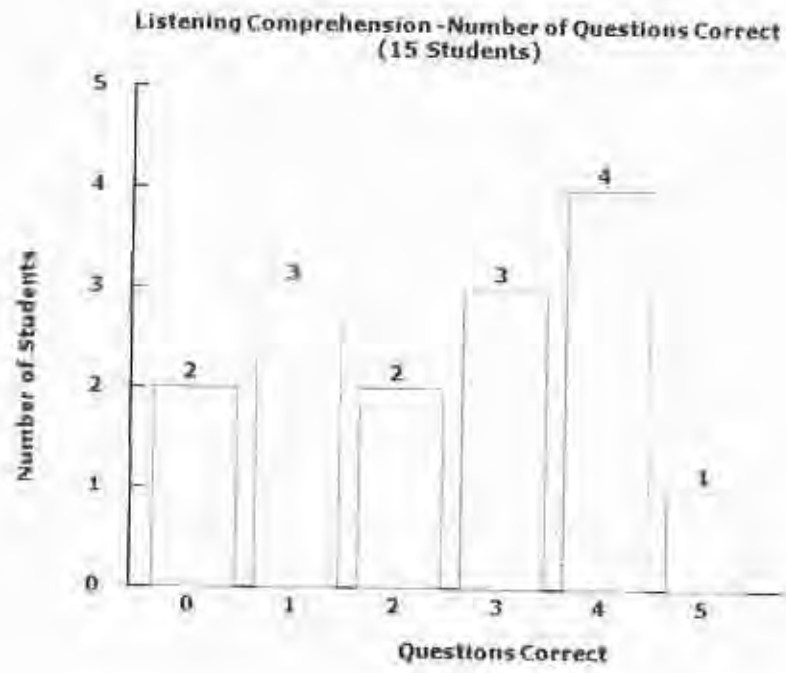


867



Target Passage
Not Available for Kindergarten

Reading Comprehension
Not Available for Kindergarten



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Progress Monitoring & Reporting Network: Reports

Class Success Zone Report

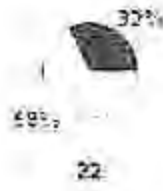
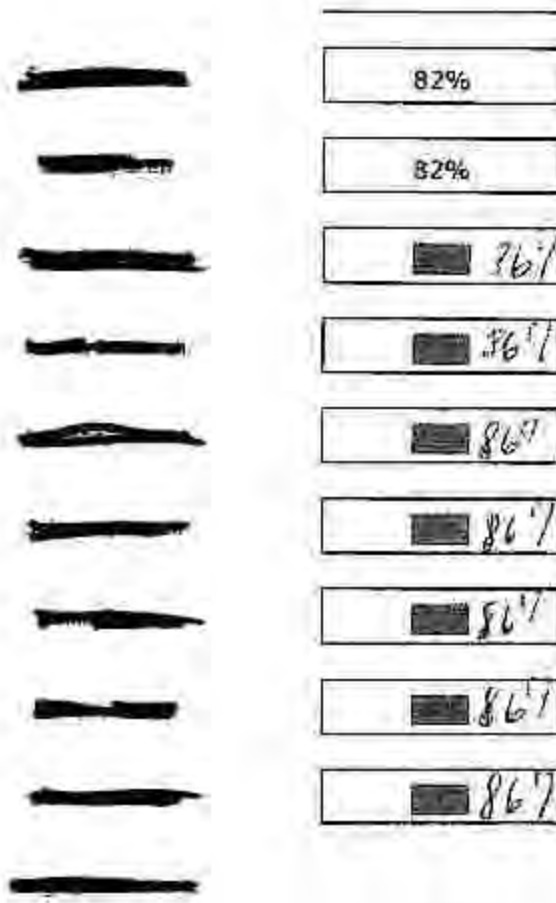
10/22/2012 11:02 AM

District: Broward	School: Kidz Choice Charter	Calendar: District-Wide
Grade: 1st Grade	Teacher: Casanova, Kaytie	Class: 01 - Casanova, Kaytie - U
Student(s): All	School Year: 2012-2013	Assessment Period: All
Assessment Type: BS/PMT	Task: BS/PMT	Score Type: Probability of Reading Success

Click on the column name link to sort by that information.

Student List	Assessment 1	Assessment 2	Assessment 3
██████████	20%		
██████████	27%		
██████████	27%		
██████████	36%		
██████████	46%		
██████████	56%		
██████████	56%		
██████████	66%		
██████████	66%		
██████████	75%		
██████████	75%		
██████████	75%		
██████████	82%		

870



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Progress Monitoring & Reporting Network: Reports

Class Success Zone Report

10/24/2012 9:47 AM

District: Broward

School: Kids Choice Charter

Calendar: District-Wide

Grade: 2nd Grade

Teacher: Reyno, Desiree

Class: QZ - Reyno, Desiree - U

Student(s): All

School Year: 2012-2013

Assessment Period: All

Assessment Type: BS/PMT

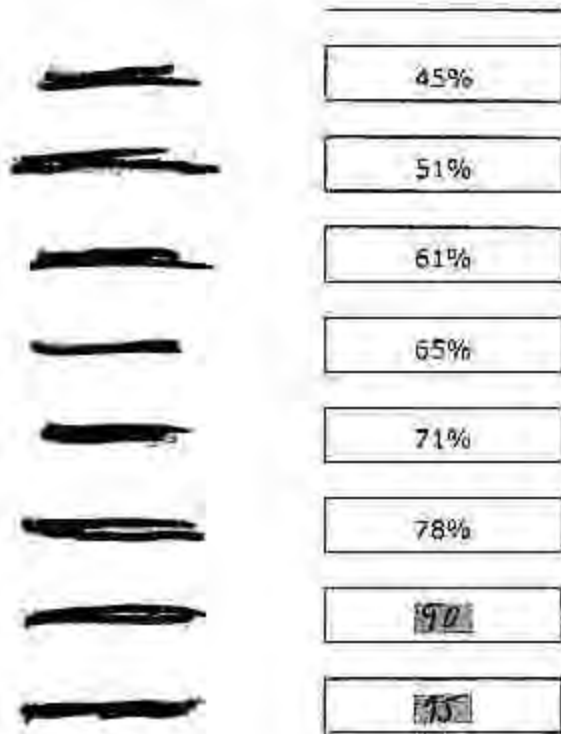
Task: BS/PMT

Score Type: Probability of Reading Success

Click on the column name link to sort by that information.

<u>Student List</u>	<u>Assessment 1</u>	<u>Assessment 2</u>	<u>Assessment 3</u>
[REDACTED]	76%		
[REDACTED]	79%		
[REDACTED]	17%		
[REDACTED]	18%		
[REDACTED]	18%		
[REDACTED]	20%		
[REDACTED]	21%		
[REDACTED]	21%		
[REDACTED]	25%		
[REDACTED]	26%		
[REDACTED]	26%		
[REDACTED]	31%		
[REDACTED]	40%		

871



31

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Progress Monitoring & Reporting Network: Reports

Class Status Report

10/22/2012 11:34 AM

District: Broward	School: Kidz Choice Charter	Calendar: District-Wide
Grade: 3rd Grade	Teacher: Palonis, Deanna	Class: 03 - Palonis, Deanna - U
Student(s): All	School Year: 2012-2013	Assessment Period: 1
Assessment Type: BS/PMT	Task: All	Score Type: RC Percentile Rank

Class List	Prior Year Matched FCAT Level	ECAT Success Probability	RC Maze Word Analysis			RC Reporting Categories			
			Score Detail	RC Percentile Rank	Maze Percentile Rank	Word Analysis Percentile Rank	Car	#Correct	#Items
██████████	N/A		17 th	25 th	17 th	VC	2	2	
						RA	1	6	
						LA	1	1	
						IT			
██████████	N/A	20%	21 st	53 rd	66 th	VC	1	2	
						RA	2	6	
						LA	0	1	
						IT			
██████████	N/A	22%	22 nd	3 rd	35 th	VC	0	2	
						RA	2	6	
						LA	0	1	
						IT			
██████████	N/A	30%	26 th	6 th	56 th	VC	0	2	
						RA	3	6	
						LA	0	1	
						IT			
██████████	N/A	30%	26 th	35 th	72 nd	VC	1	2	
						RA	3	6	
						LA	1	1	
						IT			
██████████	N/A	34%	28 th	8 th	32 nd	VC	0	2	
						RA	4	6	
						LA	0	1	
						IT			
██████████	N/A	36%	29 th	25 th	35 th	VC	0	2	
						RA	3	6	
						LA	0	1	
						IT			

873

	N/A	42%	32 nd	15 th	22 nd	VC	0	2
						RA	3	6
						LA	1	1
						IT		
	N/A	43%	32 nd	35 th	3 rd	VC	0	2
						RA	4	6
						LA	0	1
						IT		
	N/A	60%	41 st	96 th	74 th	VC	0	2
						RA	4	6
						LA	0	1
						IT		
	N/A	78%	53 rd	15 th	35 th	VC	2	4
						RA	6	11
						LA	1	2
						IT		
	N/A	79%	54 th	92 nd	35 th	VC	3	4
						RA	8	11
						LA	0	2
						IT		
	N/A	82%	57 th	25 th	40 th	VC	1	4
						RA	6	11
						LA	2	2
						IT		
	N/A		66 th	66 th	63 rd	VC	2	4
						RA	7	10
						LA	1	3
						IT		

Key

- VC Vocabulary
- RA Reading Application
- LA Literary Analysis
- IT Informational Text

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Progress Monitoring & Reporting Network: Reports

Class Progress Report

10/22/2012 11:36 AM

District: Broward

School: Kidz Choice Charter

Calendar: District-Wide

Grade: 3rd Grade

Teacher: 03 - Palonis, Deanna

Class: 03 - Palonis, Deanna - U

Student(s): All

School Year: 2012-2013

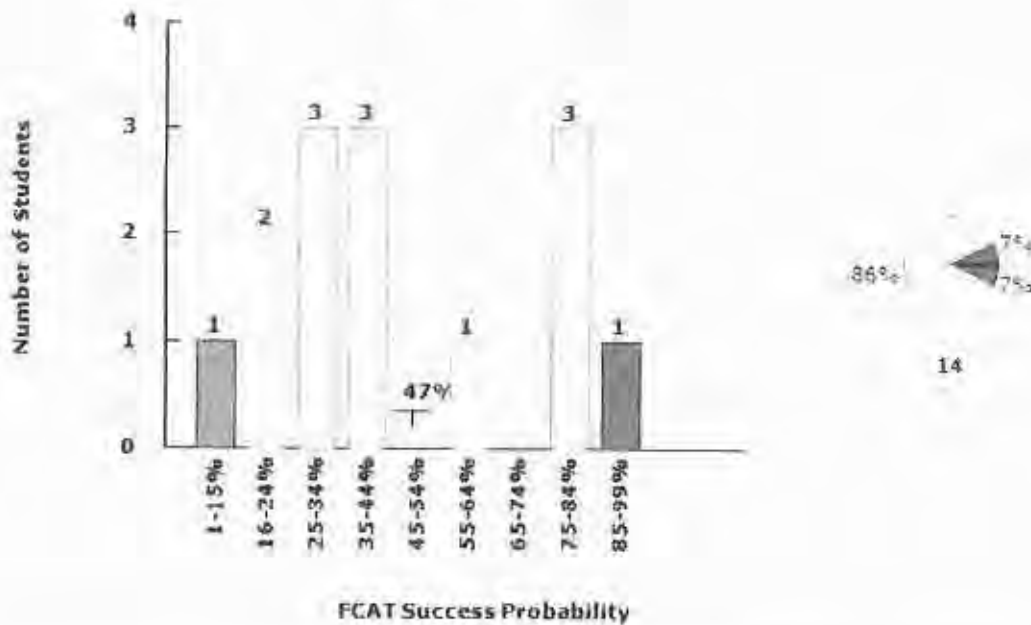
Assessment Period: All

Assessment Type: BS/PMT

Task: Reading Comprehension

Score Type: FCAT Success Probabili

Reading Comprehension
Assessment 1
(14 Students)



Assessment 2
No Data Available

875

Staff Member Name

Julie Fernandez

Date

8/12/12

14.53

Kidz Choice Schoolwide Initiatives to meet the Academic Goals for 2012-2013

Below is a list of the initiatives and implementations that will be used this school year to help meet the academic goals of the school.

1. Each teacher will complete a Professional Development Plan
 - Accountability for implementation includes:
 - a. Completing the original PDP Plan for submission by Friday, August 10, 2012
 - b. Attending the two mandatory progress meetings with Ms. Tracey either in person or through phone conference
 - c. Attending the final progression meeting with Ms. Tracey and Ms. Swanson at the end of the 2012-2013 School Year
 - d. Keeping a professional development journal for all workshops or trainings attended, these will be submitted to Ms. Swanson for official documentation.
2. Differentiated Instruction in all classrooms.
 - We have the opportunity to really personalize our instruction to the strengths and weaknesses of our students, differentiated instruction will help meet the needs of our students.
3. Academic Work Journal for core subjects.
 - Students will keep Academic Word Journals for the jargon of the subject they are learning in each core subject.
 - Students will be encouraged and responsible for updating, and using these Academic Word Journals throughout the school year.
4. Comprehension Strategies
 - Including becoming interactive readers
 - Reading for a purpose
 - Metacognitive process of material
 - Visualization tools for processing and completing tasks
5. Drop Everything And Read (DEAR)
 - A silent reading program, that is implemented schoolwide
 - When it is DEAR time, everyone in the school, stops what they are doing and reads for 30 uninterrupted minutes
 - For accountability, each student will complete a reader's journal at the end of the D.E.A.R. session each week.
6. Writing Journals
 - To be used at home, as part of their homework grade.
 - Students will be asked to write at least two paragraphs before they go to bed each night about their day.
 - It does not need to be about school, students are encouraged to write about any event that took place during the day.
 - Students will present their journals to the teacher for checking on Friday, however; parents are to initial the journal page each night (this assures that students are not writing everything for the week the night before it is due, and gets parents involved in the learning process).
7. Graphic Organizers for each lesson and other Student-Owned Strategies
8. Schoolwide Lesson Plan Format

Below is a list of the initiatives and implementations that will be used this school year to help increase parent communication and involvement.

1. The creation of Parent Literacy Nights, one per term. (Do be designed at a later date as a team.)
2. FCAT Information Night (This can be included in the Parent Literacy Nights)
 - One in September
 - One in November
 - One in January
3. Daily Use of Agenda


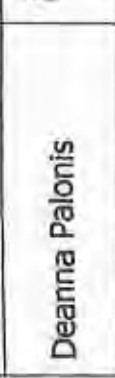

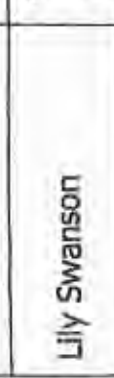
SIGN-IN SHEET

Purpose Student-Owned Strategies and the Engaged Classroom Professional Development	Meeting Date: August 6, 2012
Facilitator: Ms. Jennifer Tracey M.S. Reading and Curriculum Coach Consultant	Location: Excelsior Charter Room 123 10066 West McNab Rd. Tamarac, FL 33321

Sign-in Sheet Directions:

Please fill in the table accurately and according. Please remember that this sheet will be used to track attendance of professional development sessions.

Thank you in advance for your dedication, passion for children and education, and for attending with an open and positive mind.

First and Last Name	School Name	Current Position	Preferred Email Address	Signature
Yuleisy Hernandez	Kidz Choice Charter	4th grade	yuleisih@yahoo.com	
Deanna Palonis	Kidz Choice Charter	3rd grade	dpalonis@yahoo.com	
Yesenia Perez	Kidz Choice Charter	5th grade	Ms.Perez4@hotmail.com	
Lily Swanson	Kidz Choice Charter	Director	Kidz Choice Charter@yahoo.com	

Kidz Choice PrePlanning Training 1451

AGENDA



Date: August 6, 2012

Time: 9:00-11:00A.M.

Place of Meeting: Excelsior Charter

Room 123

10066 West McNab Rd. Tamarac, FL 33321

Facilitator: Ms. Jennifer Tracey M.S.

Email: jen.tracey@hotmail.com

- Welcome and Sign-In Sheet ✓
- Teacher Pre-Session Survey ✓
- Student-Owned Strategies and the Engaged Classroom ✓
 - Professional Development Learning Log
 - What is a student-owned and engaged classroom? ✓
 - 60 Second Introduction Strategy and Practice ✓
 - Learning Log
 - Triangular Comparison Diagram Strategy and Practice ✓
- Break
- Engaging in the Process of Understanding Vocabulary ✓
 - Word Attack Strategy and Practice ✓
 - Word Attach Extension 4-Column Strategy and Practice ✓
- Four Corners Strategy and Practice ✓
- Break
- Kidz Choice School Initiatives School Year 2012-2013
 - Break the Ice
 - KWDE Chart Strategy and Practice
 - Academic Goals
 - Learning Log
 - Exploration and Discussion Strategy and Practice
 - How will we reach the goals? (A copy of programs for implementation has been provided for participants.)
 - Increase Parent Communication and Involvement
- The Return of the KWDE Chart
- Contact for Support
- Exit Slip
- Thank You

Staff Member Name

Yuliesse Fenwick Date *08/06/12*

Kidz Choice Charter School Initiatives 2012-2013 Professional Development Journal



Important Reminders for the First Parent Meeting of the Year

Include the following elements at the first open house for your classroom:

1. Teacher Expectations for the Grade
2. Student Expectations for the Grade
3. Academic and Behavior Contract
4. Attendance Expectations
5. Grade Breakdown
6. Homework Expectations as an Extension of the Daily Lessons
7. Contract Information
 - a. The School's Contact Information
 - b. The Teacher's Contact Information
 - c. Daily Agenda Communication Procedures

A bit of humor:



Student-Owned Strategies

Directions: Please answer the questions sincerely and honestly, as they will be used to help with professional development during the year.

1. In your opinion what subjects could the 'Four-Corners' strategy be used effectively to engage students? Be specific in your answer.

I think this strategy would be rewarding in every subject. It is a great tool to use as a review for an assessment - mult-choice

2. In follow-up to question 1, how do you plan to use the 'Four-Corners' strategy inside your classroom this school year?

I plan to use it as a review before an assessment and the students can also challenge each other for extra points.

3. At this point in the training, what do you find effective? Please be specific in your answer?

I found the "hot dog" vocab. strategy helpful, word attack, four corners, and the Triangular Comparison Diagram. Also, icebreakers was my fav.

4. What specific elements would you like to learn more about, please be specific?

I would like to learn more about "word attack" it is a bit confusing for me. ↳ breaking down the word to figure out meaning - prefix, suffix

5. Which strategy presented during this session are you most likely to implement? Please give specific reasons for your answer?

I plan to use many of these strategies I learned today. For example, icebreakers, four corners, word attack, and the Triangular Comparison Diagram.

KWDE Chart

Directions: Please fill out each column according to its title or subject. We will revisit this KWDE Chart at the end of the lesson.

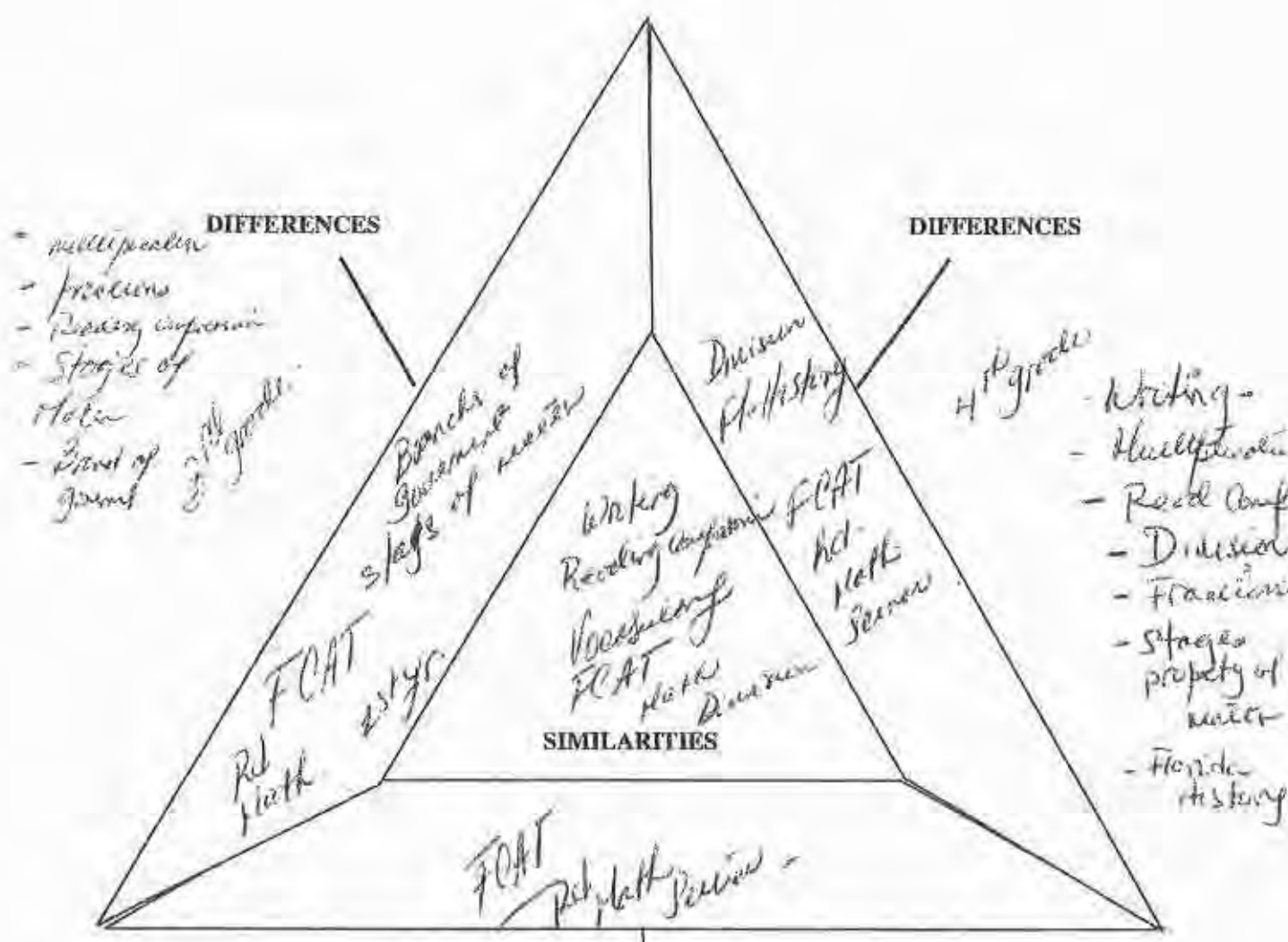
Subject: School Initiatives and Improvement

What I <u>Know</u>	What I <u>Want</u> to Know	What I <u>Discovered</u>	What I <u>Want</u> to <u>Explore</u>
subjects to cover that I know what will be on FCAT, don't spend too much time on a specific topic	more strategies to build success	FCAT prep needs to begin earlier than last year to provide ample prep time	Strategies to ensure success

Summary: In a brief six sentence paragraph please summarize what you learned during this lesson.

I learned a fun icebreaker to utilize on the first day of school. I learned how to use a graphic organizer to compare and contrast information called a Triangular Comparison Diagram. I learned fun ways to incorporate activities into the classroom that meet the needs of every type of learner. For example, to help children learn how to spell they can jump rope the letters. Four corners is a great

Triangular Comparison Diagram



DIFFERENCES

- 5th grade -
- Writing
- Recall Craft
- Recall / Space

Staff Member Name

Yoluse Hernandez

Date

08/06/12

KWDE Chart

Directions: Please fill out each column according to its title or subject. We will revisit this KWDE Chart at the end of the lesson.

Subject:

What I <u>Know</u>	What I <u>Want</u> to Know	What I <u>Discovered</u>	What I Want to <u>Explore</u>
<p><i>I don't know any (data about the school -</i></p>	<p><i>- Initiatives:</i></p> <ul style="list-style-type: none"> <i>• what the school provides to the students</i> <i>• Initiatives for the students</i> <i>• Goals for the upcoming school year</i> 	<ul style="list-style-type: none"> <i>• I discovered the goals that the school has for next school year -</i> <i>• I discovered the program we must be using to help the students succeed for the year -</i> 	<ul style="list-style-type: none"> <i>• I want to explore different activities to meet the goals for next school year -</i>

Summary: In a brief six sentence paragraph please summarize what you learned during this lesson.

During this lesson I learned about different initiatives and goals that they have for the school for the upcoming school year. In addition, I learned about the different strategies we must be using to help our students meet those goals. Furthermore, I learned that we must be using a student centered approach and we must be using as many strategies possible to help our students to succeed.

Staff Member Name

Johanna / K. N. N. N.

Date 08/06/17

Student-Owned Strategies

Directions: Please answer the questions sincerely and honestly, as they will be used to help with professional development during the year.

1. In your opinion what subjects could the 'Four-Corners' strategy be used effectively to engage students? Be specific in your answer.

I think 'Four Corners' can be used in any subject. It is an strategy that it's perfect for breaking confusion or it can be useful to talk or write.

2. In follow-up to question 1, how do you plan to use the 'Four-Corners' strategy inside yours classroom this school year?

I will implement this strategy in my classroom with any subject. The students will feel engaged with this activity and they will love to come around the classroom.

3. At this point in the training, what do you find effective? Please be specific in your answer?

Anything I have learned up to this point it is very effective. The first part ~~was~~ we have for each activity. The 'Four Corners' strategy / Four Corners for the learning.

4. What specific elements would you like to learn more about, please be specific?

At this point I would like to learn more strategies for "writing".

5. Which strategy presented during this session are you most likely to implement? Please give specific reasons for your answer?

All the strategies presented during this session are wonderful. I am planning to implement all of them based on the subject and on my future students learning environment.

Directions: You have just been given some very important information, please fill in the table with one strategy or activity you could implement to help Kidz Choice Meet the Academic Goals for the 2012-2013 School Year. As a team, we are all responsible for meeting the goals together. Remember that we all have strengths and weaknesses, different variations in experiences, and different perspectives, we should **celebrate and embrace these difference to strengthen our school and team.**



Subject and Goal	One strategy I can use to help meet this goal.	One Activity I can plan to help meet this goal.
Increase the percentage of students considered proficient or above in <u>reading</u> to 83%.	<ul style="list-style-type: none"> • Use the different strategies presented on the PD. - Graphic Organizers. 	<ul style="list-style-type: none"> • Use "Four Columns" strategy to help the students to improve their reading and comprehend the strands.
Increase the percentage of students considered proficient or above in <u>math</u> to 83%.	<ul style="list-style-type: none"> - Use of manipulatives 	<ul style="list-style-type: none"> - Provide students with different manipulatives to help them visualize.
Increase the percentage of students considered proficient or above in <u>science</u> to 75%.	<ul style="list-style-type: none"> - Games - Experiments 	<ul style="list-style-type: none"> - Do more hands-on activities for the students to understand better the concepts.
Increase the percentage of students considered proficient in <u>writing</u> to 95%.	<ul style="list-style-type: none"> - Use of graphic organizers - Journaling 	<ul style="list-style-type: none"> - Have students write on newspapers

Staff Member Name _____

Date _____

60 Second Introduction Reflection

Directions: Please take five minutes and answer the following reflective questions about the activity you just completed.

1. How was this introductory activity different from other icebreakers you have participated in the past?

Usually talk about self

2. What did you think about your 60 second introductory performance?

I thought it was a fantastic idea.

3. How does this activity differ from the icebreakers or introductory activities you have done with your students in the past?

Usually I generate a book or poster titled "All About Me" in which they share w/ peers

4. In your opinion, how does this activity help to create an engaged learning environment inside the classroom?

All students are participating while the rest of the class is listening.

Reading

Subgroup	Kidz Choice					County				
	% Proficient 2011	% Proficient 2012	AMO Target for 2012	Met Target	AMO Target for 2013	% Proficient 2011	% Proficient 2012	AMO Target for 2012	Met Target	AMO Target for 2013
All Students	82	67	84	No	85	58	58	62	N	65
Black	N/A	62	N/A	N/A	N/A	42	43	47	N	52
Hispanic	79	67	81	No	83	61	62	64	N	68
FRL	83	64	81	No	86	46	47	51	N	55

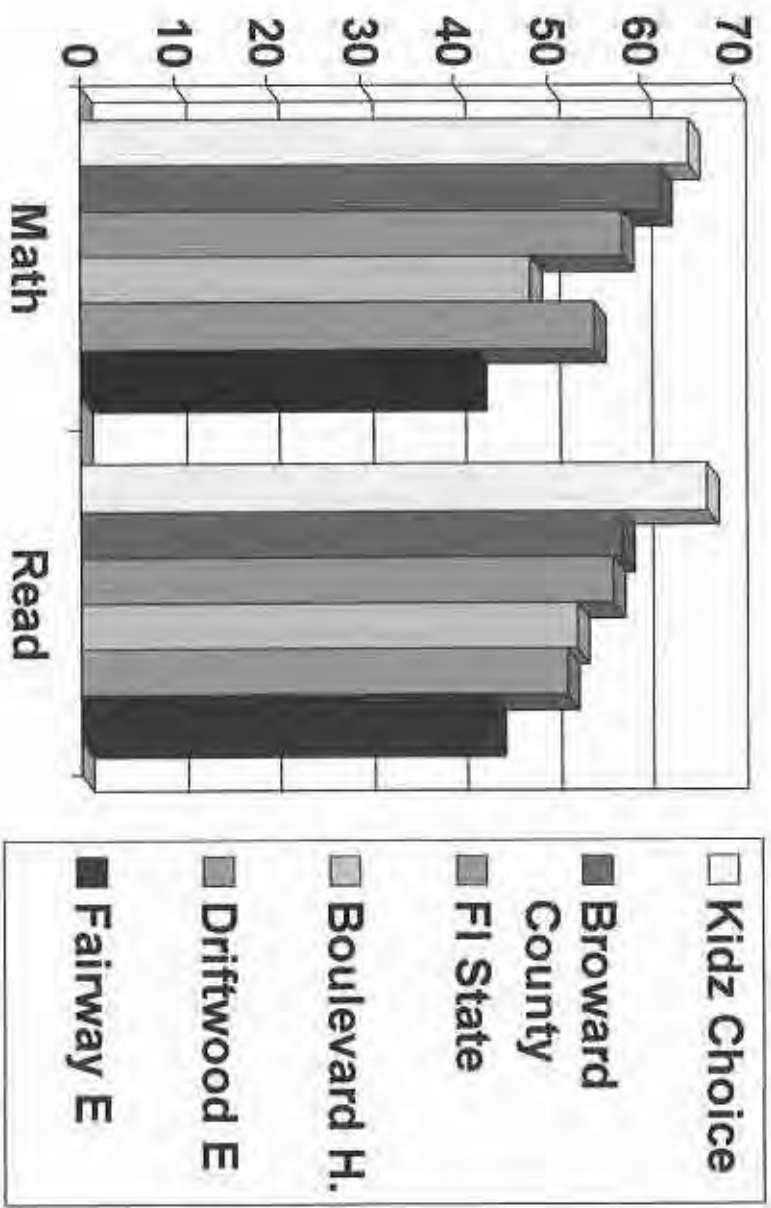
Math

Subgroup	Kidz Choice					County				
	% Proficient 2011	% Proficient 2012	AMO Target for 2012	Met Target	AMO Target for 2013	% Proficient 2011	% Proficient 2012	AMO Target for 2012	Met Target	AMO Target for 2013
All Students	61	65	64	Yes	68	60	62	63	N	67
Black	N/A	77	N/A	N/A	N/A	45	47	50	N	54
Hispanic	58	58	62	No	65	64	65	67	N	70
FRL	58	61	62	No	65	49	51	53	N	58

October 1, 2012

During the year of 2010-2011, there was a lack of instructional rigor in the classroom in terms of alignment of the instruction, the standards, and the curriculum. Poor alignment with the assessments in the classroom in opposition to the state assessments, due to a lack of rigor in the adopted reading basal. Lack of learning instruction methods through the use of technology, which is not meeting the needs of the 'On-Demand' and technology-based generation. These elements combined to result in a lower performance of student achievement during that year; however with implementation provided through the outsourced learning plan the school was able to achieve an 'A' ranking 2011-2012, and the same strategy will continue through this academic school year of the SIP plan, 2012-2013.

% AMO Met 2011-2012



The school's performance meets or exceeds the performance of district, state and schools with closely comparable students populations.

101-5-61

2011-2012 Charter School Accountability Report

Student Data - School Grades for School Year 2011-2012

[Next >](#)

This Step is Complete.

School Grades

2011-2012 School Grade:

Reading % Satisfactory or Higher	Math % Satisfactory or Higher	Writing % Satisfactory or Higher	Science % Satisfactory or Higher	Reading Points for Gains	Math Points for Gains	Reading Gains for Low 25%	Math Gains for Low 25%
67	65	100	53	65	82	65	82

School Improvement Rating

No School Improvement Rating data is available for this school.

Comment

Comment:

Reading % Satisfactory or Higher - 67
 Math % Satisfactory or Higher - 65
 Writing % Satisfactory or Higher - 100
 Science % Satisfactory or Higher - 53
 Reading Gains for Low 25% - 64
 Math Gains for Low 25% - 80
 No school grade

[Submit Data](#)

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Student Achievement Data - School Grades - District Notificaton

Email your comments for this step to your school district.

Email Sent To District By:

Lily Swanson Director 954-673-0698 954-673-0698

High Priority Copy Me On This Message

Send

892

14,5,9

To: KidzChoice Comparative Chart
 Subject:

Below is the chart comparing the FCAT Scores for KidzChoice over the past two years. It should be noted that last year (School Year 2010-2011) they did not have a 5th grade class, so there will be no comparison for that grade level.

First let me state that according to the Florida Department of Education, the total points the school has earned was 579 points. To be an 'A' school you need a minimum of 525 points. Therefore Kidzchoice is an 'A' school, unofficially as they do not have the population to get an official score.

And now the data:

	2011	2012
Writing Proficiency	Proficiency was a '4' 77% (10)	Proficiency was a '3' 93% (8)
Reading	2011	2012
Grade 3		
Proficient	38% (6)	31% (5)
Above Proficient	56% (9)	31%(5)
Grade 4	2011	2012
Proficient	62% (8)	7% (1)
Above Proficient	38% (5)	43% (6)
Grade 5	2011	2012
Proficient	N/A	40% (6)
Above Proficient	N/A	40% (6)
Math	2011	2012
Grade 3		
Proficient	44% (7)	50% (8)
Above Proficient	50% (8)	19% (3)
Grade 4	2011	2012
Proficient	69% (9)	29% (4)
Above Proficient	8% (1)	43% (6)
Grade 5	2011	2012
Proficient	N/A	33% (5)
Above Proficient	N/A	20% (3)
Science	2011	2012
Grade 5		

School Improvement Plan (SIP)

CHARTER SCHOOL VERSION

Proposed for 2012-2013

A charter school that receives a school grade of "D" or "F" pursuant to Section 1008.34(2), F.S., must develop and submit a school improvement plan to its sponsor.

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**2012-2013 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION
2012-2013 SCHOOL IMPROVEMENT PLAN**

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Kidz Choice Charter School	District Name: Broward County Public Schools
Principal: Lily Swanson	Superintendent: Robert Runice
Governing Board Name: Ana Montesinos	Date of School Board Charter Approval: May 22, 2007 Renewed 7/1/12

The 2010-2011 data used to determine the requirement for SIP indicate that Kidz Choice students performed on FCAT at a level 3 or higher in Reading 96%, Math 85%, Science 55% and writing 75%. However, due to the sample size of the small populated school, the students showed a small learning gain of Reading-33%, Math-8% and low progress on the lower 25%: Reading-33% and Math-8%. (Not enough learning gains.)

Conversely, the 2010-2011 baseline of AMO Progress Reading (All students) was 82 and AMO Progress Math (All students) was 61. This measured transition creates an ambiguous statistical relation. During 2010-11, due to a lower AYP, the school just accumulated 393 (F) points; however, Kidz Choice made 579 (A) points for 2011-12, school year, showing an incredible capacity to make academic changes and achieve the vision of the Broward County Public School System. At this point, Kidz choice is not a 'D' or 'F' school, is not listed on the official state list as required to fill out a SIP plan, but is completing the SIP because the committee anticipated that the school would still be in danger of maintaining a lower score for 2011-2012.

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

- [School Grades Trend Data](#)
- [Florida Comprehensive Assessment Test \(FCAT\)/Statewide Assessment Trend Data](#)
- [High School Feedback Report](#)
- [K-12 Comprehensive Research Based Reading Plan](#)

Administrators

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of School Grades, FCAT/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (AMO) progress.

2012-2013 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

Prior Performance Record (include prior School Grades, FCAT/Interim assessment Achievement Levels, learning gains, lowest 25%), and AMO program, along with the associated school year.

Table 1: Summary of School Data

Grade Levels	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012	
	K-1	N/A	K-1-2	N/A	K-1-2-3	A	K-1-2-3-4	F (393 points)	K-5	A (579 points)
School Grades	N/A	N/A	N/A	N/A	100%	100%	96%		N/A*	N/A*
FCAT at level 3 or higher in Reading	N/A	N/A	N/A	N/A	100%	100%	85%		N/A*	N/A*
FCAT at level 3 or higher in Math	N/A	N/A	N/A	N/A	N/A	N/A	55%		N/A*	N/A*
Meeting Writing Standards	N/A	N/A	N/A	N/A	N/A	N/A	75%		93%	
Learning Gains	N/A	N/A	N/A	N/A	N/A	N/A	Reading-33% Math-8%		YES*	
Lowest 25%	N/A	N/A	N/A	N/A	N/A	N/A	Reading-33% Math-8%		N/A*	
AMO Progress Reading (All students)	N/A	N/A	N/A	N/A	N/A	N/A	82		67	
AMO Progress Math (All students)	N/A	N/A	N/A	N/A	N/A	N/A	61		65 (Target 64)	

*During this school year Florida DOE did not provide the use of AYP as a method to evaluate learning gains, as they implemented the waiver of NCLB. However it can be inferred based on the overall score that learning gains were made. Under AMOS, lower 25% was not identified

Note:
The director was able to improve the school grade from an 'F' to an 'A' by using multiple strategies implemented by outsources educational consultant. The AMOS went lower in 2011-2012 because the baseline for AMOS

Position	Name	Degree(s)/ Certification(s)	Number of Years at Charter School	Number of Years as Administrator
Director	Lily Swanson	Bachelor's Degree in Organizational Management	5	11
Asst. Principal	None	N/A	N/A	N/A

2012-2013 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

Instructional Coaches-Not Available due to lack of funding of full time status. However, the school outsourced to a private educational company to design and implement an educational plan, train teachers and follow up data in order to address the low performance challenges and to achieve the expected academic performance of the school.

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of School Grades, FCAT/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (AMO) progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
N/A					

Required components of the School Improvement Plan for Charter Schools:

1. Mission Statement

Provide your school's mission statement:

The mission of the school is to foster pride in academic achievements while developing students' artistic abilities (Application, ii).

2. Academic Data

Provide student academic data for the most recent three (3) years, if available.

Kidz Choice Data 2009-2010 (Student individual data revealed the following, only third grade students.) Students' achieving a level 3 or higher in Reading was 100%, and the students' achieving a level 3 or higher in Math was 100%.
 Kidz Choice Data 2010-2011 (Student individual data revealed the following, only third through fourth grade students.) Students achieving a level 3 or higher in Reading were 95%, students achieving a level 3 or higher in Math were 85%, students achieving high standards in writing were 75%.
 Kidz Choice Data 2011-2012 (Student individual data revealed the following, grades third through fifth.) FCAT Testing... no AYP or Gain available, only school grade. School grade was 573 points achieved which is equivalent to a letter grade of 'A'.

3. Student Achievement Objectives

Provide the student achievement objectives included in the charter contract or most recent sponsor approved school improvement plan:

The goal of Kidz Choice Charter School (based up on charter school application) is to increase student achievement in all subject areas, focusing on subgroups according to AMO expectations. This goal can be accomplished by reaching the following objectives:

1. The school will attain its annual statewide assessment goals... based upon the 2012-2013 AMOS Expectations.
 - a. Reading (AMO All students)-85%.

2012-2013 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

- b. Math (AMO All students)-68%
- 2. All students have their strengths identified, and their multiple intelligence score recorded used as strategy to differentiate students learning
- 3. Positive Behavior Support (PBS) will be put in place by 80% of the staff, and parents will have communication from the program.
- 4. Less than 2% of the student body will have received a suspension of duration in excess of one day.
- 5. All ESE students will be operating under current and valid IEPs. (p.62 of agreement)

4. Student Performance Data Analysis

Provide an analysis of the student performance data including academic performance by each subgroup:

According to the AMO Report from October 15, 2012 Kidz Choice Charter school did not meet the AMO Target of 84% for reading; however they did reach the AMO Target of 64% in math. For all students, the school had a 67% proficiency in reading and 65% proficiency in math. The school has three subgroups, Hispanic, Black, and FRL(Economically Disadvantaged on Free or Reduced Lunch Program), the data for the subgroups performance from 2011 to 2012 is as follows:

Subgroup	Reading									
	Kidz Choice					County				
	% Proficient 2011	% Proficient 2012	AMO Target for 2012	Met Target	AMO Target for 2013	% Proficient 2011	% Proficient 2012	AMO Target for 2012	Met Target	AMO Target for 2013
All Students	82	67	84	No	85	58	58	62	N	65
Black	N/A	62	N/A	N/A	N/A	42	43	47	N	52
Hispanic	79	67	81	No	83	61	62	64	N	68
FRL	83	64	81	No	86	46	47	51	N	55

Subgroup	Math									
	Kidz Choice					County				
	% Proficient 2011	% Proficient 2012	AMO Target for 2012	Met Target	AMO Target for 2013	% Proficient 2011	% Proficient 2012	AMO Target for 2012	Met Target	AMO Target for 2013

2012-2013 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

All Students	61	65	64	Yes	68	60	62	63	N	67
Black	N/A	77	N/A	N/A	N/A	45	47	50	N	54
Hispanic	58	58	62	No	65	64	65	67	N	70
FRL	58	61	62	No	65	49	51	53	N	58

During the year of 2010-2011, there was a lack of instructional rigor in the classroom in terms of alignment of the instruction, the standards, and the curriculum. Poor alignment with the assessments in the classroom in opposition to the state assessments, due to a lack of rigor in the adopted reading basal. Lack of learning instruction methods through the use of technology, which is not meeting the needs of the 'On-Demand' and technology-based generation. These elements combined to result in a lower performance of student achievement during that year, however with implementation provided through the outsourced learning plan the school was able to achieve an 'A' ranking 2011-2012, and the same strategy will continue through this academic school year of the SIP plan, 2012-2013.

5. Student Performance Deficiency Plan

Provide a detailed plan for addressing each identified deficiency in student performance, including specific actions, person responsible, resources needed and timeline.

Deficiency	Specific Corrective Action	Person(s) Responsible	Resources Needed	Timeline
1. Lack of instructional rigor in terms of alignment between instruction, standards, and curriculum.	<p>Intense monitoring of state standards, alignment and strategies trainings. Quarter 1 Training(s) on:</p> <ul style="list-style-type: none"> a) School improvement plan b) School goals and initiatives c) Engaging students with strategies d) Vocabulary Strategies e) Professional Development/Growth Plan (PGP) f) Meetings between Director and Instructional Staff about the PGP <p>Quarter 2:</p>	<p>Lily Swanson</p> <p>Outsourced-Curriculum Specialist</p>	<p>Implementation of new strategies such as modification of curriculum implementation, focus calendar, assessment schedule, specific lesson plan requirements, schedule modifications, modified grading requirements to follow rigorous standard-based testing.</p> <ul style="list-style-type: none"> a) Testing Benchmarks b) Outsource Curriculum Specialist c) Quarterly Grades d) Student Working Portfolio e) Next Generation Sunshine State Standards 	<p>Quarter 1: Training before the opening of school of school goals and initiatives. Trainings on instructional strategies throughout first quarter.</p> <p>Quarter 2: Training in addition to BAT relation and alignment. Academic Improvement Clubs offered. Modify schedule and focus calendar.</p> <p>Quarter 3: Rigorous review and double dosing of weaker areas in the tested standards.</p> <p>Quarter 4: Teachers will submit a reflective evaluation on the progress and growth of</p>

2012-2013 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

	<p>a) Review Benchmark Testing Data and create modified focus calendar.</p> <p>b) What does the data tell us?</p> <ul style="list-style-type: none"> - What are the weaknesses of our students? - How can we address those weaknesses? <p>c) How can we use data to determine what students are weak or strong in?</p> <ul style="list-style-type: none"> - What makes an assessment effective? <p>d) Check grades in core areas in correlation to latest standardized scores.</p> <p>e) Implement PMPs moderate to high risk students.</p> <p>Quarter 3: Continue working with academic clubs, and double dosing of weaker areas in the tested standards.</p> <p>Quarter 4: Evaluation of yearly progress, plans, interventions, and results.</p>		<p>students through a final conference with parents. This conference will include areas of improvement and suggestions of academic activities to be done during the summer in preparation for next year.</p>
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2012-2013 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

Deficiency	Specific Corrective Action	Person(s) Responsible	Resources Needed	Timeline
<p>2. Poor alignment of assessments with curriculum and standards.</p>	<p>Data-Based Decisions and Assessment Trainings</p>	<p>Lily Swanson Classroom Teacher</p>	<p>a) Benchmarks Tested b) Benchmarks Covered in School Curriculum c) Student Benchmark Results</p>	<p>Quarter 1: Examine last year's scores on standardized assessments and final grades for the year.</p> <p>Complete diagnostic testing to identify the strengths and weaknesses of students in standardized assessments and in curriculum assessments by the end of second week of school.</p> <p>Quarter 2: Match benchmarks tested through the Benchmark Assessment Test, create a correlation chart with school curriculum currently in place.</p> <p>Identify and modify focus calendar in correlation to assessment results and curriculum availability, to be implemented by the second week of the quarter.</p>
<p>3. Lack of technology to meet the needs of a technology driven generation.</p>	<p>Kidz Choice will purchase additional computers.</p>	<p>Lily Swanson</p>	<p>Laptops/Desktops</p>	<p>Quarter 1: Examine and have current technology looked at, cleaned up, and review the budget to see what funds are available for updating and including new technology.</p> <p>Quarter 2: a) Introduce two new laptops into the media center and weekly</p>

2012-2013 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

<p>rotation of FCAT Explorer for students in grades 3 through 5.</p> <p>b) Introduce two new laptops into the third and fifth grade classrooms to be used as weekly rotation centers for FCAT Explorer and Brainchild.</p> <p>c) Introduce two new laptops into the fourth grade classroom to be used on a rotation schedule for word processing and FCAT Explorer.</p>	<p>Quarter 3: Students in third through fifth grade will be using online Brainchild and FCAT Explorer programs on a bi-weekly basis to help with test preparation inside the classroom.</p>	<p>Quarter 4: Students complete a typed reflection about the programs used during the school year.</p>	
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6. Approved Educational Program

Identify each component of the school's approved educational program that has not been implemented as described in the school's approved charter application or charter contract.

2012-2013 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

Educational Component per Approved Charter Application	Implementation Status
Explicit systematic instruction in phonemic awareness and phonics.	Emergent
Explicit Systematic Word-Attack Skills	Developing
Explicit Systematic Vocabulary Building	Developing
In-class sustained independent reading and sharing.	Developing
Fluency	Developing
Journaling	Developing
Current Events	Emergent
Formulating FCAT style questions	Developing
Bi-weekly Writing prompts in the four main formats (Narrative, Expository, Informative, and Persuasive).	Developing
The implementation status is for this school year and based on new staff. However, 2011-12 school year reveals that Kid CHOICE HAS 93% meeting high standards in writing.	

2012-2013 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

7. Addressing Identified Deficiencies

Provide a detailed plan for addressing each identified deficiency noted in part 6, including specific actions, person responsible, resources needed, and timeline.

Deficiency	Specific Corrective Action	Person(s) Responsible	Resources Needed	Timeline
<p>1. Explicit instruction in phonemic awareness and phonics.</p>	<p>Teachers will be required to start identifying and teaching a specific phonemic pattern each week.</p>	<p>Classroom Teacher</p>	<p>Phonemic Patterns for each grade level from Zaner-Bloser</p>	<p>First Quarter: Teachers will work to identify the needs of the students in terms of the foundational reading skills through interactive and engaged lessons.</p> <p>Second Quarter: Teachers will start to refer to specific phonemic patterns based upon the Zaner-Bloser patterns for grades 3-5.</p> <p>Third Quarter: Teachers will continue to use the Zaner-Bloser phonemic patterns for grades 3-5, with weekly in-class spelling bees using prior phonemic blends.</p> <p>Fourth Quarter: Teachers will host a final spelling bee that covers words that fall into each category of the phonemic blends and patterns from the entire year.</p>

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2012-2013 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

Deficiency	Specific Corrective Action	Person(s) Responsible	Resources Needed	Timeline
<p>2. Explicit Systematic Word-Attack Skills</p>	<p>Teachers will implement a bi-weekly fluency program that emphasizes pronunciation and intonation.</p>	<p>Classroom Teacher</p>	<p>Bi-weekly Fluency Programs San Diego Word Test</p>	<p>First Quarter: Teachers will give each student the San Diego Word Test to identify each student's phonemic grade level, based upon their word-attack skills.</p> <p>Second Quarter: Teachers will begin a bi-weekly fluency program in grades 3-5.</p> <p>Third Quarter: Teachers will reassess student's phonemic grade level, based upon their word-attack skills using the San Diego Word Test. Bi-weekly fluency program will continue.</p> <p>Fourth Quarter: Final assessment of student's phonemic grade level, based upon their word-attack skills using the San Diego Word Test. Students will move from bi-weekly fluency, to practicing and performing pieces of literature and plays in correlation to passages being read through the reading program.</p>
<p>3. Explicit Systematic Vocabulary Building</p>	<p>Teachers will implement a vocabulary program that focuses on roots, prefixes, and suffixes.</p>	<p>Classroom Teacher</p>	<p>3-5th Grade Most Common Prefix, Suffix, and Root</p>	<p>First Quarter: Teachers will assess student's vocabulary skills through an end of the year vocabulary test.</p> <p>Second Quarter: Teachers will start having students identify and test on prefixes, suffixes, roots and their meanings.</p>

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2012-2013 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

Deficiency	Specific Corrective Action	Person(s) Responsible	Resources Needed	Timeline
4. In-Class Sustained Silent Reading and Sharing.	Teachers will implement novel studies and a silent reading program, where students are required to keep a journal while they are reading.	Classroom Teacher	Student Reading Interest inventory survey. Students will need access to books for reading. Teachers need at least two different class sets of novels for the novel study.	<p>Third Quarter: Teachers will give a cumulative exam on the prefixes, suffixes, and roots that students have learned thus far to track their progress.</p> <p>Fourth Quarter: Teachers will reassess students' vocabulary knowledge by giving the end of the year vocabulary exam.</p> <p>First Quarter: Teachers will give reading interest inventory survey, to gauge their perception of reading. Teachers will start a novel study with students, to help foster at least 30 minutes of reading a day with journaling.</p> <p>Second-Fourth Quarter: Students will complete an independent book report once per quarter.</p> <p>Students will keep a reading log or journal while completing their independent reading.</p> <p>Students will create a recommendation board in the school library with book reviews.</p>

8. Barriers to Student Success

Identify other barriers to student success, with a detailed plan for addressing each barrier including specific actions, person responsible, resources needed and timeline:

Barrier	Person Responsible	Specific Corrective Action	Timeline
Aversion to Reading	Classroom Teacher	Student Recommendation Board in the School Library. Incentive Reading Program	First Quarter. Teachers will give reading interest inventory survey, to gauge their perception of reading.

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2012-2013 School Improvement Plan (SIP) - CHARTER SCHOOL VERSION

			<p>Teachers will start a novel study with students, to help foster at least 30 minutes of reading a day with journaling.</p> <p>Second-Fourth Quarter: Students will complete an independent book report once per quarter.</p> <p>Students will keep a reading log or journal while completing their independent reading.</p> <p>Students will create a recommendation board in the school library with book reviews.</p>
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9. Student Achievement Outcomes

Provide a description of specific student achievement outcomes to be achieved:

The goal of Kidz Choice Charter School is to increase student achievement in reading and continue to increase the proficiency of its students in math. It is the plan that by implementing these interventions that the students achievement proficiency in reading and math will increase by at least 5%. Additional work will be given to the Hispanic and FRL subgroups to help them achieve the AMOS goals for 2013 by using intensive reading programs such as Triumphs and Curriculum Associates FOCUS. Outsources group will provide support, training, data coaching and double loop feedback in order to maintain the high achievement of the school and district.

14.5.7

School Board of Broward County, Florida
Exceptional Student Education

PARENT PARTICIPATION

Last Name: [REDACTED]	First Name: [REDACTED]	Date of Notice: 11/14/2012
DOB: 11/02/2002	Grade: 5th Grade	Student ID #: [REDACTED]
School: Kids Choice Charter		1st Notice: (X) 2nd Notice: ()

Parent: Please check one of the following:

1. I will attend at the above date and time.

2. I wish to participate through a telephone conference.

3. I cannot attend at any scheduled time. (The school will send home the results of the meeting in writing.)

4. I wish to attend on another date or time. (School contact person will arrange a mutually agreeable date and time.)

Parent Signature: [Signature] Date: 11/14/12 Home Telephone: 754-401-9120 Work Telephone: _____

Parent Cell Phone: _____ Other: _____

The parents of a child with a disability have protections under the Procedural Safeguards of the Individuals with Disabilities Education Act (IDEA) and Rule 6A6.03311, FAC, Procedural Safeguards for Students with Disabilities. A copy of the Procedural Safeguards for Students with Disabilities is enclosed with this notification. If you have a question or require assistance in understanding the provision of IDEA, please contact Judy Rosenberg at 954-641-9386 or Lily Swanson at 954-673-0698 for further clarification related to the Procedural Safeguards of the Individuals with Disabilities Education Act (IDEA).

PARENTS: PLEASE RETURN ONE SIGNED COPY TO YOUR CHILD'S SCHOOL, AND KEEP ONE COPY FOR YOUR RECORDS.

EasyFax Generated on '11/14/2012'



4/-0024379F

**School Board of Broward County, Florida
Exceptional Student Education**

NOTICE OF PROPOSAL

Last Name: ██████████ DOB: 11/08/2006 School: Sunshine Elementary	First Name: ██████████ Grade: Pre-School	Date of Notice: 02/07/2012 Student ID #: ██████████
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To the Parents of Tyrone Green :

After a careful review of your child's education program, we are proposing the following action(s):

Tyrone was formally and informally assessed for an overall speech evaluation due to concerns regarding his speech production and articulation skills. Overall test results show that Tyrone presents with a severe articulation disorder in sounds, words, sentences, and conversational speech. Tyrone produces excessive use of substitutions, final word omissions, (cu for cup/du for duck), cluster reduction (cown for clown/ pun for spoon). Tyrone is difficult to understand in conversational speech, which contain words and phrases which are not intelligible. Some sound production are not developmentally appropriate and may be delayed for more than a year. Given teacher model and verbal cues, Tyrone is able to produce his sounds more correctly. On observing the oral area, Tyrone's frenulum is attached to the floor of his mouth, making it more difficult for him to navigate his tongue freely when producing his speech sounds.

The action(s) described above are proposed because

Tyrone was formally and informally assessed for an overall speech evaluation due to concerns regarding his speech production and articulation skills. Overall test results show that Tyrone presents with a severe articulation disorder in sounds, words, sentences, and conversational speech. Tyrone produces excessive use of substitutions, final word omissions, (cu for cup/du for duck), cluster reduction (cown for clown/ pun for spoon). Tyrone is difficult to understand in conversational speech, which contain words and phrases which are not intelligible. Some sound production are not developmentally appropriate and may be delayed for more than a year. Given teacher model and verbal cues, Tyrone is able to produce his sounds more correctly. On observing the oral area, Tyrone's frenulum is attached to the floor of his mouth, making it more difficult for him to navigate his tongue freely when producing his speech sounds.

Evaluation procedures, tests, records, or reports that were used as a basis for the actions described above include

Brigance, CONCEPT OF PRINT, DECA, Goldman-Fristoe Test of Articulation II, LETTER NAMES, Speech Sample Summary, LETTER SOUNDS

Before making this decision, the following options were considered and rejected

Option(s) Considered	Why Rejected
full-time placement in a general education classroom without ESE support for speech	Support from the Speech pathologist for speech.

If other factors were relevant to this decision, they are described below

NONE

Parent was present at the meeting. If the contact person has not received a verbal or written notification of a disagreement, or parent has not filed a request for due process hearing, the school will assume the parent to be in agreement with the committee and will implement the IEP.

Distribution: Student File, Parent(s), Teacher(s)

Enclosures: Procedural Safeguards for Students with Disabilities (if applicable)

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PARENT PARTICIPATION

Last Name: ██████████
DOB: 11/02/2002
School: Kidz Choice Charter

First Name: ██████████
Grade: 5th Grade

Date of Notice: 11/14/2012
Student ID #: ██████████

1st Notice: (X) 2nd Notice: ()

To the Parents of Kyle Arianna Williams

Your participation is valuable. You will be given opportunities to participate in meetings about the identification, evaluation, and educational placement of your child, and other matters relating to your child's free appropriate public education (FAPE). As a member of your child's educational team, it is helpful if you review prior educational information including evaluation(s) and past Individual Education Plans (IEPs) or Transition Individual Education Plans (TIEPs) before the meeting. Please bring information to the meeting regarding your child's strengths, weaknesses, interests and educational/transition needs.

A meeting has been scheduled at Kidz Choice Charter on 11/20/2012 9:00AM. The purpose of the meeting is:

- review reevaluation plan information. The results of your child's individualized evaluation will be discussed. These results may require changes to all or some of the child's Individual Educational Plan (IEP) or Transition Individual Education Plan (TIEP).

If the committee is unable to complete these tasks another meeting will be scheduled.

Required Team Members by title* will include

Parent
 ESE Teacher/Provider
 LEA Representative

General Education Teacher
 Evaluation Specialist

Other Team Members may include

Alternate LEA
 Principal

Occupational Therapist

*If the person named is unable to attend, another staff person may fill the role.

For all TIEP meetings the student and any agency likely to provide or pay for services during the current year will also be invited.

Note: Parents have the right to invite other individuals who have special knowledge or expertise regarding their child. As a courtesy to the school, if you wish to invite additional participants, please add their names and titles to the above list indicating that you have contacted them and invited them to participate.

If you would like to request any other school personnel be invited, please contact the school to see if this can be arranged.

14.5.10

**Florida Department of Education
Matrix of Services
For funding under the Florida Education Finance Program**

District: School Board of Broward County
 Student Name: [REDACTED] Student ID: [REDACTED] Begin Date: 11/20/2012
 Student Grade: 5th Grade Student School: Kidz Choice Charter Student DOB: 11/02/2002
 Minutes per Week with Non-ESE Persons: 1770 Total Minutes in School per Week: 1800
 Primary Eligibility: Specific Learning Disabled

Other Eligibilities: SI LI
 Names of Persons Completing Matrix: Judy Rosenberg, Diana Yazhbina
 Cost Factor Rating: 252

Instructions

1. Check Services or supports to be provided by school district to student in Domain A through E.
2. Mark appropriate level (1 through 5) for each domain and record level at bottom of each domain.
3. Check applicable special considerations, if any, and record total special considerations rating.
4. Total the five domain ratings, sum the total of domain ratings and special considerations rating, and record total in box at top of this page.
5. Determine cost factor using cost factor scale on the final page and record it in box at top of this page.

(Note: For more information, see the *Matrix of Services Handbook*.)

Domain A - Curriculum and Learning Environment

<input type="checkbox"/> Level 1	<ul style="list-style-type: none"> — Requires no services or assistance beyond that which is normally available to all students.
<input checked="" type="checkbox"/> Level 2 Requires minimal accommodations/supports to the curriculum or the learning environment	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Accommodations/supports to the general curriculum — Curriculum compacting — Differentiated Instruction — Electronic tools used independently — Accessible instructional materials — Accommodations on assessment/accessible assessment materials — Assistance with note taking and studying — Referrals to agencies — Consultation on a monthly basis with teachers, family, agencies or providers
<input checked="" type="checkbox"/> Level 3 Requires modified curriculum and/or learning environment	<ul style="list-style-type: none"> — Differentiated curriculum — Electronic tools and assistive technology used with assistance — Alternative textbooks, materials, assessments, assignments, or equipment — Special assistance in general education class requiring weekly consultation <input checked="" type="checkbox"/> Assistance for some learning activities in the general education setting — Direct, specialized instruction for some learning activities — Collaboration with family, agencies and/or other providers
<input type="checkbox"/> Level 4 Requires modified curriculum, extensive modification to the learning environment, or assistive technology used with supervision	<ul style="list-style-type: none"> — Extensive creation of special materials — Direct, specialized instruction and/or curriculum for the majority of learning activities — Instruction delivered within the community — Assistance for the majority of learning activities (e.g., low pupil-teacher ratio) — Assistive technology used with supervision for the majority of learning activities
<input type="checkbox"/> Level 5 Requires modified curriculum and substantial modifications to learning environment	<ul style="list-style-type: none"> — Instruction in reading Braille — Intensive curriculum or instructional approach for all learning activities — Group instruction at home or hospital — Individual instruction at home or hospital — Ongoing, continuous assistance for participation in learning activities

Domain A Rating: 3

9/11

**Florida Department of Education
Matrix of Services
For funding under the Florida Education Finance Program**

District: School Board of Broward County Student Name: ██████████ Student ID: ██████████ Student Grade: 5th Grade Student School: Kids Choice Charter Minutes per Week with Non-ESE Persons: 1770	Begin Date: 11/20/2012 Student DOB: ██████████ Total Minutes in School per Week: 1800 Primary Eligibility: Specific Learning Disabled
Other Eligibilities: SI LL Names of Persons Completing Matrix: Judy Rosenberg, Diana Yazhbins Cost Factor Rating: 252	
Instructions	
1. Check Services or supports to be provided by school district to student in Domain A through E. 2. Mark appropriate level(1 through 5)for each domain and record level at bottom of each domain. 3. Check applicable special considerations, if any, and record total special considerations rating. 4. Total the five domain ratings, sum the total of domain ratings and special considerations rating, and record total in box at top of this page. 5. Determine cost factor using cost factor scale on the final page and record it in box at top of this page.	
(Note: For more information, see the <i>Matrix of Services Handbook</i> .)	

Domain B - Social/Emotional Behavior	
<input checked="" type="checkbox"/> Level 1	<input checked="" type="checkbox"/> Requires no services or assistance beyond that which is normally available to all students.
<input type="checkbox"/> Level 2 Requires periodic assistance and/or behavior management	<input type="checkbox"/> Consultation on a monthly basis with teachers, family, agencies or other providers <input type="checkbox"/> Specialized instruction or activities in self-advocacy and understanding exceptionalty <input type="checkbox"/> Behavior management system in general class <input type="checkbox"/> Monthly counseling or guidance <input type="checkbox"/> Monthly assessment of behavior or social skills
<input type="checkbox"/> Level 3 Requires weekly personal assistance or behavioral intervention	<input type="checkbox"/> Small group instruction in social skills, self-regulatory behavior, self-advocacy, conflict resolution, dealing with authority, and socialization <input type="checkbox"/> Weekly counseling or guidance <input type="checkbox"/> Behavior contract, including behavior outside the classroom <input type="checkbox"/> Weekly family counseling, assessment, or interventions <input type="checkbox"/> Referral and follow-up for transitions to and from community-based programs <input type="checkbox"/> Weekly assessment of behavior as part of behavioral intervention plan <input type="checkbox"/> Collaboration with teachers, family, agencies, or other providers
<input type="checkbox"/> Level 4 Requires daily personal assistance, monitoring, and/or intervention	<input type="checkbox"/> Highly structured, individualized behavioral intervention infused throughout the school day <input type="checkbox"/> Daily counseling or specific instruction on social or emotional behavior <input type="checkbox"/> Daily reports to family, agencies, or others
<input type="checkbox"/> Level 5 Requires continuous personal assistance, monitoring, and intervention	<input type="checkbox"/> Intensive, individualized behavior management plan that requires very small group, or one-on-one intervention <input type="checkbox"/> Therapeutic treatment infused throughout the educational program <input type="checkbox"/> Wraparound services for up to 24 hour care
Domain B Rating: 1	

**Florida Department of Education
Matrix of Services
For funding under the Florida Education Finance Program**

District: School Board of Broward County	Begin Date: 11/20/2012
Student Name: ██████████ Student ID: ██████████	Student DOB: 14/02/2002
Student Grade: 5th Grade Student School: Kids Choice Charter	Total Minutes in School per Week: 1800
Minutes per Week with Non-ESE Persons: 1770	Primary Eligibility: Specific Learning Disabled
Other Eligibilities: SI LI	
Names of Persons Completing Matrix: Judy Rosenberg, Diana Yashbina	
Cost Factor Rating: 352	
Instructions	
1. Check Services or supports to be provided by school district to student in Domain A through E.	
2. Mark appropriate level (1 through 5) for each domain and record level at bottom of each domain.	
3. Check applicable special considerations, if any, and record total special considerations rating.	
4. Total the five domain ratings, sum the total of domain ratings and special considerations rating, and record total in box at top of this page.	
5. Determine cost factor using cost factor scale on the final page and record it in box at top of this page.	
(Note: For more information, see the <i>Matrix of Services Handbook</i> .)	

Domain C - Independent Functioning	
<input type="checkbox"/> Level 1	<ul style="list-style-type: none"> — Requires no services or assistance beyond that which is normally available to all students.
<input type="checkbox"/> Level 2 Requires periodic personal assistance, monitoring, and/or intervention	<ul style="list-style-type: none"> — Monthly personal assistance with materials or equipment — Consultation on a monthly basis with teachers, family, therapists, service coordinator, or other providers — Organizational strategies or supports for independent functioning — Special equipment, furniture, strategies, or supports for motor control in the classroom
<input type="checkbox"/> Level 3 Requires weekly personal assistance, monitoring, and/or intervention	<ul style="list-style-type: none"> — Specially designed organizational strategies or supports for independent functioning — Supervision to ensure physical safety during some daily activities — Weekly instruction in self-monitoring of independent living skills — Weekly monitoring of or assistance with independent living skills, materials, or equipment — Collaboration with teachers, family, agencies, or other providers
<input checked="" type="checkbox"/> Level 4 Requires daily personal assistance, or monitoring, and/or intervention	<ul style="list-style-type: none"> — Supervision to ensure physical safety during the majority of activities — Individual assistance or supervision in activities of daily living, self-care, and self-management for part of the day — Special equipment/assistive technology for personal care with frequent assistance <input checked="" type="checkbox"/> Regularly scheduled occupational therapy, physical therapy, or orientation and mobility training
<input type="checkbox"/> Level 5 Requires continuous personal assistance, monitoring, and/or intervention	<ul style="list-style-type: none"> — Continuous supervision to ensure physical safety — Individual assistance or supervision in activities of daily living, self-care, and self-management for the majority of the day — Occupational therapy, physical therapy, or orientation and mobility training more than once a week — Multiple therapies and services (physical therapy, occupational therapy, or orientation and mobility training)
Domain C Rating: 4	

**Florida Department of Education
Matrix of Services
For funding under the Florida Education Finance Program**

District: School Board of Broward County	Begin Date: 11/20/2012
Student Name: ██████████ Student ID: ██████████	Student DOB: 11/02/2002
Student Grade: 5th Grade Student School: Kidz Choice Charter	Total Minutes in School per Week: 1800
Minutes per Week with Non-ESE Persons: 1770	Primary Eligibility: Specific Learning Disabled
Other Eligibilities: SI LI	
Names of Persons Completing Matrix: Judy Rosenberg, Diana Yashbina	
Cost Factor Rating: 252	
Instructions	
1. Check Services or supports to be provided by school district to student in Domain A through E.	
2. Mark appropriate level(1 through 5)for each domain and record level at bottom of each domain.	
3. Check applicable special considerations, if any, and record total special considerations rating.	
4. Total the five domain ratings, sum the total of domain ratings and special considerations rating, and record total in box at top of this page.	
5. Determine cost factor using cost factor scale on the final page and record it in box at top of this page.	
(Note: For more information, see the <i>Matrix of Services Handbook</i> .)	

Domain D - Health Care	
<input checked="" type="checkbox"/> Level 1	<input checked="" type="checkbox"/> Requires no services or assistance beyond that which is normally available to all students.
<input type="checkbox"/> Level 2 Requires periodic personal assistance, monitoring, and/or minor intervention	<input type="checkbox"/> Monthly personal health care assistance <input type="checkbox"/> Consultation on a monthly basis with teachers, family, agencies, or other providers <input type="checkbox"/> Monthly monitoring of health status, procedures, or medication <input type="checkbox"/> Specialized administration of medication <input type="checkbox"/> Monthly assistance with agency referrals/coordination
<input type="checkbox"/> Level 3 Requires weekly personal assistance, monitoring, and/or intervention	<input type="checkbox"/> Weekly monitoring or assessment of health status, procedures, or medication <input type="checkbox"/> Weekly counseling with student or family for related health care needs <input type="checkbox"/> Weekly communication with family, physician, agencies, or other health-related personnel <input type="checkbox"/> Invasive/specialized administration of medication <input type="checkbox"/> Weekly collaboration with family, physicians, agencies, or others
<input type="checkbox"/> Level 4 Requires daily personal assistance, monitoring, and/or intervention	<input type="checkbox"/> Daily assistance with, or monitoring and assessment of health status, procedures, or medication <input type="checkbox"/> Daily assistance with, or monitoring of, equipment related to health care needs <input type="checkbox"/> Administration of non-oral medication <input type="checkbox"/> Daily communication with family, physician, agencies, or other health-related personnel
<input type="checkbox"/> Level 5 Requires continuous personal assistance or monitoring and multiple interventions	<input type="checkbox"/> Daily assistance with procedures such as intubation, suctioning, or tube feeding <input type="checkbox"/> Continuous monitoring and assistance related to health care needs
Domain D Rating: 1	

Florida Department of Education
Matrix of Services
For funding under the Florida Education Finance Program

District: School Board of Broward County Student Name: ██████████ Student ID: ██████████ Student Grade: 5th Grade Student School: Kidz Choice Charter Minutes per Week with Non-ESE Persons: 1770	Begin Date: 11/20/2012 Student DOB: 11/02/2002 Total Minutes in School per Week: 1800 Primary Eligibility: Specific Learning Disabled
Other Eligibilities: SI LI Names of Persons Completing Matrix: Judy Rosenberg, Diana Yazhina Cost Factor Rating: 252	
Instructions	
1. Check Services or supports to be provided by school district to student in Domain A through E. 2. Mark appropriate level (1 through 5) for each domain and record level at bottom of each domain. 3. Check applicable special considerations, if any, and record total special considerations rating. 4. Total the five domain ratings, sum the total of domain ratings and special considerations rating, and record total in box at top of this page. 5. Determine cost factor using cost factor scale on the final page and record it in box at top of this page.	
(Note: For more information, see the <i>Matrix of Services Handbook</i> .)	

Domain E - Communication	
<input type="checkbox"/> Level 1	<ul style="list-style-type: none"> — Requires no services or assistance beyond that which is normally available to all students.
<input type="checkbox"/> Level 2 Requires periodic assistance and/or minor interventions	<ul style="list-style-type: none"> — Monthly assistance with communication — Occasional assistance with personal amplification or communication system — Consultation on a monthly basis with teachers, family, agencies, or other providers
<input checked="" type="checkbox"/> Level 3 Requires weekly intervention and/or assistance which may include alternative and augmentative communication systems.	<ul style="list-style-type: none"> — Weekly intervention or assistance with language or communication <input checked="" type="checkbox"/> Weekly speech/language therapy or instruction — Weekly assistance with personal amplification or communication system — Weekly supervision of augmentative or alternative communication systems — Weekly collaboration with teachers, family, agencies, or others
<input type="checkbox"/> Level 4 Requires weekly intervention and/or assistance which may include alternative and augmentative communication systems	<ul style="list-style-type: none"> — Daily assistance and/or instruction with communication equipment — Daily integrated intervention and assistance related to communication needs — Instruction in sign language for use as the primary method of communication — Interpreting services for part of the school day
<input type="checkbox"/> Level 5 Requires multiple interventions and assistance which may include alternative and augmentative communication systems	<ul style="list-style-type: none"> — Continuous assistance and/or instruction with communication equipment — Interpreting services for the majority or all of the school day — Multiple, continuous interventions to replace ineffective communications and establish appropriate communications
Domain E Rating: 3	

**Florida Department of Education
Matrix of Services
For funding under the Florida Education Finance Program**

District: School Board of Broward County	Begin Date: 11/20/2012
Student Name: ██████████ Student ID: ██████████	Student DOB: 11/02/2002
Student Grade: 5th Grade Student School: Kidz Choice Charter	Total Minutes in School per Week: 1800
Minutes per Week with Non-ESE Persons: 1770	Primary Eligibility: Specific Learning Disabled
Other Eligibilities: SI LI	
Names of Persons Completing Matrix: Judy Rosenberg, Diana Yazhina	
Cost Factor Rating: 252	

Instructions

1. Check Services or supports to be provided by school district to student in Domain A through E.
2. Mark appropriate level (1 through 5) for each domain and record level at bottom of each domain.
3. Check applicable special considerations, if any, and record total special considerations rating.
4. Total the five domain ratings, sum the total of domain ratings and special considerations rating, and record total in box at top of this page.
5. Determine cost factor using cost factor scale on the final page and record it in box at top of this page.

(Note: For more information, see the *Matrix of Services Handbook*.)

Special Considerations

- Add 13 points for students eligible for hospital/homebound program who are receiving individual instruction at home or at a hospital (Teacher and student must be in the same location).
- Add 13 points for prekindergarten children with disabilities who are being served in the home or hospital on a one-to-one basis.
- Add 3 points for prekindergarten students earning less than .5 FTE during an FTE survey period.
- Add 3 points for students identified as visually impaired or dual-sensory impaired.
- Add 1 point for students who have a score of 17 total points and who are rated Level 5 in three of the five domains.
- Add 1 point for students who have a score of 21 total points and who are rated Level 5 in four of the five domains.

Special Considerations Rating: **0**

Total of Domain Ratings:	Cost Factor Scale	
12	Total of Ratings	Cost Factor
Special Considerations Rating:	6 - 9	= 251
0	10 - 13	= 252
Total of Ratings:	14 - 17	= 253
12	18 - 21	= 254
	22 +	= 255



14-5-11

00081688
SWANSON, LILLY
9063 TAFT STREET
PEMBROKE PINES, FL 33024

Confirmation of Booking

Date
November 20, 2012
Contact Person
JACQUELINE SEPULVEDA
Telephone

Fax

Reference number
E39237276

Dear Sir or Madam,

We would like to confirm your booking for course IPT Professional Development from December 13, 2012 to January 21, 2013 at 09:00 in WESTWOOD HEIGHTS ELEMENTARY.

The attendance times are listed below.

Date	Weekday	Start	End
December 13, 2012	Thursday	09:00	12:00
January 21, 2013	Monday	12:00	13:00

Note: The last date in the schedule is typically the date the course will be closed along with the number of follow-up hours. If there is no start time, class will not meet on that day.

If your status with Broward County Public Schools changes from ACTIVE to WITHDRAWN (separation due to retirement, resignation or termination with cause) prior to the start date above, your booking in this course **will be removed** and this confirmation **will be VOID**.

Sincerely,
Professional Development Staff

Workshop IPT Professional Development 12/13/2012 - 01/21/2013

[Course Catalog](#) > [ESOL Professional Development](#) > [IPT Professional Development](#) > 12/13/2012 - 01/21/2013

Participation was successfully booked.

Schedule

Day	Date	From	To
	12/13/2012	09:00	12:00
	01/21/2013	12:00	13:00

Course Duration

Number of hours: 4.00 on number of days: 2

Fee

Any applicable fees will be applied upon final booking confirmation.

Language

English

Location

WESTWOOD HEIGHTS ELEMENTARY

Favorites

[Add Course Date to Favorites](#)

Cancel

[Cancel booking for this course.](#)

[Refresh](#)

[Print](#)

ESOL Contact Meeting

October 2 and 3, 2012



GETTING READY FOR OCTOBER FTE

AGENDA:



- WHAT'S NEW?
- WHAT SHOULD BE DONE BEFORE OCTOBER FTE?
- WHAT'S NEXT?



14.5.12

ESOL DEPARTMENT
ELEMENTARY
ESOL ON-SITE ANALYSIS

School Name: Kidz Choice Charter

Principal: Ms. Lily Swanson ESOL Contact: Ms. Lily Swanson

Instructional Delivery Model: Sheltered/Self-Contained Instruction
 Basic Mainstream

Total Number of ELLs (LYs): 19 Number of LY ELLSEPs Reviewed: 6

Total Number of LFs: 8 Number of LF ELLSEPs Reviewed: 2

Number of Classrooms Visited: 6

Date(s) of On-Site Analysis: November 19 & 20, 2012

Completed By: Celina Chavez

Debriefed on: 11/30/2012

Compliance	Rating	Recommendations/Comments
ESOL Program Entry Was an aural/oral language proficiency assessment administered based on an answer of "yes" to any of the three home language survey questions within 20 days of registration?	4	
For a grade 3-12 student scoring fluent English speaker (<i>FES</i>) on the aural/oral language assessment, was a Reading/Writing assessment administered for entry to the ESOL program? (<i>if applicable</i>)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A	
Is a programmatic assessment conducted prior to scheduling and placement in appropriate courses?	1	1 of the 6 ELLSEF folders met criteria.
Is the initial placement programmatic assessment signed and dated?	1	Same as above
English Language Learner Student Education Plan (ELLSEP): Is a folder generated for each ELL placed in the program?	4	
Is the folder reviewed as needed and updated annually? (<i>e.g., Current School Information, Instructional Program Recommendation.</i>)	4	
Are all required documents and information included in the folder? (See Appendix A)	3	A10 panels were missing for all ELLSEF folders reviewed.
Does the information on the folder correlate to information on TERMS?	3	One plan dated needed to be updated 9/6/12 & One LF student coded ZZ incorrectly.
ELL Committee: Are ELL committees composed of an administrator/designee, ESOL teacher, classroom/subject area teacher, or any other educator appropriate for the situation (<i>minimum of 4 members</i>)?	4	
Was the parent invited to attend the ELL committee meeting?	4	
If parent was absent, is there evidence of written communication of ELL Committee's decision to parent?	4	
Were the approved criteria and recommendation(s) of the ELL committee documented on the ELLSEF folder?	4	
Annual Reviews: Are annual reviews administered on or within 30 prior to the anniversary date?	3	Annual reviews not completed at previous school.

Compliance (Continued)	Rating	Recommendations/Comments
REEVALS: Are the appropriate assessments administered on or within 30 days prior to the anniversary dates for Extension of Services/REEVALS (Listening/Speaking/Reading/Writing)?	N/A	
Assessment: Do all ELLs participate in state and district assessments? (e.g., BAT, CELLA, FCAT, FAIR)	4	
Was there evidence of the allowable testing accommodations in the ELLSEP (e.g., Accommodations Checklist for Active ELLs)?	4	
ESOL Program Exit /Monitoring: Were students who met established State criteria exited?	4	
Was an ELL Committee convened for exiting when necessary?	N/A	
Have students who exited the program (LF) been monitored for a 2-year period on their academic performance <u>and</u> documented on the ELLSEP?	3	Monitoring documentation (in folder incomplete (ie. report cards).

Scheduling	Rating	Recommendations/Comments
Do all ELLs have equal access to instructional and categorial programs regardless of their level of English language proficiency?	4	
Are all ESOL eligible WFTC courses coded with Program 130 and an Instructional Model Code in TERMS?	4	
Upon comparing the schedules of at least three ELLs and three non-ELLs at the same grade/class/level, is the instruction provided equal in amount, sequence and scope?	4	

School Name: Kidz Choice Charter

Dates of On-Site Analysis: November 19 & 20, 2012

Completed By: Celina Chavez

Criteria for Sheltered Instruction/Self-Contained - (Instructional Program Option 1)

K-3rd grade: 18 or more ELLs classified as A1-A2, B1 (if necessary) in the same grade level	4th - 5th 22 or more ELLs classified as A1-A2, B1 (if necessary) in the same grade level
---	--

Basic Mainstream Instruction with ESOL Strategies - (Instructional Program Option 3)

K-3rd grade: Fewer than 18 ELLs classified as A1-A2, B1 (if necessary) in the same grade level	4th - 5th Fewer than 22 ELLs classified as A1-A2, B1 (if necessary) in the same grade level
--	---

Grade	A1	A2	Total	B1 (If necessary)	Total	Instructional Program Option	
						1	3
Kindergarten	0	0	0	5	5		YES
1st Grade	0	0	0	0	0		YES
2nd Grade	0	0	0	0	0		YES
3rd Grade	0	0	0	0	0		YES
4th Grade							YES
5th Grade							

Instructional Option	Rating	Recommendations/Comments
Does the school meet the criteria for Sheltered Instruction/Self-Contained?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A	
Basic Mainstream Instruction?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	

Personnel	Rating	Recommendations/Comments
Is the Title III allocation being used in accordance to guidelines? (if applicable)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A	
If the school has at least 15 students speaking the same heritage language, do they have one aide or teacher proficient in the same language, dedicated and available to assist the ELLs in ESOL basic subject area classrooms? (In compliance with Meta Consent Decree)	4	A schedule was provided however, staff member was absent during visit.
Does the school have other support personnel available to assist ELLs (e.g. reading coach, District Instructional Facilitator, ESOL contact, guidance counselor)?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	Staff was hired last week to begin providing Reading pull-out programs.
Is the performance of the Paraprofessional reflective of the checklist?	N/A	Staff member was absent.

Differentiated Instruction	Rating	Recommendations/Comments						
Is the instruction provided to ELLs driven by current data analysis (i.e.: CELLA, IPT, Benchmark Assessment Test, FCAT, reading and/or math assessments, FAIR)?	2	Little evidence of Data Binders or planning based on Data.						
Do the teachers know the classification codes for the ELLs in their classrooms?	3	5 of the 6 classrooms visited knew their ELLs and their classifications						
Are ESOL instructional strategies documented for each lesson in the teacher's planbook?	4							
Are ESOL instructional strategies being implemented in order to provide differentiated instruction for ELLs?	2	3 of the 6 classrooms visited met criteria.						
Are appropriate activities based on the different levels of English language proficiency being implemented to differentiate instruction?	2	3 of the 6 classrooms visited met criteria.						
Are appropriate core and supplementary materials implemented with ELLs? ESOL Supplementary Instructional Materials <table border="1" data-bbox="152 926 946 1199"> <tr> <td data-bbox="152 926 529 1024">K-2nd <i>English In My Pocket</i> Rigby</td> <td data-bbox="529 926 946 1024">K -5th <i>Treasure Chest</i> McMillan/McGraw Hill</td> </tr> <tr> <td data-bbox="152 1024 529 1123">3rd -5th <i>Reading Basics</i> Hampton Brown</td> <td data-bbox="529 1024 946 1123">K -5th <i>Let's Go Series</i> Oxford University Press</td> </tr> <tr> <td data-bbox="152 1123 529 1199">K -5th <i>Newcomer Kits</i> Rigby</td> <td data-bbox="529 1123 946 1199">K -5th <i>InStep</i> Rigby</td> </tr> </table>	K-2nd <i>English In My Pocket</i> Rigby	K -5th <i>Treasure Chest</i> McMillan/McGraw Hill	3rd -5th <i>Reading Basics</i> Hampton Brown	K -5th <i>Let's Go Series</i> Oxford University Press	K -5th <i>Newcomer Kits</i> Rigby	K -5th <i>InStep</i> Rigby	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A	
K-2nd <i>English In My Pocket</i> Rigby	K -5th <i>Treasure Chest</i> McMillan/McGraw Hill							
3rd -5th <i>Reading Basics</i> Hampton Brown	K -5th <i>Let's Go Series</i> Oxford University Press							
K -5th <i>Newcomer Kits</i> Rigby	K -5th <i>InStep</i> Rigby							
Are strategies identified in the School Improvement Plan (Reading, Math, and CELLA) to address goals for the ELLs?	N/A	Not reviewed at this time.						
Are English to heritage language dictionaries available in all subject area classrooms?	3	Evident in 3rd class class. No ELLs in 4 & 5th grade.						
Are English to heritage language dictionaries being used as an instructional tool in all subject areas?	3	Evident in 3rd class class. No ELLs in 4 & 5th grade.						
Are literacy materials/programs available for pre-literate ELLs? (e.g., audio books, audiovisual materials, picture dictionaries, software, language master)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A							
Do the classrooms reflect a literate learning environment? (e.g. interactive word walls, authentic student work, classroom libraries, books on tape)	3	Student work is made up of mostly quizzes & tests. Little evidence of classroom libraries, authentic/alternative student work, etc.						

School Name: Kidz Choice Charter

Dates of On-Site Analysis: November 19 & 20, 2012

Completed By: Celina Chavez

Differentiated Instruction (Continued)	Rating	Recommendations/Comments
Is the use of differentiated instruction provided through:		
Whole group	3	5 of the 6 classrooms visited were engaged in Whole Group instruction,
Small groups	2	Evident in 2 of the 6 classrooms visited during visit.
Centers	1	Evident in 1 of the 6 classrooms visited during visit.

Technology Resources Used with ELLs	Rating	Recommendations/Comments
Are data collected from software programs monitored and used to drive instruction? (e.g., <i>istation, Kidbiz, Teenbiz, Earobics, etc.</i>)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A	
Computer Lab	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	3 Computers in Library for students on PMP.
In-class Technology (e.g., <i>laptop carts, iPads, Promethean, Document Camera, ActiVotes, Slate Boards, etc.</i>)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	Promethean Board and Document Camera in 5th grade class!
Appropriate software programs (e.g., <i>istation, Rosetta Stone</i>)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A	School has purchased additional computers for grades 3 - 5.

School Name: Kidz Choice Charter

Dates of On-Site Analysis: November 19 & 20, 2012

Completed By: Celina Chavez

Assessment	Rating	Recommendations/Comments
Are the following testing accommodations provided on a regular basis during classroom instruction and assessment?		
Flexible setting?	N/A	No evidence of testing during visit.
Flexible timing?	N/A	
Flexible scheduling?	N/A	
Limited assistance in the heritage language?	N/A	
English to heritage language and /or heritage language to English dictionary?	N/A	
Are teachers modifying assessments of students appropriately for the student's level of English language proficiency? (e.g. portfolios, simplified language, graphic organizers, cloze activities, class projects, word banks?)	1	Little evidence during visit.
Does the grading of ELLs follow the recommendations set forth by the ESOL Department and School Board Policy 6000.1?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
Does the school follow the promotion/retention provisions for ELLs according to School Board Policy 6000.1?	2	Compliance: ELL Committee is required for retention in Grades K, 1, 2, 4 & 5. Two ELLs

Home School Communications	Rating	Recommendations/Comments
Is all home school communication (e.g., Code of Student Conduct, Registration forms, Report Cards, and Interim Reports) provided in the parent's heritage language when feasible?	3	Some evidence of forms in heritage language
Are translated flyers, brochures, and applicable school information available at the front office?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A	
Are registration forms provided in student's home language? (e.g. Spanish, Haitian-Creole, Portuguese)	4	

School Name: Kidz Choice Charter

Dates of On-Site Analysis: November 19 & 20, 2012

Completed By: Celina Chavez

Recommendations

Compliance Concerns:

- Policy 6000.1 regarding promotion/retention must be followed. An ELL Committee must be convened for students in danger of failing as well as to discuss retention.
- Student schedules (A10 panel) must be filed in the ELLSEP folders for all active students at the beginning of the year.
- Identify staff to attend IPT PD.
- Continue to participate in the regularly scheduled ESOL Contact Meetings provided by the ESOL Department.
- Review Quarterly Hints and updated ELLSEP Folders as needed.

Curriculum Concerns:

- Limited evidence of Differentiated Instruction based on language proficiency levels.
- Little evidence of rigor.
- Whole group instruction is the norm, small group and Centers only evident in one class. Provide staff PD or PLCs on active student engagement, Differentiated instruction and rigor in all subject areas.

ESOL On-site Analysis Scale

4	3	2	1	0	N/A
100% met criteria	80% - 99% met criteria	51% - 79% met criteria	50% or less met criteria	0% - not evident	Criteria not applicable

12/11/12
14.S.13

Report Execution Scope and Characteristics: Report Parameter	Supplied Value (may be programmatically overridden)
School Number	5409
School Type	T
Sort (G=Grade, S=Student Name, T=Team, L=LEP)	G
Grade Level (All)	ALL
Sex (All, M, F)	ALL
Race (All, M, W, B, H, A, I)	ALL
LEP Status Code	LY
Language Classification Code	ALL
Team: Blank for All, Separate mult. with a comma	
Homeroom: Blank for All, Separate mult. with a comma	

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PGM E- LTR	STUDENT NAME	ESHL	ST01	MR	ENR	DT	IM	MM	SS	SR	IC	PGM	LEP	LMG	LMG	DATE	HAIR	SKIN	RETTLE	CLAS	ENTTY	PLAN	EDIT	REVAL	RECLASS	RECLASS	ENTTY	ENTTY
		06/13/2008	IP1									IC																
		01/15/2008	IP1									IC																
		08/15/2012	IP1									IC																
		01/15/2008	IP1									IC																
		01/15/2008	IP1									IC																
		10/13/2009	IP1									IC																
		10/13/2009	IP1									IC																
		01/15/2010	IP1									IC																
		01/15/2010	IP1									IC																

Student Count for PGM 150 -- GRADE 03 = 1

Student Group Total = 15

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THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

600 Southeast Third Avenue, Eleventh Floor, Ft. Lauderdale, FL 33301 Telephone: 754-321-1900

ASTON A. HENRY, JR., SUPERVISOR
RISK MANAGEMENT DEPARTMENT
www.browardschools.com

11/5/12

SCHOOL BOARD	
Chair	JOHN MURRAY
Vice Chair	LAURIE RICH LEVINSON
	ROBIN BARLEMAN
	MAUREEN S. DINNER
	PATRICIA GOOD
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	NORA KUPERT
	BENJAMIN J. WILLIAMS
	ROBERT W. RUDOLPH
	<i>Superintendent of Schools</i>

November 8, 2012

KIDZ CHOICE CHARTER 5409
Lilly Swanson
9063 Taft St
Pembroke Pines, FL 33024

SUBJECT: CERTIFICATE OF INSURANCE - APPROVAL

Dear Lilly Swanson:

The Risk Management Department is pleased to inform you we are in receipt of your Certificate of Insurance, and the certificate meets the insurance specifications set forth in the Charter School Agreement.

Please be advised, your organization is responsible for maintaining such coverage during the term of this agreement.

If you have access, you may send your certificate through CertificatesNow by referencing the a9b57-qfbm-es. You may also send Certificates of Insurance to 1-866-897-0423, or upload your Certificate of Insurance directly at

<https://www.tracccertsnw.com/cn/faxUpload/faxUpload.jsp>

If you have any questions or require additional information, please contact Sue Barber at 1-754-321-1916 or susan.barber@browardschools.com.

Sincerely,

Aston A. Henry, Jr., Supervisor
Risk Management Department

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Kidz Choice Charter School

Parent Contract

2012-2013

Student Name: _____ Grade: _____

- Parents are to ensure that their child arrives on time. Students must be in their seats by the start of class as published in the Student Handbook. Any student arriving after this time will be issued a tardy slip. Students accumulating ten (10) unexcused tardies per school year will receive a referral for excessive tardiness. Continued tardiness may result in the student's loss of enrollment preference for the following school year or recommendation to attend a school that is more accessible.
- Parents are to contact the school office if their son/daughter (the student) is going to be absent. On the day the student returns to school, he/she must bring a note from the parent(s) explaining the reason for the absence, otherwise, the absence will be considered unexcused.
- The school believes that parents play an integral role in their child's educational and social life. For this reason, the school asks that a parent/guardian personally transport their child to and from school. Carpooling is permitted, as it too, positively contributes to the child's socio-educational life. If due to a verified hardship, a parent is unable to meet this requirement, the school will provide transportation according to the school's transportation plan.
- Parents are to ensure that their child is wearing the proper attire as stated in the Student Handbook. Students who arrive at school without the proper attire will be disciplined, as stated in the Student Handbook. Hoodies are not permitted at any time, unless provided by the school.
- Parents are expected to provide lunch each day for their child. The student may bring their lunch from home or purchase a lunch from the school.
- A student's parent/guardian must agree to volunteer a minimum of ten (10) hours per school year. All volunteer hours must be completed prior to the end of the school year.
- Parents agree to read and use the information sent home from the school so that they are informed of activities and academic opportunities provided by the school.
- Parents and students are required to read the Student Handbook and the Broward County Student Code of Conduct. The Handbook details the responsibilities that staff members, students and parents are expected to fulfill. If students do not meet these obligations, disciplinary action will be taken per the Code of Student Conduct.

I (We) understand that by not fulfilling my (our) contractual obligations to Kidz Choice Charter School, the student may be subject to disciplinary action.

Signature of Parent/Guardian _____ Date _____

Signature of Parent/Guardian _____ Date _____

Acknowledged By _____ Date _____
Principal/ Director

Kidz Choice Charter School 2012
Charter School Renewal (5409)
5 year budget



Renewal Application 2012

Kidz Choice Charter School
 Operating Budget
 FY14 - FY18

					FY14	FY15	FY16	FY17	FY18
					108	108	108	108	108
100	3300	0000	000	FEFP - Broward Cty Sch Dist	671,058	677,769	684,546	691,392	698,306
100	3397	0000	000	Charter School Capital Outlay	36,412	36,412	36,412	36,412	36,412
100	3473	0000	000	Other Misc Revenue	253	255	258	260	263
100	3475	0000	000	Field Trip	729	738	743	751	758
100	3476	0000	000	Fundraiser	734	741	749	756	764
Total Revenues					709,185	715,913	722,708	729,570	738,502
100	4000	5100	120	Classroom Teachers	185,109	186,961	188,830	190,718	192,626
100	4000	5100	140	Permanent Substitute	30,830	31,139	31,450	31,764	32,082
100	4000	5100	220	Social Security	16,519	16,684	16,851	17,020	17,190
100	4000	5100	230	Group Insurance	12,376	12,500	12,625	12,751	12,879
100	4000	5100	240	Workers Compensation	1,235	1,248	1,260	1,273	1,285
100	4000	5100	250	Unemployment Compensation	2,421	2,445	2,470	2,494	2,519
100	4000	5100	310	Contracted Services	10,620	10,726	10,834	10,942	11,051
100	4000	5100	315	Field Trips	1,342	1,358	1,369	1,383	1,397
100	4000	5100	390	Copy and Printing	4,302	4,345	4,388	4,432	4,476
100	4000	5100	510	Instructional Materials	904	913	922	931	941
100	4000	5100	511	Yearbook	15	15	15	15	16
100	4000	5100	520	Textbooks	12,353	12,476	12,601	12,727	12,854
100	4000	5100	640	Furniture and Equipment	71	72	72	73	74
100	4000	5100	642	Non Capital Furniture and Equipment	425	430	434	438	443
100	4000	5100	750	Substitute Teachers	71	72	73	73	74
Total Instruction					278,594	281,380	284,194	287,036	289,906
100	4000	5200	310	Contracted Services	3,539	3,574	3,610	3,646	3,683
Total Exceptional Instruction					3,539	3,574	3,610	3,646	3,683
100	4000	6300	590	Testing and Assessment	212	214	216	219	221
Total Curriculum Development					212	214	216	219	221
100	4000	6500	310	Technology Support & Service	273	275	278	281	284
Total Instruction Related Technology					273	275	278	281	284
100	4000	7100	310	Legal and Audit Expense	7,025	7,095	7,166	7,237	7,310
100	4000	7100	315	Contracted Consultants	27,674	27,951	28,230	28,513	28,798
100	4000	7100	320	Insurance	4,611	4,857	4,704	4,751	4,798
100	4000	7100	730	Dues and Fees	1,166	1,177	1,189	1,201	1,213
100	4000	7100	790	District Admin Fees	33,553	33,888	34,227	34,570	34,915
100	4000	7100	795	Bank Charges	45	46	46	47	47
Total Board Administration					74,074	74,814	75,663	76,316	77,081

* 1% was added every year. 1% FTE yearly increase (expected) 108 is the maximum enrollment based on building capacity and class size requirements.

					<u>FY14</u>	<u>FY15</u>	<u>FY16</u>	<u>FY17</u>	<u>FY18</u>
100	4000	7300	110	Administrator	80,674	81,480	82,295	83,118	83,949
30	4000	7300	160	Administrative Assistants	37,370	37,744	38,121	38,502	38,887
100	4000	7300	220	Social Security	9,030	9,120	9,212	9,304	9,397
100	4000	7300	230	Group Insurance	7,644	7,721	7,798	7,876	7,956
100	4000	7300	240	Workers Compensation	675	682	689	696	703
100	4000	7300	250	Unemployment Compensation	103	104	105	106	107
100	4000	7300	310	Contracted Services	1,963	1,983	2,003	2,023	2,043
100	4000	7300	370	Postage	115	116	117	118	119
100	4000	7300	390	Advertising	1,847	1,865	1,884	1,903	1,922
100	4000	7300	510	Office Expense	4,904	4,953	5,002	5,052	5,103
100	4000	7300	642	Non-Capital Furniture and Equipment	257	259	262	265	267
Total School Administration					144,582	146,027	147,488	148,962	150,452
100	4000	7400	360	Facility Lease	89,677	90,574	91,480	92,395	93,319
100	4000	7400	630	Facility Cost	698	705	712	720	727
Total Facilities Acquisition					90,376	91,279	92,192	93,114	94,046
100	4000	7500	310	Contract Controller	19,125	19,316	19,510	19,705	19,902
100	4000	7500	315	Payroll Fees	3,871	3,910	3,949	3,988	4,028
Total Fiscal Services					22,996	23,226	23,458	23,693	23,930
410	4000	7600	510	Food Service Supplies	85	85	86	87	87
410	4000	7600	570	Food	3,030	3,060	3,091	3,122	3,153
410	4000	7600	730	Dues and Fees	333	337	340	343	347
Total Food Service					3,428	3,462	3,497	3,532	3,567
100	4000	7900	320	Insurance - Building	4,295	4,338	4,381	4,425	4,470
100	4000	7900	351	Contract Custodial Service	3,359	3,393	3,427	3,461	3,496
100	4000	7900	370	Communications	7,165	7,237	7,309	7,382	7,456
100	4000	7900	380	Water, Sewer, Garbage Collection	956	966	975	985	995
100	4000	7900	390	Other Contracted Bldg. Services	1,348	1,362	1,375	1,389	1,403
100	4000	7900	430	Electricity	9,720	9,817	9,916	10,015	10,115
100	4000	7900	510	Custodial Supplies	5,521	5,576	5,632	5,689	5,745
100	4000	7900	642	Non Capital Furniture and Equipment	22	22	23	23	23
Total Plant Operations					32,388	32,712	33,039	33,389	33,703
100	4000	8100	350	Repairs and Maintenance	14,629	14,775	14,923	15,072	15,223
Total Plant Maintenance					14,629	14,775	14,923	15,072	15,223
100	4000	9100	780	Fundraiser	908	915	924	933	942
Total Community Services					908	915	924	933	942
Total Expenses					665,995	672,855	679,382	686,175	693,037
Surplus (Deficit)					43,190	43,257	43,326	43,395	43,465

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