



**CHARTER RENEWAL APPLICATION COVER SHEET**

**NAME OF CHARTER SCHOOL SEEKING RENEWAL:** RISE Academy School of Science & Technology

**CHARTER SCHOOL LOCATION NUMBER:** 5420

**DATE:** December 1, 2012

**NAME OF GOVERNING BOARD:** RISE Academy Governing Board of Directors

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:** Dr. Carmella Morton    **TITLE/RELATIONSHIP TO GOVERNING BOARD:** Executive Director

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**NAME OF EDUCATION SERVICE PROVIDER (if any):** N/A

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.

Dr. Carmella Morton

December 10, 2012

\_\_\_\_\_  
*Printed Name*

\_\_\_\_\_  
*Signature*

\_\_\_\_\_  
*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](mailto: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**

- Federal Accountability
- State Accountability
- Mission-Specific Accountability
- Educational Program Implementation

**Federal Accountability**

AYP\*/AMO School Improvement status: The school has not been identified for School Improvement for this school year because the school did not earn a letter grade and the previous year’s grade was a “C”. The school will continue to create School Improvement Plans and checklists to meet established goals in all content areas and with specific targeted groups. Under the new revisions to the No Child Left Behind Act, adequate yearly progress has been changed to Annual Measureable Objectives (AMOs). With these particular changes, the overall mission of RISE Academy is to reduce proportion of non-proficient student rate in Reading and Math by the end of 2017. The same subgroups that were measured by Adequate Yearly Progress (AYP) will continue to be measured. The subgroups within these levels include: All students, ethnicity defined groups, English Language Learners (ELL), Students with Disabilities (SWD), and Economically Disadvantaged or students who participate in the Free lunch program. The targets for RISE Academy are based on the 2010-11 performance on the statewide FCAT.

RISE Academy School of Science & Technology AYP/AMO Chart 2011 - 2017

Sub Groups	Reading % Satisfactory 2011	Reading % Satisfactory 2012	Target AMO Reading	Math % Satisfactory 2011	Math % Satisfactory 2012	Target AMO Math	Target AMO Reading 2013	Target AMO Reading 2014	Target AMO Reading 2015	Target AMO Reading 2016	Target AMO Reading 2017	Target AMO Math 2013	Target AMO Math 2014	Target AMO Math 2015	Target AMO Math 2016	Target AMO Math 2017
All Students	40	46	45	36	38	41	50	55	60	65	70	47	52	57	63	68
American Indian																
Asian																
Black/Afric American	40	33	45	36	17	41	50	55	60	65	70	47	52	57	63	68
Hispanic																
White																
ELL																
SWD	30			20												
Econ Disadvan	36	48	41	38	38	43	47	52	57	63	68	48	54	59	64	69

AYP\*/AMO attainment: The school has achieved its AYP\*/AMO target in some of the categories.

RISE Academy did meet AMO for reading in the all student category. The percent reading at or above level in reading (46%) exceeded the target AMO for all students in reading (45%). The school did not meet safe harbor requirements for subgroup Black/African American. Additionally, RISE exceeded the AMO Target of (41) in reading for Economically Disadvantaged students with an actual score of 48%. The function of the proportional formula for non-proficiency is the potential to narrow the achievement gap between different groups of a period of time. This is promising for RISE Academy since the school serves a large number of students in the economically disadvantaged students who are Black/African American. This model focuses on decreasing the number of students performing in the non-proficient category. According to the report released by the DOE, school districts and schools within the state were not particularly successful in meeting the first round of targets. Since students have to be in a school during both FTE periods (October and February) and at the time of testing, we are confident that the next set of AMO measurements for reading and math designated for RISE Academy are quite attainable.

#### Plans for the upcoming term of the charter

Although RISE Academy School of Science & Technology is not required to complete a school improvement plan, the school completed a plan as good practice for establishing student achievement objectives, and tracking progress towards meeting the objectives. The SIP Team also attached outlines the details for addressing the identified deficiencies in student performance with specific actions, persons responsible and resources needed. The barriers to student success go back to teacher training and preparedness. The school will focus on teacher's ability to provide rigorous instruction by providing professional development on differentiating instruction and higher order thinking skills. Classroom teachers will be observed to monitor implementation of strategies. Another important area the school will continue to address with teachers is how understanding student data is vital to making data driven decisions that will positively impact student achievement in the classroom.

Data analysis will continue to play an important part with staffing, professional development and student placement. The AMO targets will be a part of ongoing teacher development and data chats. The curriculum team will ensure that the targets are posted throughout the building and are referenced by teaching teams as they discuss data and student progress in data chat discussions throughout the year. The staff will continue to use benchmark assessments (BAT 1 & 2) results as well as mini benchmarks to help monitor progress toward the AMO's in each subgroup.

**State Accountability**

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

School grade: RISE Academy School of Science & Technology earned a letter grade of “C” for the year ending 2011. Although the school has been in operation since August 2008, the grade configuration as well as the state requirements for grading has impacted the School Report Card Data (A+Plan). In year one of operation, there is no data that was reported because the school opened with kindergarten, first, second and third grades. In year two, the data reported was substantive but did not reveal a letter grade. In year three, the school earned a letter grade of “C” and in year four, while the gains were consistent, the school did not earn a grade due to the total number of students in the tested areas.

Annual student gains: RISE Academy Students are making annual gains in the area of reading and mathematics. The School Report Card data shows growth annually in mathematics, reading and science scores.

GRADE	YEAR	SUBJECT			
		READING	MATH	SCIENCE	WRITING
No Grade	2011-2012	- 46% at or above grade level - 65% of lowest 25% made gains	- 38% at or above grade level - 58% of lowest 25% made gains	51% at or above grade level	85% meeting state standards
C	2010-2011	- 63% at or above grade level - 53% a year’s progress - 53% struggling students a year’s progress	- 54% at or above grade level - 43% a year’s progress - 45% struggling students a’s year progress	55% at or above grade level	81% meeting state standards
No Grade	2009-2010	- 64% at or above grade level - 47% a year’s progress - 47% struggling students a year’s progress	- 57% at or above grade level - 29% a year’s progress - 29% struggling students a year’s progress	53% at or above grade level	79% meeting state standards
No Grade	2008-2009	<b>NO DATA</b>			

RISE Academy fully participates in the state wide assessment program. The school also participates in the administration of District wide benchmark assessments BAT I & BAT 2, twice a year to obtain comprehensive diagnostic information as to student weaknesses and strengths. The data demonstrates annual gains of students achieving in the bottom 25% percentile and 50% make one-year's worth of growth. Percentage of students tested. The school is appropriately administering applicable state standardized tests to its students according to the contract and testing schedule.

Relative performance: The school's performance meets or exceeds the performance of schools with closely comparable student populations. RISE Academy has performed at the level or slightly below level as surrounding schools with the similar demographics. One school is highlighted below to show the close comparison of student performance between the two schools. Margate Elementary, Imagine at North Lauderdale and Charter School of Excellence @ Tamarac were selected because of proximity to RISE Academy and similar demographics. Although the schools may not be listed as Title I, the school remains to have a Free and reduce lunch rate of more than 60%. The populations served by the sample schools are very similar to the students at RISE Academy in Margate.

2011-12

	Reading % Satisfactory or Higher	Math % Satisfactory or Higher	Writing % Satisfactory or Higher	Science % Satisfactory or Higher	Reading Gains for Low 25%	Math Gains for Low 25%	% tested	Grade 2012	Grade 2011	Grade 2010	Grade 2009	Grade 2008	Free or Reduced Lunch Rate	Minority Rate	Title I
RISE Academy	43	38	85	51	65	58	100	-	C	-	-	-	72		yes
Margate Elemen	53	56	80	45	68	61	100						65		no
Charter of Excellen	53	59	100	33	61	67	100						60		yes
Imagine NL	28	43	64	32	65	83	100						75		yes



## **Mission-Specific Accountability and Educational Program Implementation**

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. The educational program is outlined below with specific goals and objectives that will carry into the next term of the charter. The continuous improvement model and the school improvement plan process will continue to improve the instructional program at RISE Academy. Professional development must be rigorous and relevant for teachers in order for them to impact student achievement in the classroom.

### **Focus Area: Program Implementation**

**Implementation of the Mission** – RISE Academy is implementing its mission as defined in the school's contract. RISE Academy School of Science & Technology has the following mission - to provide a high quality educational program for our students. Our mission is to build scientist for the 21st century through innovative teaching techniques advanced science, highly qualified staff and enduring learning opportunities. We will work with students, families and communities to develop the intellect and character of our students, preparing them for competitive lifelong studies. Building 21<sup>st</sup> century scientists means building critical thinking skills and problem solvers in our students whether they desire to study the hard sciences or study to become architects, lawyers or businessmen or woman.

Our mission is stated in several places throughout our school building, on our website, in student journals and other publications that go out into the community. It is apparent when you walk into our school that our focus is to build scientist for the 21<sup>st</sup> century through our innovative teaching techniques.

#### **Student Assessment:**

RISE Academy develops Goals and Objectives to measure student improvement, together with information on the success in meeting the Goals and Objectives. The school may file a school improvement plan (SIP) annually depending on the school status. The objectives on the SIP are aligned with the Florida School Accountability Indicators and minimally include an objective in reading, mathematics and writing. Additionally, an objective in reading is earmarked for the bottom performing group at the school. The SIP is aligned fiscally and human resources are ordered to meet the stipulated objectives; and it includes detailed action plans for each of the stated objectives. Moreover, strategies addressing the academic needs of the subgroups stipulated by the No Child Left Behind Legislation are incorporated. The implementation of the SIP is monitored by the local regional Schools staff to gauge progress and to provide technical assistance to the school. A formal mid-year check and end-of the year evaluation is conducted annually to determine adequate progress. The SIP is a document that is shared with the stakeholders and an annual report is generated documenting the progress made by the school in meeting the stated objectives. The report is then shared with the stakeholders. The school improvement process is based on a continuous improvement model and is driven by a student/school data collection system, ongoing assessment,

and a data interpretation system, ongoing data analysis, that enables the instructional and administrative staff to make informed decisions and to develop educationally sound action plans.

The following information outlines the plan for progress monitoring for students at RISE Academy. The information includes the instruments that will be used to measure growth re-assessment. Also included is the tentative professional development plan for reading and school-wide focus on literacy:

RISE Academy School of Science & Technology will meet the following objectives over the course of the charter:

Grades 1 and 2

Student performance on the locally administered Stanford Achievement Test - Improvement will be determined as follows based on the outcomes from the spring administration of the Stanford 10 or another appropriate test;

- The academic growth rates in reading for students will meet and/or exceed the national growth rates;
- At least 5 percentage points decrease in students scoring in the lowest quartile in reading from the spring administrations of the SAT 10.
- The academic growth rates in mathematics for students will meet and/or exceed the national growth rates;
- At least 5 percentage points decrease in students scoring in the lowest quartile in math from the fall to the spring administrations of the Stanford Achievement Test.

Results:

Category	Year One	Year Two
Enrollment	96	272
Staff Count	12	26
Grades Served	K-3	K-6
Strategies/Design Model	RISE Educational Model	RISE Educational Model
Assessment Results K-3	FCAT Reading- 51% passed w L3 or above FCAT Math - 51% passed w L3 or above SAT – 10 (Grade 1) – 73% > 50 <sup>th</sup> percentile SAT - 10 (Grade 2) – 66% > 50 <sup>th</sup> percentile	FCAT Reading – 71% passed w/ L3 or above FCAT Math – 71% passed w/ L3 or above SAT-10 (Grade 1) 60% > 50 <sup>th</sup> percentile SAT-10 (Grade 2) 51% > 50 <sup>th</sup> percentile

Assessment Results 4-6	N/A	FCAT Reading Grade 4 – 56% w/L3 or above FCAT Reading Grade 5 – 46% w/L3 or above FCAT Reading Grade 6 – 50% w/L3 or above FCAT Math – Grade 4 – 38% w/ L3 or above FCAT Math – Grade 5 – 25% w/L3 or above FCAT Math - Grade 6 – 50% w/L3 or above  FCAT Science- Grade 5 - 57% passed FCAT Writing 92% scored >3
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Grades 3 and above– Reading: 54% of students in all subgroups will score Level 3 or higher on the FCAT Reading Assessment and will increase by 5% each year. Grades 3 and above – Math: 54% of low performing students will demonstrate learning gains on the 2007 FCAT Mathematics Assessment and will increase by 5% each year thereafter. Grades 3 and above – Lowest Performing in Reading: 54% of low performing students will demonstrate learning gains on the 2007 FCAT Mathematics Assessment and will increase by 5% each year thereafter.

Results for year one:

FCAT Reading- 51% passed with Level 3 or above

FCAT Math - 51% passed with Level 3 or above

SAT – 10 (Grade 1) – 73% > 50th percentile

SAT - 10 (Grade 2) – 66% > 50th percentile

The school missed the target of (54%) by 4 points for reading and math in the first year of operation however the school met the target of (54%) during the Spring 2012 administration of FCAT. Although the school did not meet AYP, the school exceeded the AMO target (45%) this school year with a score of 54%. RISE intends to exceed the AMO target for 2013 of (50%) with at least 54% of the students scoring in the proficient range.

Grade 4 – Writing: 50% of students will score 4.0 or above on the 2007 FCAT Writing Assessment and will increase by 5% each year thereafter. In addition to the use of the traditional 100-500 FCAT scale to assess student progress, the FCAT developmental scale for reading and mathematics will be employed to evaluate the student performance across the grades. Specifically, the yearly progress of individual students will be tracked by calculating the annual progress over time based on the scores on the FCAT developmental scale.

Results for year one: No writing scores reported N/A did not enroll 4<sup>th</sup> grade students in the first year of operation. In year two of operation, 92% of the 4<sup>th</sup> graders tested score a Level 3 or above. In year three, 86% of the students tested score a Level 3 or above. In

the 4<sup>th</sup> year of operation, 100% of the students tested scored in the proficient range for FCAT writing for the 2012 administration of FCAT.

RISE Academy will focus on literacy through the intense reading instructional program, on-going assessments, and planning for effective instruction. Each teacher will be encouraged to pursue training in teaching reading and to work toward reading endorsement. Professional development will focus on reading instruction to ensure all teachers understand how targeted planning will help meet the needs of students. Each teacher will be required to attend district sponsored professional development on reading instruction. Additionally, bi-weekly in-house professional develop will be scheduled to cover topics from early literacy, writing instruction, assessment and making data driven decisions.

According to RISE Academy charter agreement, the school will improve student learning and academic achievement. We improve student learning and academic achievement by closely monitoring student individual gains. RISE Academy has a mission to raise individual student excellence through rigorous instructional content and practices, qualified instructors, competitive resources and a literacy rich environment where students thrive and achieve. Students will be provided with interventions and instructional support in their classroom when warranted. Elevating the learning process to ensure students achieve at high levels by teachers and other personnel is our aim. Teachers will be providing quality core area instruction in Reading/Language Arts, Social Studies, Mathematics and Science providing quality professional development. All of these attributes are consistent and are evidenced by making “Adequate Yearly Progress” through Annual Measureable Objectives (AMO’s).

Increase learning opportunities for all students, with special emphasis on low performing students and reading.

For those students who are low-performing intervention materials are research-based and are used to teach directly to students’ deficit(s) as determined by a diagnostic assessment. Intervention materials are different from the core reading program and from the supplemental materials. They focus on specific skills and strategies and they allow for explicit and systematic instruction designed to accelerate the rate of student achievement in reading. Teachers will receive professional development on how to differentiate instruction within the classes to account for different rates of learning. Students receive intervention services based on their diagnostic results and FCAT Reading level. Students entering the school with reading levels of 1 and 2 will be placed in an intervention program as per the recommendation through Just Read Florida. Student instruction will be determined by data gathered from the diagnostic assessments. School Reading Intervention Programs, Academic Camps, Saturday Academy and other free tutorial services will be provided for students. Those students performing below level will participate in additional small group instruction to address their needs through a pull-out or push-in model. RISE students are also offered free after school tutorial for reading and math. The tutoring services begin in October of the school year. The services are targeted to those students scoring low on FCAT spring

administration and current year benchmark assessment scores. Teachers may also make referrals according to student weekly FCAT assessment scores and other data collected by the classroom teacher.

RISE encourages the use of innovative learning methods:

Create innovative measurement tools.

RISE will use standardized versions of measurement and reporting tools such as pre-assessments at student entry and a post assessment at the end of the academic year. The School will use weekly standard assessments, an electronic grade book and lesson plan programs as well as comprehensive narrative report cards and interim reports for parents.

One of RISE Academy's innovative measurement tools is the individual learning plan that incorporates student portfolio assessments in each core subject area. The personalized report and feedback in the form of the Academic Success Plan (ASP) is designed to help teachers and parents hone in on the specific needs of students. A collection of assessment information can be placed in the plan for monitoring student academic growth.

During the school year, RISE Academy will implement the following innovative strategies:

- Flexible Grouping

- Peer Tutoring/Peer Buddy System
- Cooperative Grouping
- Use of software programs that can be accessed at home for parent involvement (Success Maker, Education City)
- Parent Academic Events (scheduled monthly to help parents with the skills needed to help their children at home)
- Comprehensive Interdisciplinary curriculum planning (PIM groups effectively plan for primary, intermediate and middle grades)
- Student Assignment Journal for management and parent communication
- Project-Based learning based in community (community partnerships to help students connect science & society)
- Hands-on science program, competitions, research and investigations (science labs, partnerships)
- Technology based learning activities (computer lab, technology used to support science instruction, student projects, interactive whiteboard instruction, document cameras, webcasts, etc)
- Reader's Theater through performing arts program – students increase reading fluency through reader's theater activities.  
Read About It – read as much information about the subject or topic, teachers reads, students read, research, view videos, etc.  
Write About It – students write about the topic in various formats through poetry, essays, letters, cards, timelines  
Be About It – students get closer to the topic by experiencing the topic through hands on activities such as experiments through field trips, act it out in scripts and plays.

- State of the Art Science Lab for elementary and middle school students – students engage in hands-on labs using real life science equipment. Students use their critical thinking skills to solve real world problems, investigations that connect science and society and explorations that allow students to research topics and
- Lab coats for students and teachers
- Life science – hatch chicks from fertilized eggs, butterflies from larvae, dissect small and large specimen
- Fieldtrips that are aligned with curriculum focus
- Target tutoring twice a week beginning in October for grades 3-8)
- Jumpstart tutoring (Beginning in December for grades (1-2)
- Career Day Fairs – lifelong studies
- Science Fair – RISE students placed 4<sup>th</sup> in District competition for 2 consecutive years

RISE Academy will continue to offer an advanced science program that will offer students the opportunity to do hands-on science activities, advanced science labs for all grade levels, dissections in elementary grades and science exploration using Science Fusion and other curriculum materials and resources. RISE will hone in on the skills needed to meet standards and design science lessons and activities that are aligned with those benchmarks. RISE will continue to hold science practice camps, tutorial sessions and intense professional development for all teachers who teach science.

### **Require the Measurement of Learning Outcomes**

The assessment program is designed to provide valid, reliable, and timely information for teachers to modify instruction, select appropriate modes of classroom activities, monitor student progress, and use assessment results effectively. The program is designed to inform teachers about the effectiveness of their teaching and the progress being made by students. Teachers will use a variety of assessments and integrate assessment data to improve student performance according to standards and grade level expectations.

Teachers will use various assessment strategies to track student progress. Assessment begins early in the form of pre-assessments and readiness assessments. Teachers will modify instruction based upon assessment results. Performance-based assessments are a part of the teachers' repertoire. Teachers maintain work folders and portfolios of individual work for students. These folders and portfolios will be used as a collection of student progress and outline steps necessary to improve students' academic performance.

Additionally, the teachers use the data to participate in data chats with the administrator, parents and students. The cycle of data chats is impactful because teachers focus on class needs as well as specific student needs. The teacher communicates clearly, to the parents, the student's areas of strength and weakness as well as share strategies to help their child succeed at school. The Academic Success Plan (ASP) is initiated for all entering students by the end of September and is completed during the first parent-teacher conference. The plan contains assessment data and outlines specific goals for the student. The ASP is a tool that becomes a part of the student's classroom record and is updated throughout the school year.

**Implementation of curriculum and instructional techniques** - RISE Academy is successfully implementing curriculum and instructional techniques as defined in the school's contract. The schools contract states that RISE Academy would implement research-based curriculum and use instructional strategies that would help students meet or exceed standards.

**The school is successfully implementing curriculum and instructional techniques as defined in the school's contract. The school implements demonstrably effective instructional techniques that support struggling students achieve grade level.**

Progress Monitoring Plan (PMP) – developed for each student reading below proficiency level

1. The activities are structured to meet the needs of the students through guided reading exercises in phonemic awareness, phonics and fluency, vocabulary, and comprehension.
2. As students make reading gains or losses, they are moved into groups where their needs are best met. Comprehensive records are kept for each students in the form of a portfolio that monitors student progress
3. Students are strongly encouraged to attend after-school tutorial and Saturday School for additional support.
4. Parent conferences are schedule within the grading period and parent materials and activities are shared with the parent to assist their child at home.
5. Progress Monitoring Plan (PMP) – developed for each student reading below proficiency

RISE Academy is providing a researched based curriculum aligned with the Next Generation Sunshine State Standards and the Common Core Curriculum. RISE Academy follows the state approved K-12 Comprehensive Reading Plan. In summary, RA students participate in a dedicated, 90-minute uninterrupted initial instruction reading block, which includes an explicit whole group lesson from the Comprehensive Core Reading Program (CCRP), small group differentiated initial instruction, and independent and peer collaborative application of skills/strategies in literacy centers. This initial instruction is explicit, systematic, scaffolded, differentiated, guided by data analysis, and focuses on the six essential components of reading (oral language, phonemic awareness, phonics, fluency, vocabulary, comprehension).

Elementary students identified as struggling readers (Tier 2 and Tier 3) participate in additional immediate intensive intervention (iii) instruction that focuses on the specific differentiated needs of students and provides more intense reading instructional time that extends beyond the initial 90-minute reading block for which a double or triple dose of targeted instruction is delivered. This intervention continues until the reading deficiency is remedied.

RISE Academy uses McGraw Hill Treasures Reading program as the Comprehensive Core Reading Program. Additionally, RA outlines a comprehensive and systematic design for instruction to support reading/literacy learners who are below level, on level and

above level including recommended before, during, and post-reading instruction, strategies for differentiating instruction to meet student needs.

Daily reading intervention (Tier 2 and Tier 3) for secondary students must include on a daily basis: whole group explicit instruction from the Comprehensive Intervention Reading Program (CIRP), small group differentiated instruction, independent reading practice monitored by the teacher, an infusion of Next Generation Sunshine State Standards (NGSSS) and benchmarks specific to the subject area, and a focus on informational text at a ratio matching FCAT. Students that are reading below level have a variety of instruction and intervention needs and schools must recognize that no single program or strategy can be successful for the remediation of all students and draw from a variety of effective reading strategies that are grounded in scientifically based reading research and proven to have been successful in the remediation of struggling adolescent literacy learners.

**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.**

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

When the staff at RISE Academy attend professional development, we can ensure implementation of the curriculum and appropriate strategies to be used with fidelity. RISE Reading Specialist/Coach attends district training on the Core programs utilized at the RISE as well as some of the other materials identified in the Reading Plan Chart. This is an important component in supporting, modeling, and monitor the appropriate classroom instruction. The administration reviews and monitors implementation of the uninterrupted reading block and additional time for interventions as identified on K-12 Reading Plan Charts and RISE Academy's School-Based School Improvement Plans. RISE Academy facilitates instruction based on our students' needs and skills, as evidenced by student data. The Response to Intervention (RtI) model guides our school with a Collaborative Problem Solving Team (CPT) approach in implementing a tiered approach to instruction.

All Level 1 and 2 middle grades (6-8) students are administered screenings at the beginning of the year and the end of the year, and go through the Progress Monitoring process at least twice a year using the Florida Assessment for Instruction in Reading (FAIR) or the



Florida Oral Reading Fluency (FORF) probes, and the Diagnostic Assessment of Reading (DAR) word lists. The detailed placement criteria, including cut scores for each assessment, are outlined in detail on the District's Decision Tree and corresponding placement charts. Florida Oral Reading Fluency (FORF) data is gathered from Virtual Counselor and data from the Florida Assessment for Instruction in Reading (FAIR) is collected and used during the grade level data meetings. Students are placed in the specific Comprehensive Intervention Reading Program (CIRP). **See Appendix A: RISE Academy Reading Chart**

The school principal and curriculum team monitors the implementation of the uninterrupted reading block and additional time for interventions as identified on Charts C and F. The curriculum team members participate in all professional development on teaching reading and using resources provided by the District, the school and any other outside agencies, in order to effectively implement the CCRP as well as the CIRP.

RISE Academy accesses student data through TERMS, Virtual Counselor system, and the PMRN. The school also has a variety of student assessment data, including Florida Assessments for Instruction in Reading (FAIR) data. Benchmark Assessment data is monitored after each benchmark assessment period to ensure student progress, and Progress Monitoring data is monitored twice a year, after each Progress Monitoring period. All reading teachers must keep student work folders and specific writing folders of student work with corrective feedback in their classrooms to provide additional data for each student. The Curriculum Team and administrators meet to determine the need for additional support and/or other interventions. Students identified as not making progress are given additional support through intervention groups, target tutoring, Saturday Academy and other small group instruction opportunities.

Teacher improvement and success is dependent on the administrator making observations during classroom walkthroughs and giving the teacher constructive feedback. The principal is trained to observe reading instruction by noting the reading objectives and standards that are addressed, and then ensuring the use of reading strategies, word walls, and the use of authentic text materials are utilized in the classroom.

**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.**

RISE Academy understands that data-driven decisions that are made at the school level are vital to the performance of the students and the overall performance of the school. Qualitative and quantitative data are used during the school improvement planning process. The planning process outlines the specific goals for student and professional development goals for staff. The data review begins in the summer planning and development sessions and continues throughout the year.

1. Data review is ongoing throughout the school year. Once data is released, the information is formatted so that teachers can understand the data and tease out data that is specific to them and their group of students. During end of school year/summer planning week, the team meets to go over the data.
2. Design professional development program for the school year using the input from teacher needs assessments and end of year student data.
3. Design data chat sessions that for teacher/student, teacher/ parent and teacher/administrator.
4. Make necessary schedule changes for students and staff changes.
5. Professional Learning Communities (PLC) designed to address the review and planning using student data collected throughout the school year.
6. Diagnostic dated collected: BAT I, FAIR, year prior FCAT scores
7. Monitoring data collected: Weekly Assessments, Quarterly Assessments, SuccessMaker Data, Education City Data, Academic Success Plan, BAT II
8. Summative Data: FCAT, End of Year, End of Course, Final grades
9. Teachers use student data to develop focus calendars, effectively plan lessons for classroom instruction and design extended learning opportunities (ELO) to meet the needs of students.

Data is displayed in the classroom in the form of data charts so that students and teachers can see the areas of instructional focus for all students. The instruction is differentiated in the classroom according to student data. Teachers develop center activities that help reinforce concepts and skills that need to be addressed in their classrooms.

**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.**

The school collects information from the home-language survey provided by the parent upon enrollment. This information is used by the school and the ESOL coordinator to effectively plan. RISE Academy conducts a programmatic assessment, IDEA Oral Language Proficiency Test (IPT) once the student is enrolled in our program. At the time of registration, students complete an application for enrollment as well as a home language survey. ELLs in grades 3-12th who score Fluent English Speaker on the IDEA Oral Language Proficiency Test are administered the Kaufman Test of Educational Achievement II Brief Form (KTEA-II) as part of the entry requirements into the ESOL program. This test generates Reading and Writing scores may be used as to predict/determine reading achievement for ELL's. All ELLs are administered the same assessments as non-ELLs to determine reading intervention placement. RISE Academy gathers information about the student's educational background and prior academic placement achievements to better assist in placement and scheduling.

ELLs are also administered the Comprehensive English Language Learning Assessment (CELLA) which contains a separate reading section. This test is used as part of the determination to exit a student from the ESOL program or for continued services under the existing coding.

All ELLs participate in county and statewide assessments at all levels. The students are given accommodations throughout the school year in the classroom as well as for state assessments unless the student also has an IEP and the IEP states differently. All students are encouraged to participate in the statewide assessment process, regardless of their disability. (FAIR) or the Florida Oral Reading Fluency (FORF) probes and the Diagnostic Assessments of Reading (DAR) word lists are used to identify reading deficiencies for students.

**Teacher Qualifications:**

All teachers are given instruction to begin coursework for ESOL endorsement. The information is shared during the summer professional development week. The information is also posted on the PD board at the school site and discussed during the teachers Professional Growth Plan(PGP) conference. Teachers are encouraged to visit the District website to get the full information regarding ESOL endorsement requirements. Teachers hired out-of-field for ESOL are brought before the Board for approval at the next scheduled board meeting. The tracking system used by the Human Resource Department is a spreadsheet that is flagged to indicate teacher needs and is updated when teachers meet their obligations as required by Florida Statute. The ESOL coordinator/teacher conducts professional development sessions for the teaching staff during summer back to school training week as well as during the school year. A reference notebook is developed and shared with all teachers that consist of strategies for the classroom teacher.

**Educational Program Plan for the next phase of the charter:**

The continuous improvement model and the school improvement plan process will continue to improve the instructional program at RISE Academy. Professional development must be rigorous and relevant for teachers in order for them to impact student achievement in the classroom. RISE Academy School of Science & Technology intends to use the same elements of the Educational Program Plan for the next phase of the charter as outlined in the original charter with a specific focus on the following:

**Data Collection and Monitoring**

1. Monitor use of Core Curriculum materials with fidelity. Curriculum Coordinator will closely monitor use of curriculum materials to ensure effectiveness. Teachers will attend training/professional development monthly that will help build the necessary skills in meeting the needs of below level readers.
2. Continue to use the Academic Success Plans (ASP) with fidelity. Ensure early initiation of the tool and monitoring of the goals set forth in the plan.
3. Use the PMP (Progress Monitoring Plan) with fidelity to ensure level I and 2 students are systematically getting all they need to make gains.
4. Reading Interventionist will set up Intensive Reading Program for students scoring level 1 on FCAT. The interventionist will work with the Reading Coach to ensure materials are used with fidelity and small groups are formed to meet early in the school year. This will give the students a concentrated dose of Reading intervention in small group while the students and teachers use the materials designed to reach our lowest level.

**Highly Qualified Teachers**

1. Increase number of teachers taking Reading Endorsement courses by offering incentives for successfully completing coursework in timeline agreed upon by administration.
2. Ongoing professional development on teaching and learning that will directly support the teacher in the classroom
3. Accountability through the use of High Performing Teacher Report Card System for teachers. This monitoring tool gives feedback on teacher follow-through and initiatives as it relates to teaching with rigor, using data effectively as well as managing student behaviors in the classroom.

**Professional Development**

1. Ongoing relevant topics that help teachers by empowering them with skills they can use in the classroom right away.
2. Scheduling opportunities for teachers to effectively practice what they have learned as well as make classroom observations within and outside of the school.
3. Design innovative extended learning opportunities for students outside of the regularly scheduled school day. Students reading 2 or more grade levels below or performing 2 or more grade levels below, need a specialized extended learning opportunity that will meet their needs. This initiative is to make a greater impact on students who attend target tutoring throughout the school year.

RISE Academy School of Science & Technology  
Reading Plan

**CHART C: Elementary Instructional Materials Information**

**Principal:** Sharon Smith    **Reading Coach/Specialist:** Dr. Anita Abraham    **Reading Endorsed Teacher Leader:** Diane Morrison

	Comprehensive Core Reading Program (CCRP)	Comprehensive Intervention Reading Program (CIRP)	Supplemental Intervention Reading Program (SIRP)	Education Technology	Reading Instruction Min/Per Day	Assessments (K-2) (3-5)	Immediate Intensive Intervention Min/day Days/Week	Gr Size Cap	ELO Target Tutoring (3-8) Jumpstart (1-2)
Grade									
K	McGraw-Hill Treasures	McGraw-Hill Triumphs	Wilson Foundations	Success Maker Education City Buzz About It! Renzulli Learning	90	FAIRS Primary Reading Primary EOY	30/5	6	
1	McGraw-Hill Treasures	McGraw-Hill Triumphs	Wilson Foundations FAIR Fluency Passages	Success Maker Education City Buzz About It! Renzulli Learning	90	FAIRS Primary Reading Primary EOY	30/5	6	Harcourt Leveled Readers
2	McGraw-Hill Treasures	McGraw-Hill Triumphs	Wilson Foundations FAIR Fluency Passages	Success Maker Education City Buzz About It! Renzulli Learning	90	FAIRS Primary Reading Primary EOY	30/5	6	Harcourt Leveled Readers
3	McGraw-Hill Treasures	McGraw-Hill Triumphs	Quick Reads FAIR Fluency Passages SRA Specific Skills	Success Maker Education City Buzz About It! Renzulli Learning	90	Progress Monitoring BAT I BAT II FCAT	30/5	6	Common Core Ready Coach
4	McGraw-Hill Treasures	McGraw-Hill Triumphs	Quick Reads FAIR Fluency Passages SRA Specific Skills	Success Maker Education City Buzz About It! Renzulli Learning	90	Progress Monitoring BAT I BAT II FCAT	30/5	6	Common Core Ready Coach
5	McGraw-Hill Treasures Novel Study	McGraw-Hill Triumphs	Quick Reads FAIR Fluency Passages SRA Specific Skills	Success Maker Education City Buzz About It! Renzulli Learning	90	Progress Monitoring BAT I BAT II FCAT	30/5	6	Common Core Ready Coach

As part of progress monitoring for students, an Academic Success Plans (ASP) is maintained for each student to include reading, math and writing goals

RISE Academy School of Science & Technology  
Reading Plan

CHART F: Middle School Instructional Materials Information

**Principal:** Sharon Smith    **Reading Coach/Specialist:** Dr. Anita Abraham    **Reading Endorsed Teacher Leader:** Tami Gomez

	Comprehensive Core Reading Program (CCRP)	Comprehensive Intervention Reading Program (CIRP)	Supplemental Intervention Reading Program (SIRP)	Education Technology	Reading Instruction Min/Per Day Disfluent/Fluent	Assessments (6-8)	Immediate Intensive Intervention Min/day	Grp Size Cap	Target Tutoring (6-8)
6	Plugged Into Reading Anthologies Novel Study READ XL	Benchmark Comprehension Skills FAIR Toolkit  Hi/Lo Readers	REWARDS SRA Reading Success AMP QReads	Education City Success Maker	55	BAT I BAT II FCAT	55	10	Common Core Ready Coach
7	Plugged Into Reading Novel Study Anthologies READ XL	Benchmark Comprehension Skills FAIR Toolkit  Hi/Lo Readers	REWARDS SRA Reading Success AMP QReads	Success Maker	55	BAT I BAT II FCAT	55	10	Common Core Ready Coach
8	Plugged Into Reading Novel Study Anthologies Novel Study	Benchmark Comprehension Skills FAIR Toolkit  Hi/Lo Readers	REWARDS SRA Reading Success AMP QReads	Success maker	55	BAT I BAT II FCAT	55	10	Common Core Ready Coach

As part of progress monitoring for students, an Academic Success Plans (ASP) is maintained for each student to include reading, math and writing goals

# RISE Academy School of Science & Technology (5420) School Improvement Plan

Proposed for 2012-2013

## 2012-2013 SCHOOL IMPROVEMENT PLAN

### PART I: CURRENT SCHOOL STATUS

#### **School Information**

School Name: RISE Academy School of Science and Technology (5420)	District Name: Broward
Principal: Sharon Smith	Superintendent: Robert Runcie
Governing Board Name: RISE Education Schools, Inc.	Date of School Board Charter Approval: 2008

#### **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.



Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	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)
Principal	Sharon Smith	M.Ed Professional Educator's Certificate (K-6) 2011-2016	5	3	<b>School Grade: C</b> <b>2011-2012</b> (Assistant Principal): facilitated instructional program 2010-2011 (Assistant Principal) – 63% Rdg, 54% Math , 55% Science 2009-2010 – teacher 64% Reading, 57% Math 2008-2009 – teacher 54% Reading, 56% Math
Assistant Principal	N/A	-	-	-	

**Instructional Coaches**

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)
Reading	Dr. Anita Abraham	Doctorate of Education	1	1	2011-2012: Supported school wide writing program resulting in high student performance (100% proficiency in 4 <sup>th</sup> grade score 3 and above.

## ***Required components of the School Improvement Plan for Charter Schools:***

### ***1. Mission Statement***

*Provide your school's mission statement:*

RISE Academy School of Science & Technology aims to provide a high quality educational program for our students. Our mission is to build scientists for the 21st century through innovative teaching techniques, advanced science, highly qualified staff, and enduring learning opportunities. Students will gain the skills necessary to make connections in the real world and solve real world problems. Our vision is to work with students, families and communities to develop the intellect and character of our students, preparing them for competitive lifelong studies.

### ***2. Academic Data***

*Provide student academic data for the most recent three (3) years, if available:*

**The results of the 2012 FCAT assessments yielded the following results (students scoring 3 or higher):**

Percent of students meeting high standards: Reading 46%, Math 54%, Writing 81%, Science 55%

Percent of students making learning gains: Reading 53%, Math 45%

Percent of the lowest quartile making learning gains: Reading 53%, Math 45%

**The results of the 2011 FCAT assessments yielded the following results:**

Percent of students meeting high standards: Reading 63%, Math 38%, Writing 85%, Science 51%

Percent of students making learning gains: Reading 65%, Math 58%

Percent of the lowest quartile making learning gains: Reading 53%, Math 45%

**The results of the 2010 FCAT assessments yielded the following results:**

Percent of students meeting high standards: Reading 64%, Math 57%, Writing 79%, Science 53%

Percent of students making learning gains: Reading 47%, Math 29%

Percent of the lowest quartile making learning gains: Reading 53%, Math 45%

### ***3. Student Achievement Objectives***

*Provide the student achievement objectives included in the charter contract or most recent sponsor approved school improvement plan:*

**Per the most recent school improvement plan:** In Grades 3-8, 79% of students will score a level 3 or higher on the 2012 FCAT in Reading.

The percent of student making learning gains in Reading will increase to 70%. The number of students scoring proficient at level 3 or higher on the FCAT 2012 Math assessment will increase to 50%. The 2012 FCAT results will show 40% of students showing learning gains in mathematics. In 5<sup>th</sup> and 8<sup>th</sup> grade, 50% of students will score at or above a level 3 on the 2012 FCAT Science.

#### **4. Student Performance Data Analysis**

*Provide an analysis of the student performance data including academic performance by each subgroup:*

#### **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:*

In Reading, students achieving 16%-84% probability in FSP will be grouped across grade levels according to concept(s) in need of mastery and will meet three times a week in place of specials. Students will progress out of group when concept is mastered as evidenced by weekly assessment. Students with a 15% and below probability in FSP will receive intensive intervention through additional push-ins, targeted benchmark tutorials in the place of specials, one on one after school tutorials, and specialized homework packets. Grade level parent workshops will be offered to train and support parents on the importance of homework and study skills to increase student achievement. Teachers will continue implementation of the Continuous Improvement Model, RtI and differentiated instruction, and rigorous centers to ensure every student is advancing. Practice with testing skills will increase from once to twice weekly. For students at FCAT Level 3, the increased use of Success Maker, Fair Toolkit, FCAT Coach, and targeted lessons that will help students read passages specifically for Reading tests will be implemented so that students will gain additional experiences in selecting correct answers in an effort to maintain and increase proficiency. Teachers will continue training in Reading strategies and will use data chats and mini assessments to determine instructional focus in the weeks leading to FCAT.

In Math, students identified as performing below grade level in 3<sup>rd</sup>-8<sup>th</sup> grade will receive small group intervention on a daily basis in Math Lab. Teachers receive professional development on the implementation of hands-on-center activities through targeted differentiated instruction. The use of manipulatives and project-based learning is also strongly emphasized for academic enrichment. All students scoring a 1 or 2 on the 2012 Math FCAT in the middle grades have receive intensive remediation in math. For students at FCAT Level 3, the increased use of Success Maker, Singapore Math, Everglades Math, and targeted lessons that will help students apply key math concepts will be implemented so that students will be able to maintain and increase proficiency.

The Leadership Team and Grade Level Teams meet on a consistent basis to discuss and analyze student and school data, share best practices, perform lesson studies, and design lessons that are rigorous and meaningful. Lesson development is geared to challenge our students and provide additional support for those students needing remediation. The Principal guides the instructional program with constant review and analysis of curriculum presentation and materials for all grade levels. Grade level Teams grant teachers the opportunity to meet with members of varying content areas to have meaningful conversations about teaching and learning that ultimately will lead to increased student achievement and teacher/student motivation. The Leadership Team meets on a weekly basis to analyze trend data and share best practices through designing relevant in-house professional development opportunities for teachers or distributes information for teachers to access courses and workshops through Broward County School District or other local college/university offerings. Grade Level Teams meet to develop cross-curricular lessons, evaluate the instruction following the Focus Calendars and Pacing Guides, incorporate laboratory experiments, plan educational fieldtrips, and plan extracurricular activities that support the learning environment. Tutorial services are offered for 3-8 grade students after school

and during the extended block at the end of the school day schedule. Additionally, the school will be holding a Saturday Academy that will begin on Saturday, December 8, 2012 from 9:30-12:00. The following subjects will be addressed: Writing for 4<sup>th</sup> and 8<sup>th</sup> grade students, and Science for 5<sup>th</sup> and 8<sup>th</sup> grade students.

**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:

RISE Academy School of Science and Technology needs to enhance the implementation of the collaborative problem solving process in order to provide academic intervention as soon as possible.

**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:

The RtI Team will meet twice a month to ensure student needs are addressed immediately. The Team will assign a case manager as appropriate to log and track outcomes, log and record information as well as coordinate meetings. Meetings will be held twice a month and may coincide with the Curriculum or SIP meetings to align efforts. The RtI Team works closely with the Leadership Team to monitor the progress of individual students. Parents are given the brochure that describes RtI and the role of the parent in being involved in the process. All teachers are trained on RtI through ongoing professional development offered at the District level as well as ongoing training at the school site. The training is conducted by ESE Teacher/Specialist and Testing Coordinator who explains the impact the RtI has on student achievement.

Information is shared during teacher team meetings and teacher data chats. The RtI Team will look at school data with the Curriculum/SIP meetings and make recommendations according to the progress students are making at each tier. At this point, resources may be adjusted. The RtI may make recommendations that impact scheduling, curriculum or staffing changes. Academic intervention is addressed through the placement of lowest 25% in intensive reading and math instruction for an additional 30 minutes outside of the instructional block. Intervention approach requires the use of Literacy Coach and math interventionist to support instruction for lowest performing students. Support personnel resources are utilized to ensure monitoring of lesson plans to assess instructional delivery and content. Students are required to attend target tutoring twice a week for 45 minutes. This instruction targets students who are not progressing with benchmark mastery. The students may also be asked to attend Saturday School for an 8 week session prior to FCAT testing. The target tutoring uses common core test ready prep materials, practice problems from FCAT materials and computer practice using SuccessMaker software and FCAT Explorer.

**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:

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	
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			Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers ability to provide rigorous instruction	Professional Development on use of Higher Order Thinking Skills and differentiating instruction to meet the needs of all learners. during lessons	Principal Literacy Coach Science Coach Math Interventionist	Classroom observations to monitor implementation of strategy
2	Time Management	Incorporating effective strategies in lessons, Quality time on task.	Principal Literacy Coach Science Coach Math Interventionist	Classroom walkthrough observations to monitor implementation of strategy
3	Lack of ability for teachers to target instruction for specific students in need of improving performance in all content areas.	Professional Development for teachers on data analysis and making data-driven decisions for instruction. Focus on specific benchmarks through item analysis to help meet specific needs of learners. Attend District training Differentiating Instruction and RtI to ensure teachers are prepared to meet student needs and provide the necessary interventions to increase student mastery of benchmarks.	Principal Literacy Coach Science Coach Math Interventionist	BAT 1 and BAT 2 MINI assessments
4	Lack of instructional focus for teachers	Professional Development on IFC implementation. Consistently utilize Learning Communities that help support instruction and encourage collaboration. Ensure use of common planning periods that invites cross curricular planning to reinforce concepts in all content areas. Employ RtI process with fidelity to ensure interventions are in place and students are learning. Increased parental involvement in the RtI process by engaging parents in informational sessions and conferences	Principal and PIM Team Leaders	Data chats with Principal and teacher, teacher and student to determine the effectiveness of strategies used. Mini Assessments, BAT 1 and 2 Progress monitoring reports.

**9. Student Achievement Outcomes**

Provide a description of **specific** student achievement outcomes to be achieved:

<p>Students (3<sup>rd</sup>-8<sup>th</sup> grade) demonstrating proficiency in Reading by scoring 3 or higher on the 2013 FCAT: 65%</p> <p>Students (4<sup>th</sup> &amp; 8<sup>th</sup> grade) demonstrating proficiency in Writing by scoring 4 or higher on the 2013 FCAT: 90% (4<sup>th</sup> grade); 90% (8<sup>th</sup> grade)</p> <p>Students (3<sup>rd</sup>-8<sup>th</sup> grade) demonstrating proficiency in Math by scoring 3 or higher on the 2013 FCAT: 50%</p> <p>Students (5<sup>th</sup> &amp; 8<sup>th</sup> grade) demonstrating proficiency in Science by scoring 3 or higher on the 2013 FCAT: 45%</p> <p>Students (4<sup>th</sup>-8<sup>th</sup> grade) demonstrating learning gains in Reading on the 2013 FCAT: 60%</p> <p>Students (4<sup>th</sup>-8<sup>th</sup> grade) demonstrating learning gains in Math on the 2013 FCAT: 65%</p> <p>Percent of the lowest quartile making learning gains: Reading 55%, Math 70%</p>
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**AMO Targets for Reading and Math – 2013-2017**

Sub Groups	Reading % Satisfactory 2011	Reading % Satisfactory 2012	Target AMO Reading	Math % Satisfactory 2011	Math % Satisfactory 2012	Target AMO Math	Target AMO Reading 2013	Target AMO Reading 2014	Target AMO Reading 2015	Target AMO Reading 2016	Target AMO Reading 2017	Target AMO Math 2013	Target AMO Math 2014	Target AMO Math 2015	Target AMO Math 2016	Target AMO Math 2017
All Students	40	46	45	36	38	41	50	55	60	65	70	47	52	57	63	68
American Indian																
Asian																
Black/Afric American	40	33	45	36	17	41	50	55	60	65	70	47	52	57	63	68
Hispanic																
White																
ELL																
SWD	30			20												
Econ Disadvan	36	48	41	38	38	43	47	52	57	63	68	48	54	59	64	69



### ACADEMIC SUCCESS PLAN (ASP)

STUDENT NAME : \_\_\_\_\_ GRADE: \_\_\_\_\_ SCHOOL YEAR: \_\_\_\_\_  
 TEACHER \_\_\_\_\_ REG. ED. \_\_\_\_\_ ESOL \_\_\_\_\_ ESE \_\_\_\_\_

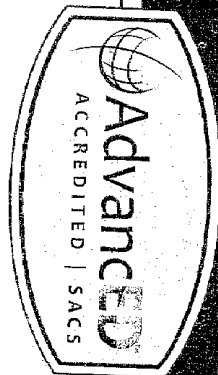
Subject Areas Included in the Academic Success Plan		
Reading _____	Writing _____	Math _____
FLKRS Score _____	DAR _____	STAR Reading _____
		BAT Test _____
Writing Narrative Prompt _____	Writing Expository Prompt _____	Math _____
Other _____		

Instructional /Support Services Currently Provided	Reading	Writing	Math
Study Skills Pull-Out			
After School / Tutorial Program			
Differentiated Instruction			
Behavior Management			
Other (specify):			

Academic Strengths	Academic Weaknesses
Social Strengths	Social Weaknesses

Reading Goals and Objectives	Writing Goals and Objectives	Math Goals and Objectives
Student Will:	Student Will:	Student Will:
Parent Will:	Parent Will:	Parent Will:
Teacher Will:	Teacher Will:	Teacher Will:
When and how progress will be measured:	When and how progress will be measured:	When and how progress will be measured:
Date Accomplished	Date Accomplished	Date Accomplished





This is to certify that

# RISE Academy School of Science & Technology

having met the requirements established by the AdvancedED® Accreditation Commission  
 and Board of Trustees is hereby accredited by the Southern Association of  
 Colleges and Schools Council on Accreditation and School Improvement.

Valid Through June 30, 2017

*Mark A. Elgart*  
 Mark A. Elgart, Ed.D.  
 President and CEO, AdvancedED

# Financial Performance

- Financial Management
- Financial Viability

## **FINANCIAL PERFORMANCE**

### **Financial Management**

RISE Academy School of Science & Technology demonstrates professional competence and maintains a sound systems in managing the schools financial operations. Budget discussions are held at the administration level and at the Board level. The schools financial operations have been managed through the use of the Board of Directors, Executive Director, Business Manager and Certified Public Accountant team who ensures finances are managed appropriately. The school implements an effective system of internal controls over revenues, expenses, and fixed assets, and exercises good business practices. RISE Academy adheres to generally accepted accounting principles as specified in the charter contract and submits all financial reports as required.

The school submits timely and accurate financial information adhering to its financial reporting requirements as defined in the school's contract. RISE submits, monthly and quarterly reports, annual audit reports as well as all other financial related reports requested by the District or the Department of Education as defined in the school's contract.

### **Financial Viability**

#### **Budgeting: The school maintains balanced budgets and a positive cash flow**

RISE Academy creates an annual operating budget that is developed with input from the financial team, administrators and Board of Directors. As requested in the original charter, RISE Academy creates an annual financial plan for the operation of the school. Each annual budget takes into consideration, the following:

1. Anticipated fund balances based on revenue projections that take into account all expected sources and amounts of income including income derived from projected student enrollments and from community support.
2. A spending plan based on projected revenues and expenses. The expense projection includes a full accounting of the costs of operation, including the first year start-up costs.
3. The projected spending plan uses the base funding formula generated by the state and usually does not include any additional funding the school may be eligible for such as Title I, Title II or other funding sources the school may be eligible to receive.
4. Grant funds are not included in the budget calculations. Grants will be sought after each year to supplement the annual budget for RISE Academy's annual budget and five year financial plan.

Salaries and Benefits – RISE will attempt to pay salaries competitive with the District to attract highly qualified teachers. RISE benefits will be paid at 19% to include RISE will use payroll functions for the Academy similar to those provided for other employees of the district, including the preparation of W-2's and other reports that are required by state or federal law to be given to employees or filed with such agencies. Employees shall be eligible for health, dental, vision, unemployment, workers' compensation, and life insurance benefits consistent with the same eligibility requirements and benefits made available from time to time for other District employees.

The budget projects a cost for benefits at 19% which is the average cost for a comprehensive benefits package. We will continue to explore options to keep the cost down such as offering a cafeteria pre-tax health benefits program. RISE intends to explore the Florida Retirement System for pension and investment planning for teachers as well as offering a 403(b) tax-deferred investment and savings program. It is important that we attract and maintain a quality teaching staff so our effort will be to offer as many low cost or no cost perks and benefits to our employees.

3. A description of what controls will be employed to safeguard finances and projected enrollment trends. Professional services will be dedicated to establishing financial controls and systems will be in place to safeguard finances. The professional service consists of multiple layers of review and monitoring, beginning at the school site with the business manager/bookkeeper and ending with the principal. The internal control system will be designed by our Certified Public Accountant who will:

1. compile annual and quarterly statements of net assets and related statements of activities
2. design and implement an internal control system with automations
3. prepare year ending federal and state tax reports
4. prepare fixed asset registers and file forms with school district
5. prepare budgets annually
6. prepare required reports for district (Sponsor), FDOE, and Federal Agencies
7. assist in the procurement of an auditor

**Financial obligations: The school's financial obligations are in good standing.**

RISE Academy operates with a Board of Directors that is responsible for the management decisions and functions, and for designating an individual with suitable knowledge, skill or experience to oversee day to day bookkeeping services, tax services, or other services the CPA provides. The Board of Directors will be responsible for evaluating the adequacy and results of the services performed and will accept responsibility for such services. The governing board reviews the budget in each of its monthly meetings, approving the initial budgets and any amendments to insure compliance. This information will be reflected in the minutes of

the monthly board meetings. The Board will be responsible for establishing and maintaining internal controls, including monitoring ongoing activities. RISE employs a business manager/bookkeeper, who will follow procedure outlined in the RISE Policies and Procedures Manual which outlines the collections, disbursement, and receipting, depositing, and monthly reconciliation of accounts by the business manager and administrator. There will be sincere and rigorous accounting of all revenues, including fund raising and all expenditures. RISE provides the District with quarterly finance statements including unaudited balance sheets and statements of revenue, expenditures, and changes in fund balances as requested. These reports are prepared by a certified public accountant and in accordance with Generally Accepted Accounting Principles. A year-end financial statement is submitted annually.

RISE Academy uses the Financial and Program Cost Accounting and Reporting for Florida School's format. We will provide annual financial reports and program cost report information in state-required formats for inclusion in District reporting in compliance with F.S.237.34 and 6A-1.0071, FAC. Statements are prepared in accordance with Generally Accepted Accounting Principles using governmental accounting. The Governing Board is responsible for the annual hiring of an independent certified public accountant to perform an audit. Prior to the end of the fiscal year, requests for bids for the annual audit are noticed, and those responses submitted by independent and certified public accountants are reviewed and a contract is awarded. Within the timeline following the end of the fiscal year, the results of the independent audit is delivered to the District (Sponsor) by the September 30<sup>th</sup> deadline.

**Long-term financial planning: The school has a sound and sustainable long-term financial plan for the continued operation of the charter.**

The attached five year plan demonstrates conservative growth in our enrollment and conservative funding to operate the program. The financial team has considered the following reporting and projections to ensure sustainability:

- \_ balance sheets & fixed asset inventories
- \_ annual adopted budget and annual cost report
- \_ a capital outlay plan and contract for accounting services
- \_ annual contract for audit services,
- \_ audited year end financial statements
- \_ an audit management letter/response to audit findings.

Financial Recovery Plan – RISE Academy was initially found to have a financial emergency status according to the financial audit conducted in September 2011. A Financial Recovery Plan was put into place and submitted to the District and to the State Department of Education. Although the financial emergency was subsequently unfounded (did not exist), RISE Academy implemented the plan as described and is no longer in financial emergency. The school representatives did meet with the District (sponsor) to discuss the cause of the financial emergency and the corrective action plan. (See Appendix B-2)

Budget Summary

**RISE Academy School of Science and Technology - 5420**

	2013-14	2014-15	2015-16	2016-17	2017-18
Grades	K-8	K-8	K-8	K-8	K-8
Students per grade (average)	37	40	40	40	40
Total # Students	332	357	360	364	364
Per Student Revenue *	6,016	6,050	6,109	6,168	6,230
		1.0%	1.0%	1.0%	1.0%
<b>REVENUE</b>					
Maximum Gross Revenue (\$)	2,057,465	2,202,176	2,223,820	2,245,206	2,267,658
Expected Attrition (\$)	60,160	42,350	24,438	-	-
Likely Gross Revenue (\$)	1,997,305	2,159,826	2,199,383	2,245,206	2,267,658
<b>EXPENDITURES</b>					
<b>Facility Budget</b>					
Maximum Facility Expense	323,144	334,441	342,976	351,753	360,778
Minimum Building Size (Sqft)	17,000	17,000	17,000	17,000	17,000
Cost per Sq. Ft.	\$ 14.82	\$ 15.27	\$ 15.73	\$ 15.88	\$ 16.04
Operating and Fixed Costs	71,144	74,881	75,629	76,386	77,149
Mortgage Payments/Rent	252,000	259,560	267,347	275,367	283,628
<b>Teacher Staffing Budget</b>					
Average Class Size	20	20	20	20	20
# of Teachers	18	20	20	20	20
Salary Benefits per Teacher	9,222	9,295	9,388	9,482	9,577
<b>MAXIMUM FOR OTHER EXPENDITURES</b>	<b>1,050,181</b>	<b>1,104,893</b>	<b>1,123,571</b>	<b>1,143,957</b>	<b>1,159,337</b>

\* See All Charter School Calculator for Assumptions for the calculation of per pupil FTE

Budget Detail

<b>RISE Academy School of Science and Technology - 5420</b>				<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
				<b>Expected</b>				
<b>ENROLLMENT</b>		<b>Cost</b>	<b>Basis</b>					
	Classrooms			17	18	18	18	18
K - 5				225	227	230	232	232
6 - 8				107	129	131	132	132
9 - 12				-	-	-	-	-
<b>Total Enrollment</b>				<b>332</b>	<b>357</b>	<b>360</b>	<b>364</b>	<b>364</b>
<b>REVENUES</b>								
State Sources				\$ 1,997,305.00	\$ 2,150,826.42	\$ 2,199,382.51	\$ 2,245,206.18	\$ 2,287,658.24
Federal Sources - NSLP funds 85% of students				\$ 145,276.56	\$ 157,778.22	\$ 160,695.13	\$ 164,105.44	\$ 166,746.40
Local Sources - Lunch program paid students		\$ 2.86	85%	\$ 18,434.00	\$ 17,848.22	\$ 18,178.18	\$ 18,563.96	\$ 18,749.60
Capital Outlay		\$ 375.00	Per Student	\$ 124,500.00	\$ 133,875.00	\$ 135,000.00	\$ 136,500.00	\$ 136,500.00
-				\$ 2,285,515.56	\$ 2,460,327.86	\$ 2,513,255.82	\$ 2,564,375.58	\$ 2,589,654.34
<b>EXPENDITURES</b>								
<b>Instruction</b>								
Salaries (includes classroom teachers, contract or hourly, and teacher aides)		See Staffing Plan		\$ 721,700.00	\$ 808,303.00	\$ 816,386.03	\$ 824,549.69	\$ 832,795.39
Fringe Benefits				\$ 165,991.00	\$ 185,909.69	\$ 187,768.79	\$ 189,646.47	\$ 191,542.94
Contracted Professional Services (includes Therapists & other contracted instructional services)		\$ 450.00	ESE Student	\$ 17,926.00	\$ 19,470.78	\$ 19,630.74	\$ 20,251.60	\$ 20,454.11
Classroom Supplies & Equipment		\$ 75.00	Student	\$ 24,900.00	\$ 27,042.75	\$ 27,542.70	\$ 28,127.22	\$ 28,408.40
Teacher Supplies		\$ 42.00	Student	\$ 13,944.00	\$ 15,143.94	\$ 15,423.91	\$ 15,751.24	\$ 15,908.75
Textbooks and/or ebooks		\$ 275.00	Student	\$ 91,300.00	\$ 99,156.75	\$ 100,989.90	\$ 103,133.13	\$ 104,164.46
Student Activities		\$ 40.00	Student	\$ 13,280.00	\$ 14,422.80	\$ 14,889.44	\$ 15,001.18	\$ 15,151.19
Computer - Equipment for Instruction		\$ 1,100.00	Classroom	\$ 18,700.00	\$ 19,998.00	\$ 20,197.98	\$ 20,399.96	\$ 20,603.96
Software for Instruction		\$ 500.00	Classroom	\$ 8,500.00	\$ 9,090.00	\$ 9,180.90	\$ 9,272.71	\$ 9,365.44
<b>Sub-Total Instruction</b>				<b>\$ 1,076,243.00</b>	<b>\$ 1,198,537.72</b>	<b>\$ 1,212,010.39</b>	<b>\$ 1,226,133.40</b>	<b>\$ 1,238,394.74</b>
<b>Pupil Personnel Services</b>								
Salaries (includes counselor, school nurse, health assistant)		See Staffing Plan		\$ 40,000.00	\$ 40,400.00	\$ 40,804.00	\$ 41,212.04	\$ 41,624.16
Fringe Benefits				\$ 9,200.00	\$ 9,292.00	\$ 9,384.02	\$ 9,478.77	\$ 9,573.56
Contracted Professional Services (counseling and psychological, contracted nurse services)		\$ 700.00	ESE Student	\$ 27,888.00	\$ 30,287.88	\$ 30,847.82	\$ 31,502.48	\$ 31,817.51
<b>Sub-Total Pupil Personnel Services</b>				<b>\$ 77,088.00</b>	<b>\$ 79,979.88</b>	<b>\$ 81,036.74</b>	<b>\$ 82,193.29</b>	<b>\$ 83,015.23</b>
<b>Media Services</b>								
Salaries (includes Librarian)		See Staffing Plan		\$ 20,000.00	\$ 20,200.00	\$ 20,402.00	\$ 20,606.02	\$ 20,812.06
Fringe Benefits				\$ 4,600.00	\$ 4,646.00	\$ 4,692.46	\$ 4,739.38	\$ 4,786.78
Library Books		\$ 3,000.00	School	\$ 3,000.00	\$ 3,030.00	\$ 3,060.30	\$ 3,090.90	\$ 3,121.81
<b>Sub-Total Media Services</b>				<b>\$ 27,600.00</b>	<b>\$ 27,876.00</b>	<b>\$ 28,154.76</b>	<b>\$ 28,436.31</b>	<b>\$ 28,720.67</b>
<b>Curriculum Development</b>								
Salaries (includes Curriculum Specialist)				\$ -	\$ -	\$ -	\$ -	\$ -
Fringe Benefits				\$ -	\$ -	\$ -	\$ -	\$ -
Curriculum Planning, Research, Development and Evaluation		\$ -	Student	\$ -	\$ -	\$ -	\$ -	\$ -
Student Activities		\$ 35.00	Student	\$ 11,620.00	\$ 12,619.95	\$ 12,853.26	\$ 13,126.03	\$ 13,257.30
<b>Sub-Total Curriculum Development</b>				<b>\$ 11,620.00</b>	<b>\$ 12,619.95</b>	<b>\$ 12,853.26</b>	<b>\$ 13,126.03</b>	<b>\$ 13,257.30</b>
<b>Staff Development</b>								
Workshops		\$ 500.00	Teacher	\$ 9,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00

RISE Academy School of Science and Technology - 5420			2013-14	2014-15	2015-16	2016-17	2017-18
			Expected				
Sub-Total Staff Development			\$ 8,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
<b>Instruction Related Technology</b>							
Salaries (includes Technology Personnel)	See Staffing Plan		\$ -	\$ -	\$ -	\$ -	\$ -
Fringe Benefits			\$ -	\$ -	\$ -	\$ -	\$ -
Hardware Maintenance	\$ 400.00	Classroom	\$ 6,800.00	\$ 7,272.00	\$ 7,344.72	\$ 7,418.17	\$ 7,492.95
Sub-Total Instruction Related Technology			\$ 6,800.00	\$ 7,272.00	\$ 7,344.72	\$ 7,418.17	\$ 7,492.95
<b>Board</b>							
Professional Services (Legal)	\$ 2,500.00	School	\$ 2,500.00	\$ 2,525.00	\$ 2,550.25	\$ 2,575.75	\$ 2,601.51
Insurance (General Liability, D&O, Professional Liability)	\$ 800.00	Classroom	\$ 13,800.00	\$ 14,544.00	\$ 14,889.44	\$ 14,836.33	\$ 14,984.70
Travel	\$ 2,000.00	Board Mem	\$ 2,000.00	\$ 2,020.00	\$ 2,040.20	\$ 2,060.80	\$ 2,081.21
Sub-Total Board			\$ 18,100.00	\$ 19,089.00	\$ 19,279.89	\$ 19,472.69	\$ 19,667.42
<b>General Administration</b>							
Management Fees		Student	\$ -	\$ -	\$ -	\$ -	\$ -
Administrative Fee			\$ -	\$ -	\$ -	\$ -	\$ -
Sub-Total General Administration			\$ -	\$ -	\$ -	\$ -	\$ -
<b>School Administration</b>							
Salaries (includes Principal, Secretary & other Office Personnel)	See Staffing		\$ 185,000.00	\$ 186,850.00	\$ 188,718.50	\$ 190,605.69	\$ 192,511.74
Fringe Benefits			\$ 42,550.00	\$ 42,975.50	\$ 43,405.26	\$ 43,839.31	\$ 44,277.70
Equipment Rental / Lease	\$ 300.00	Per Month	\$ 3,800.00	\$ 3,838.00	\$ 3,872.38	\$ 3,709.08	\$ 3,748.17
Travel	\$ 400.00	Administrator	\$ 400.00	\$ 404.00	\$ 408.04	\$ 412.12	\$ 416.24
Advertising and Promotion	\$ 50.00	Student	\$ 16,800.00	\$ 18,028.50	\$ 18,361.80	\$ 18,751.48	\$ 18,938.99
License Fees	\$ 200.00		\$ 200.00	\$ 202.00	\$ 204.02	\$ 206.06	\$ 208.12
Uniforms	\$ 300.00		\$ 300.00	\$ 303.00	\$ 306.03	\$ 309.09	\$ 312.18
Postage	\$ 50.00	Classroom	\$ 850.00	\$ 909.00	\$ 918.09	\$ 927.27	\$ 936.54
Printing	\$ 350.00	Classroom	\$ 5,950.00	\$ 6,383.00	\$ 6,428.63	\$ 6,490.90	\$ 6,555.81
Office Supplies	\$ 30.00	Student	\$ 9,960.00	\$ 10,710.00	\$ 10,800.00	\$ 10,920.00	\$ 10,920.00
Office Equipment	\$ 500.00		\$ 500.00	\$ 505.00	\$ 510.05	\$ 515.15	\$ 520.30
Computer Equipment	\$ 1,000.00	Administrator	\$ 1,000.00	\$ 1,010.00	\$ 1,020.10	\$ 1,030.30	\$ 1,040.60
Sub-Total School Administration			\$ 266,910.00	\$ 271,896.00	\$ 274,750.88	\$ 277,716.44	\$ 280,384.41
<b>Facilities Acquisition &amp; Construction</b>							
Building Lease / Rent (see budget summary for calculation)			\$ 252,000.00	\$ 259,560.00	\$ 267,346.80	\$ 275,367.20	\$ 283,628.22
Sub-Total Facilities Acquisition & Construction			\$ 252,000.00	\$ 259,560.00	\$ 267,346.80	\$ 275,367.20	\$ 283,628.22
<b>Fiscal Services</b>							
Salaries (Business Manager, Accounting & Bookkeeping Personnel)	See Staffing		\$ -	\$ -	\$ -	\$ -	\$ -
Fringe Benefits			\$ -	\$ -	\$ -	\$ -	\$ -
Fee to County School Board - up to 250 students			\$ 75,199.74	\$ 75,824.17	\$ 76,387.45	\$ 77,101.86	\$ 77,872.88
Accounting Services	\$ 100.00	Student	\$ 33,200.00	\$ 36,057.00	\$ 36,723.80	\$ 37,502.96	\$ 37,877.99
Professional Services - Annual Audit	\$ 7,500.00	Year	\$ 7,500.00	\$ 7,575.00	\$ 7,650.75	\$ 7,727.26	\$ 7,804.53
Sub-Total Fiscal Services			\$ 115,899.74	\$ 119,256.17	\$ 120,741.80	\$ 122,332.07	\$ 123,555.40



Budget Detail

RISE Academy School of Science and Technology - 5420				2013-14	2014-15	2015-16	2016-17	2017-18
				Expected				
<b>Food Services</b>								
Salaries (Food Service Workers)	See Staffing			\$ 14,000.00	\$ 14,140.00	\$ 14,281.40	\$ 14,424.21	\$ 14,568.48
Fringe Benefits				\$ 3,220.00	\$ 3,252.20	\$ 3,284.72	\$ 3,317.57	\$ 3,350.74
Food, Materials & Supplies - Vendor provided meals 95% Participation	\$ 2.30	Per Meal per day		\$ 130,575.80	\$ 141,812.18	\$ 144,433.92	\$ 147,499.13	\$ 148,974.12
Equipment Rental / Lease (provided by food vendor)								
Inspection fees	\$ 75.00	Twice per year		\$ 150.00	\$ 151.50	\$ 153.02	\$ 154.56	\$ 156.09
<b>Sub-Total Food Services</b>								
				\$ 147,945.60	\$ 159,355.88	\$ 162,153.06	\$ 165,395.46	\$ 167,049.41
<b>Pupil Transportation Services</b>								
Salaries (Drivers & Transportation workers)	See Staffing			\$ -	\$ -	\$ -	\$ -	\$ -
Fringe Benefits				\$ -	\$ -	\$ -	\$ -	\$ -
Contracted Transportation Services - \$215 per bus 40% utilization	\$ 215.00	40%		\$ 116,100.00	\$ 116,100.00	\$ 116,100.00	\$ 116,100.00	\$ 116,100.00
<b>Sub-Total Pupil Transportation Services</b>								
				\$ 116,100.00	\$ 116,100.00	\$ 116,100.00	\$ 116,100.00	\$ 116,100.00
<b>Operation of Plant</b>								
Salaries (Custodian, crossing guards, security)	See Staffing			\$ 12,544.00	\$ 12,889.44	\$ 12,798.13	\$ 12,924.10	\$ 13,053.34
Fringe benefits				\$ 2,885.12	\$ 2,913.97	\$ 2,943.11	\$ 2,972.54	\$ 3,002.27
Purchased Service (Custodial, fire and alarm, pest control etc)	\$ 75.00	Per Classroom		\$ 1,275.00	\$ 1,383.50	\$ 1,377.14	\$ 1,390.91	\$ 1,404.82
Lawn Maintenance	\$ 200.00	Per Classroom		\$ 3,400.00	\$ 3,636.00	\$ 3,672.36	\$ 3,709.08	\$ 3,746.17
Pest Control	\$ 40.00	Per Classroom		\$ 680.00	\$ 727.20	\$ 734.47	\$ 741.82	\$ 749.23
Security Services	\$ 100.00	Per Month		\$ 1,200.00	\$ 1,212.00	\$ 1,224.12	\$ 1,236.36	\$ 1,248.72
Property Insurance	\$ 1,100.00	Per Classroom		\$ 18,700.00	\$ 19,998.00	\$ 20,197.98	\$ 20,399.96	\$ 20,603.96
Telephone Services	\$ 300.00	Per Month		\$ 3,600.00	\$ 3,636.00	\$ 3,672.36	\$ 3,709.08	\$ 3,746.17
Water & Sewer	\$ 80.00	Per Classroom		\$ 1,360.00	\$ 1,454.40	\$ 1,468.94	\$ 1,483.63	\$ 1,498.47
Electricity	\$ 1,500.00	Per Classroom		\$ 25,500.00	\$ 27,270.00	\$ 27,542.70	\$ 27,818.13	\$ 28,096.31
<b>Sub-Total Operation of Plant</b>								
				\$ 71,144.12	\$ 74,680.51	\$ 75,629.32	\$ 76,385.61	\$ 77,149.47
<b>Maintenance of Plant</b>								
Repairs & Maintenance	\$ 1.00	Sq. Ft.		\$ 17,000.00	\$ 17,000.00	\$ 17,000.00	\$ 17,000.00	\$ 17,000.00
Supplies								
<b>Sub-Total Maintenance of Plant</b>								
				\$ 17,000.00	\$ 17,000.00	\$ 17,000.00	\$ 17,000.00	\$ 17,000.00
<b>Administrative Technology Services</b>								
Systems Operation	\$ 750.00	Per Classroom		\$ 12,750.00	\$ 13,635.00	\$ 13,771.35	\$ 13,909.06	\$ 14,048.15
Systems Planning & Analysis								
<b>Sub-Total Administrative Technology Services</b>								
				\$ 12,750.00	\$ 13,635.00	\$ 13,771.35	\$ 13,909.06	\$ 14,048.15
<b>Debt Service</b>								
Redemption of Principal				\$ -	\$ -	\$ -	\$ -	\$ -
Interest (Interest Only at 6%)				\$ -	\$ -	\$ -	\$ -	\$ -
<b>Sub-Total Debt Service</b>								
				\$ -	\$ -	\$ -	\$ -	\$ -
<b>Contingency</b>								
Operating expense contingency - 2% of FEFP		2%		\$ 45,670.31	\$ 49,386.58	\$ 50,285.12	\$ 51,287.51	\$ 51,773.09
<b>Sub-Total Contingency</b>								
				\$ 45,670.31	\$ 49,386.58	\$ 50,285.12	\$ 51,287.51	\$ 51,773.09
<b>Total Expenditures</b>								
				\$ 2,271,870.77	\$ 2,436,444.66	\$ 2,468,438.08	\$ 2,502,273.26	\$ 2,531,235.83

Storage Assets

<i>RISE Academy School of Science and Technology - 5420</i>			2013-14	2014-15	2015-16	2016-17	2017-18
			Expected				
<b>Excess of Revenues over Expenditures</b>			\$ 11,644.79	\$ 32,883.19	\$ 44,817.74	\$ 62,102.33	\$ 57,418.50

**Staffing Plan**  
**RISE Academy School of Science and Technology--**

Grade Month Rate  
 BSCA 14,500  
 Assistant 14,450  
 BSCA 14,400  
 BSCA 14,350  
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**2024 Per month per Employee**

Category	2024	2025	2026	2027	2028
Instruction Staff	1,100,000	1,100,000	1,100,000	1,100,000	1,100,000
Instructional Support	1,100,000	1,100,000	1,100,000	1,100,000	1,100,000
Administrative	1,100,000	1,100,000	1,100,000	1,100,000	1,100,000
Student Services	1,100,000	1,100,000	1,100,000	1,100,000	1,100,000
Business Services	1,100,000	1,100,000	1,100,000	1,100,000	1,100,000
Plant Services	1,100,000	1,100,000	1,100,000	1,100,000	1,100,000
Operational Support	1,100,000	1,100,000	1,100,000	1,100,000	1,100,000
Reserve	1,100,000	1,100,000	1,100,000	1,100,000	1,100,000
<b>Total Personnel &amp; Benefits</b>	<b>5,500,000</b>	<b>5,500,000</b>	<b>5,500,000</b>	<b>5,500,000</b>	<b>5,500,000</b>

Rise 1 Academy (5420) - Monthly Financial Report (April)  
 Statement of Net Assets  
 As of April 30, 2012

<u>Assets</u>	
Cash and Cash Equivalents	12,953
Grant Receivable	0
Due from other school	0
Other Current Assets	<u>0</u>
<b>Current Assets</b>	<b><u>12,953</u></b>
Capital Assets, Depreciable	218,802
Less Accumulated Depreciation	<u>(109,064)</u>
<b>Net Fixed Assets</b>	<b><u>109,738</u></b>
Intercompany	<u>101,792</u>
<b>Total Assets</b>	<b><u>224,483</u></b>
<u>Liabilities</u>	
Accounts Payable	94,386
Deferred Revenue	15,734
Prior Year Audit Adjustments	0
Notes Payable - Current	0
Due to other campuses	<u>94,615</u>
<b>Total Liabilities</b>	<b><u>204,934</u></b>
<u>Net Assets</u>	
Invested in Capital Assets	14,923
Unrestricted Fund Balance	<u>4,625</u>
<b>Total Net Assets</b>	<b><u>19,548</u></b>
<b>Total Liabilities and Net Assets</b>	<b><u>224,483</u></b>

Rise 1 Academy (5420) - Monthly Financial Report (April)  
 Balance Sheet - Governmental Fund Basis  
 As of April 30, 2012

<u>Assets</u>	General Fund	Special Rev Fund	Total Gov't Fund
Cash and Cash Equivalents	\$ 12,953		\$ 12,953
Grant Receivable			-
Due from other school	-		-
Other Current Assets	-		-
Deposits	101,792		101,792
<b>Total Assets</b>	<b>\$ 114,745</b>	<b>\$ -</b>	<b>\$ 114,745</b>
<u>Liabilities</u>			
Accounts Payable	\$ 94,386		\$ 94,386
Deferred Revenue	15,734		15,734
Prior Year Audit Adjustments	-		-
Notes Payable	-		-
<b>Total Liabilities</b>	<b>\$ 110,119</b>	<b>\$ -</b>	<b>\$ 110,119</b>
<u>Fund Balance</u>			
Unrestricted	\$ 4,625		4,625
<b>Total Liabilities and Fund Balance</b>	<b>\$ 114,745</b>	<b>\$ -</b>	<b>\$ 114,745</b>

Rise 1 Academy (5420) - Monthly Financial Report (April)  
 Statement of Revenue, Expenditures, and Changes in Fund Balance as of April 30, 2012

	Annual Budget July 2011 to June 2012	Month Ended 30-Apr-2012	July 2011 to April 2012 Total Y-T-D
<b>Revenues</b>			
Florida Educational Finance Program	\$ 2,062,728	\$ 4,366	\$ 467,116
Federal Pass Through Grant	-	-	-
Other	120,000	23,107	107,505
<b>Total Revenues</b>	<b>2,182,728</b>	<b>27,473</b>	<b>574,621</b>
<b>Expenditures</b>			
Instruction	726,000	(21,128)	279,491
Instruction Training	-	(350)	4,424
Board	-	-	-
School Administration	446,928	7,307	99,130
Fiscal Services	144,000	2,238	59,401
Food Services	-	19,272	85,896
Central Services	-	-	15,136
Pupil Transportation Services	76,000	-	-
Operation of Plant	562,872	45,073	129,684
Maintenance of Plant	36,000	3,166	28,114
<b>Total Current Expenditures</b>	<b>1,991,800</b>	<b>55,578</b>	<b>701,276</b>
<b>Net Changes in Fund Balance</b>	<b>190,928</b>	<b>(28,105)</b>	<b>(126,655)</b>
<b>Fund Balance - Beginning of Period</b>	<b>146,203</b>	<b>47,653</b>	<b>146,203</b>
<b>Fund Balance - End of Period</b>	<b>\$ 337,131</b>	<b>\$ 19,548</b>	<b>\$ 19,548</b>

Rise 1 Academy (5420) - Monthly Financial Report (May)  
 Statement of Net Assets  
 As of May 31, 2012

<b><u>Assets</u></b>	
Cash and Cash Equivalents	36,639
Grant Receivable	0
Due from other school	0
Other Current Assets	<u>0</u>
Current Assets	<u>36,639</u>
Capital Assets, Depreciable	218,802
Less Accumulated Depreciation	<u>(109,064)</u>
Net Fixed Assets	<u>109,738</u>
Intercompany	<u>101,792</u>
Total Assets	<u><u>248,169</u></u>
<b><u>Liabilities</u></b>	
Accounts Payable	55,298
Deferred Revenue	18,267
Prior Year Audit Adjustments	0
Notes Payable - Current	0
Due to other campuses	<u>170,867</u>
Total Liabilities	<u>244,431</u>
<b><u>Net Assets</u></b>	
Invested in Capital Assets	(61,129)
Unrestricted Fund Balance	<u>64,867</u>
Total Net Assets	<u>3,738</u>
Total Liabilities and Net Assets	<u><u>248,169</u></u>

Rise 1 Academy (5420) - Monthly Financial Report (May)  
 Balance Sheet - Governmental Fund Basis  
 As of May 31, 2012

<u>Assets</u>	General Fund	Special Rev Fund	Total Gov't Fund
Cash and Cash Equivalents	\$ 36,639		\$ 36,639
Grant Receivable			-
Due from other school	-		-
Other Current Assets	-		-
Deposits	101,792		101,792
<b>Total Assets</b>	<b>\$ 138,431</b>	<b>\$ -</b>	<b>\$ 138,431</b>
 <u>Liabilities</u>			
Accounts Payable	\$ 55,298		\$ 55,298
Deferred Revenue	18,267		18,267
Prior Year Audit Adjustments	-		-
Notes Payable	-		-
<b>Total Liabilities</b>	<b>\$ 73,565</b>	<b>\$ -</b>	<b>73,565</b>
 <u>Fund Balance</u>			
Unrestricted	\$ 64,867		64,867
<b>Total Liabilities and Fund Balance</b>	<b>\$ 138,431</b>	<b>\$ -</b>	<b>\$ 138,431</b>



12-9-11

Florida Department of Education  
Sandy Eggers  
Office of Independent Education & Parental Choice

Charter Schools

This summary is in response and pursuant to section 1002.345, Florida Statutes and State Board of Education Rule 6A-1.0081, F.A.C. This information has also been submitted to The School Board of Broward County.

The Corrective Action Plan contains the following:

- A statement of the condition that initiated the development of a CAP.
- A description of actions that will be taken to resolve the condition, including a timeline.
- A summary of the governing board's procedures for monitoring implementation of the plan.
- A schedule from the governing board to provide progress reports to the sponsor.
- Confirmation that both parties have agreed to the components of the plan.
- Three most recent monthly financial statements and the balance sheets showing the actual cash or fund balance. **(attached)**
- Most recent annual financial audit **(2011 financial audit attached)**
- Is the school in compliance with class size reduction? **(school is in compliance with class size reduction)**
- Enrollment as of February FTE count **(77 students)**

RISE Academy School of Science & Technology (5420) opened in August, 2008, with an anticipated enrollment of 150 students. The start-up and capital requirements for the facility for the school were significantly greater than we had planned. As a start up, the school had to prepare to receive the anticipated enrollment of 150 students. Although the school shared a facility with RISE II Academy School of Science & Technology, certain costs are allocated to each school using a logical basis such as the ration of FTE for each school. Because of the shortfall in enrollment, RISE experienced the need to use funds for facilities cost and other related expenses that caused a temporary deficit in unrestricted funds of \$100,324. However, the Total Net Assets for the school was positive with Total Assets exceeding Total Liabilities by \$146,203. In addition, during the 2010/11 school year the school spent significant funds preparing for the new facility in Margate.

Considering student performance for the school year 2009-10, the Administration and the Governing Board felt it necessary to invest in additional resources (human and material) to ensure that the students and teachers had what was needed to make learning gains in

all academic areas. Additionally, the Board will ensure that the School will not be in a state of financial emergency for the 2012/13 school year by doing the following:

- Changes have been made in staffing to maintain critical positions and merge positions that may strain the budget.
- Additional expenses have been cut to increase the overall fund balance.
- The Governing Board of RISE Academy will monitor the financial recovery of RISE Academy and feel confident that no financial emergency exist at the school.
- The school will seek Long term financing to fund the Capital Assets which will eliminate the unrestricted fund deficit.

**RISE Academy – 6101 NW 31st Street, Margate, Florida (5420)  
FINANCIAL RECOVERY PLAN**

RISE Academy School of Science & Technology Total Net Assets for the school was positive with Total Assets exceeding Total Liabilities by \$146,203.

- Changes have been made in staffing to maintain critical positions and merge positions that may strain the budget.
- Additional expenses have been cut to increase the overall fund balance.
- The Governing Board of RISE Academy will monitor the financial recovery of RISE Academy and feel confident that no financial emergency will exist at the school.
- If needed the school will seek Long term financing to fund the Capital Assets resulting in the elimination of the unrestricted funds deficit.

As stated in the most recent financials, RISE Academy will have a positive net fund balance and is committed to providing the highest quality of public education to the students and the community we serve.

### **Governing Board Monitoring Implementation Plan and Timeline**

- I. Building Administrator will review current budget and make recommendations and suggestions to the Governing Board for possible cuts and consolidations. (Quarterly)
- II. Governing Board will review budget and expenditures at Board meetings. (Monthly)
- III. Changes will be discussed and adjustments may be made depending on the needs identified by the Administration and the Board.
- IV. Preliminary for fiscal year 2012-13 will be developed by Administration and approved by Board of Directors by end of (May 2012) with final budget approved by (June 2012).
- V. Board of Directors will continue to monitor budget and expenditures at monthly Board meetings. (Current school year 2011-12)
- VI. Progress reports will be provided to the Sponsor in the form of Board minutes that are submitted (Quarterly).
- VII. Progress updates will be provided to the sponsor in the form of financial reports submitted (Monthly).
- VIII. Progress will be submitted to the sponsor during Financial Recovery meetings held in December January and March.

This plan has been approved by the RISE Academy Board of Directors and submitted to Broward County School Board of Education in December 2011 and January 2012.

RISE Academy Board of Directors  
Dr. Carmella Morton, Executive Director

## **Organizational Performance**

- Student Enrollment and Conduct
- Facilities
- Governance, Staff and Parents

### **Student Enrollment and Conduct**

Student enrollment trends: RISE Academy's actual enrollment is consistent with its projections. At the onset of the charter operation, RISE Academy intends to serve a total of 300 Kindergarten through eighth grade students in a safe and secure facility. The plan is to open the school with grades K-3 at 90-100% capacity in the fall of 2008 and add an additional grade each year. We will accept all eligible students that reside in Broward County. The school does not discriminate on the basis of race, religion or national or ethnic origin in the admission process. RISE Academy will not discriminate in its programs, admissions policies and employment practices. The expectations will be clearly communicated during the interview/enrollment process so that families are well aware of the intended rigor and high expectations for all students. No fees or tuition will be charged. After school programs may be offered for an additional fee, similar to fees customarily charged for aftercare and before care programs.

We meet all applicable state and local health, safety, and civil rights requirements. It does not violate the applicable anti-discrimination provisions found in Florida Statutes. RISE Academy admits students of any race, color or national origin, and ethnic origin to all the rights, privileges, programs and activities, generally accorded, or made available to students at the school. RISE Academy will not discriminate, on the basis of race, color or national origin, or ethnic origin, in its administration of its educational policies, admission policies and school administered policies. RISE Academy's mission is to provide a high quality education for students that stimulates, challenges and cultivates individual student excellence through quality learning opportunities, caring learning environment, working with parents and the local community to develop the intellect and character of the students who choose to attend the school. The mission for RISE is building 21st century scientists through innovative teaching techniques delivered by a highly qualified faculty; and offering a challenging curriculum that allows students to create their future and prepares them for lives of competitive lifelong studies.

Students who express an interest in science are encouraged to enroll in RISE Academy. The plan was to open the school with grades K-3 in the first year, in the fall of 2008 with an expected enrollment up accept all eligible students that reside in Broward County who qualify to attend a traditional public school. RISE Academy will not discriminate in its programs, admissions policies and employment practices. The expectations will be clearly communicated during the interview/enrollment process so that families are well aware of the intended rigor and high expectations for all students.

Parents will be required to participate in an interview and sign a parent contract that will outline the parent's duties and responsibilities. No fees or tuition will be charged. After school programs will be offered for an additional fee, similar to fees customarily charged for aftercare and before care programs. We meet all applicable state and local health, safety, and civil rights requirements. RISE will not violate the applicable antidiscrimination provisions found in Florida Statutes.

Class size reduction initiative, according to Florida Statute 1003.03, mandates the School District must reduce, on the average, class size by two students per year. The first phase measures class size reduction at the district-wide average. The second phase, beginning

SY2006/07 through SY2007/08, measures class size reduction at the individual school level. Beginning school year 2008/09, calculation for compliance will be at the individual classroom level. At full implementation of CSR, maximum class sizes will be: 18 students for K-3 and 22 students for grades 4-8. As a result, RISE

Academy has the following enrollment plan for students to be served in our school beginning August 2008: Families will complete an intent to enroll form, expressing their interest in RISE Academy. The parent has to complete the enrollment package which includes enrollment eligibility form, proof of immunization records, emergency contact information, parent contract, calendar and schedule. The Numbers provided herein are estimates, and may fluctuate within each grade level depending on student enrollment and/or attrition in the respective grade levels.

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. The following chart represents the population of students

### **RISE Academy DEMOGRAPHICS REPORT - 5420**

#### **2012-13**

RACIAL/ETHNIC GROUP	FEMALE	MALE	TOTAL
WHITE	38	53	91
BLACK OR AFRICAN AMERICAN	40	81	121
HISPANIC/LATINO	33	33	66
ASIAN	4	2	6
AMERICAN INDIAN OR ALASKA NATIVE	1	3	4
TWO OR MORE RACES	3	8	11
TOTAL	119	180	299

#### Current Enrollment

#### **2011-2012**

RACIAL/ETHNIC GROUP	FEMALE	MALE	TOTAL
WHITE	2	6	8
BLACK OR AFRICAN AMERICAN	24	14	38
HISPANIC/LATINO	10	9	19
ASIAN	1	-	1
AMERICAN INDIAN OR ALASKA NATIVE	-	-	-
TWO OR MORE RACES	-	1	1
TOTAL	37	30	67

(Relocated school campus to Margate Florida)

**2010-2011**

RACIAL/ETHNIC GROUP	FEMALE	MALE	TOTAL
WHITE	-	-	-
BLACK OR AFRICAN AMERICAN	143	120	263
HISPANIC/LATINO	3	4	7
ASIAN	1	-	1
AMERICAN INDIAN OR ALASKA NATIVE	1	-	1
TWO OR MORE RACES	-	1	1
TOTAL	147	126	273

(Shared Campus Facility)

**2009-2010**

RACIAL/ETHNIC GROUP	FEMALE	MALE	TOTAL
WHITE	-	1	1
BLACK OR AFRICAN AMERICAN	87	93	180
HISPANIC/LATINO	2	2	4
ASIAN	1	-	1
AMERICAN INDIAN OR ALASKA NATIVE	-	2	2
TWO OR MORE RACES	1	1	2
TOTAL	91	99	190

(Shared Campus Facility)

**2008-2009**

RACIAL/ETHNIC GROUP	FEMALE	MALE	TOTAL
WHITE	-	-	-
BLACK OR AFRICAN AMERICAN	36	41	77
HISPANIC/LATINO	-	1	4
ASIAN	-	-	1
AMERICAN INDIAN OR ALASKA NATIVE	-	1	2
TWO OR MORE RACES	-	2	2
TOTAL	36	45	81

(Campus Opened August 2008)



## Facilities

Facility compliance: The school's facilities comply with applicable laws and codes as agreed upon in charter contract. All appropriate fire, health and safety inspections are conducted at the school site on an annual, quarterly or monthly basis and the results are kept at the school site. RISE Academy holds a valid certificate of occupancy to operate the school at its current location of 6101 NW 31<sup>st</sup> Street in Margate Florida. The following measures are taken to ensure that all students, staff and parents are safe at RISE Academy.

There are several measures taken to ensure the safety and security of all students and staff at RISE Academy. A comprehensive safety plan will be put in place that includes a manual of instructions developed by the safety team (Safe Schools for Students and Staff; SSS). This team will meet monthly to discuss incidence and other security issues. The plan will include procedures for emergency evacuations, fire drills, etc. As part of the teacher professional development program, teachers receive support and education on the procedures developed. The drill schedule is shared with the staff during orientation as well as any and all emergency information. We believe in being proactive and strive to teach students and staff how to avoid situations that can be potentially dangerous and/or jeopardize the learning environment. Several activities are scheduled to take place that support our intentions:

1. As part of the student's orientation, each student reads and agrees to obey the RISE Learners Creed. Parents are given a copy and the Creed will be posted throughout the school as a constant reminder of the student's responsibility as a student who come into the building to learn.
2. Students who fall behind or enter the school with issues that impede their ability to learn and raise their individual student excellence will be placed on a "Getting Better Grades" contract.
3. Our school will have a Safe School for Students and Staff Committee (SSSS). The committee will be responsible for the safety and security of students and staff. Conduct staff in-services and assemblies detailing the processes and procedures for maintaining a safe and orderly school environment.
4. Our school will have the entire staff available to monitor the classrooms, hallways, and school grounds before, during, and after school. All teachers will have access to the RISE Company Operations Manual that will detail what should be done in case of an emergency, how to handle situations that are a threat to the school community and various other compliance information.

5. Drills and continued training will be provided on an ongoing basis to ensure the school is in full compliance with all applicable federal, state, and local health and safety laws and regulations. Emergency drills and evacuations will be scheduled as required.

6. We will be in full compliance with all fire safety codes and regulations and the building has proper accessibility to emergency exits.

7. Evacuation drills will be conducted for students and school staff on a monthly basis.

RISE Academy building is completely accessible to individuals with disabilities in compliance with the Americans with Disabilities Act, Section 504 of Rehabilitative Act of 1973, and other applicable federal, state, and local laws.

8. We will comply with the provisions of Title 29, Code of Federal Regulations, and Part 1903.2 (a) (1) and will also place all the requisite Occupational Safety and Health Administration posters and related information in very visible locations.

Describe plans that identify, minimize and protect others from violent or disruptive student behavior. RISE Academy believes in being proactive in managing student behaviors. 1. As part of the student's orientation, each student reads and swears to the RISE Learners Creed. Parents are given a copy and the Creed will be posted throughout the school as a constant reminder of the student's responsibility as a student who comes into the building to learn.

#### Risk Management:

A risk profile is developed for the school and adequate insurance is provided to mitigate the consequences of identified risks.

Risks include those arising in the construction and development stage through to the opening and operation of the school. The Board of Directors of RISE Academy is trained in Employer Practices to mitigate those liabilities that may arise from inappropriate behavior. The principal of our Charter School will also be trained. The company's policies and procedures will be developed and outline the company's policies and procedures. Prior to employment, all employees must sign an affidavit that states that they have read and understood these policies and procedures. RISE Schools management team continually monitors the operations and will retrain the school's administrative staff and faculty on a regular basis.

Property Casualty: Insurance; Maintenance Program; teacher supervision

General Liability: Administrator and teacher in-services; student supervision;

Insurance Employer Practices Liability (including Teacher-Student Interaction): Administrator and teacher in-services and retraining; insurance Employee Theft: Background checks, fingerprinting and drug testing; bonding of employees who handle cash

Financial Reporting Misstatement: Monthly internal budget vs. actual reviews; formal quarterly meetings; annual external audit

Attendance and Student Files Statistical Data: Random review and audit of student files; daily review of attendance reports; spot checking of class counts.

Students who fall behind or enter the school with issues that impede their ability to learn and raise their individual student excellence will be placed on a “Getting Better Grades” contract. This contract deals with social and behavioral issues as well.

Students who are identified as disruptive and otherwise a danger to themselves and/or others will be handled according to the Code of Conduct. Additionally, teachers will be trained on School Emergency, School Security Plan, Crisis Management Checklist, and Intruder on Campus – Lock down Procedures and Student Violent Behavior. (See Appendix D)

All staff will participate in professional development sessions to address the School Safety Plan, Crisis Management Protocol and all other Behavior matters. Teachers will be required to sign off on receipt of training and understanding of how to handle and emergency.

Insurance coverage plans, including applicable health, worker’s compensation, general liability, property insurance and directors and officer’s liability coverage are provided by RISE Academy. These include:

1. Property Insurance
2. Employees Liability Insurance
3. Officers and Directors Liability Insurance
4. Commercial General Liability Insurance
5. Automobile Liability Insurance
6. Workers Compensation
7. Unemployment Compensation
8. Health, Dental, Vision and Death Benefits
9. 401K plan for employees

Detail emergency plans to include or including fires, hurricanes, tornadoes, building evacuation, and child safety issues.

An Operations Manual will be distributed to each staff member that will detail the many emergency issues that a school might face. This manual will cover various policies and procedures such as severe weather (tornado, etc...), fire, violent student behavior, dangerous intruder, death at school, lockdown procedure and many others. The manual will include also include suggestions for parental and/or community follow-up in light of the incident. We will always include the parents and community in the issues surrounding making our school a high quality institution. When individuals are prepared to handle situations, the results are greater and damages are lessened. There are several things that will be done to ensure students and staff are prepared. The Schools Safety Team will be fully responsible for carrying out the procedures outlined in the Safety Manual. All emergencies (including but not limited to) those involving medical, fire, hazardous weather, security, and other unforeseen event that endangers the well-being and/or life of students and staff will be outline in the Emergency Procedures section of the Operations Manual. Specific plans will be

discussed with staff for reference in order to prevent such an occurrence from becoming a greater risk to students and staff.

Ongoing activities are scheduled to reinforce safety and security of students and staff

- Principal will schedule follow-up drills at least once per month.
- The principal will schedule all required supervision by the local fire department
- The office manager will keep the fire drill log updated and all other information pertaining to the facility will be filed in the main office.
- The office manager will maintain a file with a detailed evacuation plan and all exit maps.

**Focus Area: Governance, Staff and Parents**

**Governance structure** – RISE Academy implements the governance structure as defined in the school’s contract. The Governing Board is comprised of a five member board including and executive director who handles most of the business aspects of the organization. The board consists of original members who formed the board or who have joined the board within the first three years of operation. The structure of the Board consists of the board president, vice president, secretary and treasurer. Parents are encouraged to attend meetings. The PTA and SAC organization meets monthly to discuss school improvements and activities for students and families.

Governing board meeting agendas and minutes are created by the Board Secretary and sent to the Executive Director to file at the school site. A binder is kept at the school site that contains all meeting information including, meeting notices, agendas, sign in sheets and meeting minutes that have been approved by the board.

**Compliance with Sunshine Laws**

The board meeting dates are posted on the schools website at [www.riseacademyschools.com](http://www.riseacademyschools.com) and RISE Academy completely complies with the state Sunshine Laws by posting the meeting date and time in a public place at least 48 hours before the meeting is to occur. Governing Board records are kept at the school site for public review when requested.

**Qualifications of instructional staff**

The school endeavors to employ instructional staff that meet state and federal qualifications at all times. The Board of Directors during the first scheduled meeting of the school year. Teachers who are hired and teaching out-of-field are reported to Board of Directors. Out-of-field teacher information is also shared with parents of the students being taught by those teachers. Highly Qualified teachers are sought after and recruited at all times. In cases when teachers are not highly qualified, our position has been to get the teachers working as soon as possible on obtaining HQ status. During the first several years of operation, 90% of the teachers hired were considered highly qualified with less than 20% of the teachers being Out-of-field for ESOL.

**Growth**

During the 2011-12 school year 100% of the teachers were highly qualified and were working on ESOL endorsement. Due to the major growth our program experienced, growing from 77 students to 300 students, our recruitment efforts were modified and our program brought on teachers that were certified and in the process of working on Highly Qualified status. We expect that all teachers will be highly qualified and in-field by the end of January for situations involving subject area testing. All teachers will be working on ESOL classes to obtain the Category endorsement according to what they are teaching.

Parental Involvement - The school is effectively involving parents in its programs as defined in the school’s contract. Our mission states that RISE Academy School of Science & Technology provides a high quality educational program for our students. Our mission is to build scientist for the 21st century through innovative teaching techniques advanced science, highly qualified staff and enduring learning opportunities. We will work with students, families and communities to develop the intellect and character of our students, preparing them for competitive lifelong studies. As a Title I school, an annual survey is sent to parents at the end of the school year. The data is tallied and sent to Title I office to serve as

an indication of parent involvement, needs of parents and overall satisfaction of our program. The questions are directly related to the parent's awareness of standards and testing, training needs for parents to work with their children at home, communication with parents, and parents as partners. A parent involvement plan is developed annually and parents are given a parent-compact to read and sign as a commitment to their partnership. A yearly calendar of events is also given to the parents in the beginning of the year so that parents are aware of the various workshops and trainings that will be held at the school site.

## High Performing Teacher Semester Report Card

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

GRADE/SUBJECT: \_\_\_\_\_ **0 – below average 1 – average 2- superior**

**Instructional Strength                      Grade                      Comments**

Lesson plan development and implementation		Submits thorough lesson plans on time that are aligned with curriculum and department expectations
Organizes instructional materials for effective implementation		Maintains organization in classroom and up to date instructional notebook (plans, focus calendar, maps, etc.)
Participates in professional development to enhance		Attends and contributes to the PD attended planned by school and district
Maintains student work portfolios and folders		All grade level teachers maintain a collection of writing, and other examples of student work
Uses student data to inform instruction		Performs data chats with parent, student, teacher, admin Uses Academic Success Plans (ASP), and articulation mtgs.
Uses innovative teaching techniques in class		Strategies to improve learning (brain based, technology, NIE, hands-on, labs, outdoor classrooms, etc. )
Makes science connections in all content areas		Ensures science inquiry, critical thinking, higher order thinking skills by consistently monitoring student progress
Response to Intervention (RTI) process used in classroom		Identify and address students performing below level early and collaborates w/students, teachers and parents to implement Tier I strategies
Aims for high student and teacher performance in classroom		Swiftly uses strategies shared in professional development sessions to impact student achievement
Supports the RISE continuous school		Understands and uses goals identified in the

improvement model		school improvement plan to impact student achievement.
Promotes high student expectations		Display of relevant student work, uses rubrics, models expectations and rewards academic achievement
Effective Use of Comprehensive Assessment Program		Uses variety of strategies to assess student/classroom performance and uses the data to impact instruction

**Instruction - Semester Grade:** 21-24 (A) 16-19 (B) 12-15 (C) < 11

Professional Care	Grade	Comments
Attendance (absences/tardies)		Teacher conserves sick days earned for emergency use
Professional Dress		Teacher abides by professional dress code in handbook
Extended Learning Opportunities for Students		Teacher adheres to exhibit B- Nature of Position
Teacher attends meetings as assigned		Teacher adheres to exhibit B – Nature of Position
Classroom/School Pride/Character Development		Instills school pride in students by maintaining clean classroom and school environment
Team Player /Cooperative-Collegial Spirit		Pitches in where and when needed to fulfill mission
Asset to RISE Academy’s growth		Brings ideas, resources and contributes to the mission
Focuses on collegiality to promote high performance among all students		Shares strategies and best practices with colleagues
Demonstrates care in displaying student work		Models student expectations. Maintains up to date bulletin boards inside and outside of classroom – labeled and presentable
Professional duties are fulfilled		Meets administrative deadlines and other state/district req.

**Professional Care – Semester Grade:** 17--20 (A) 16-19 (B) 12-15 (C) <11



The following are the areas of strength:

The following are areas that need to be addressed:

Professional Development Requirements: See Professional Growth Plan

Employee Signature \_\_\_\_\_

Date \_\_\_\_\_

Principal or Designee \_\_\_\_\_

Date \_\_\_\_\_

# **RISE Academy School of Science & Technology**

**6101 NW 31<sup>st</sup> Street  
Margate, FL 33063**

## **Emergency Evacuation Plan**

**Purpose:**

The purpose of this plan is to provide emergency preparedness and response instructions, information, and procedures to protect the safety and well-being of students and staff of RISE Academy at the time of an emergency. Specific objectives of this plan include:

- Protection of safety and welfare of students and staff of RISE.
- Provision of guidelines for a safe and coordinated response to emergency situations.
- Protections of RISE facilities and property.
- Guidelines to restore normal conditions with minimal confusion in the shortest time possible.
- Guidelines for coordination with off-site emergency operations resources.

**RISE Emergency Policy:**

RISE has established certain policies governing emergency preparedness and response, which relate directly to this plan. These include:

- The safety of the students is of paramount importance. All actions taken shall bear in mind the safety and well-being of both students and RISE staff.
- In the event of a major disaster during school hours, RISE will not be dismissed without the express approval of the principal or his/her designee. Until released to parents or their pre-authorized representative, students will remain under the supervision of school authorities.
- RISE staff should be prepared to use fire extinguishers, turn off utilities (water, electricity and gas) and be prepared to do search and rescue. Staff may be required to stay ON SITE for 24-36 hours or longer, so that parents will know the whereabouts of their child(ren). Children should be within the care of staff at RISE Academy. We will have emergency supplies on hand and will be accessible in the event of an emergency. Children will only be released to people listed on the Emergency Release Form.

**Projections of RISE Academy's Needs:**

- The RISE Margate enrollment is about 300 students ages 5-14. It has about 22 employees which are here for the full day. It is the school's projection that it may be necessary to provide care, including a meal for this number of people in the event of such an emergency.

Since many of the students live in the surrounding community, it is estimated that many parents will pick children up as soon as possible. It is the estimation of the staff that most children will be picked up within a six-hour period. The staff does estimate that less than 1/3 of the students would need to be here over a longer period of time. The projection is that there is a possibility of the need to provide overnight care for at most 10 students and adults.

It is projected that the school may need to provide care for less than 10-15 students for up to 36 hours. After 36 hours, the plan is to assess the situation and if appropriate to leave the site and take able children to individual homes with teachers or

authorized adults or a Crisis/Mass Care Facility. Such transport would be with a teacher or authorized adult who would stay with the children. Notes as to the whereabouts of the students and adults would be posted at the school.

**Alternate Sites:**

If there is a need for evacuation from the school site the following sites are approved by the Principal for use:

**Renaissance Charter School, 6250 W Sample Road, Coral Springs, FL 33067 (court yard or gymnasium)**

**Communication:**

The RISE Emergency Response Team Members have cell phones that may be used in case of an emergency. The school also has a battery operated radio walkie/talkie system to receive information. The City disaster centers will be contacted to inform them of our needs. The school also has 2-way radios, which can be used to communicate internally. The staff has appointed a designated zone leader to contact parents in the case of an emergency. **Parent Link** will also be used to communicate with all parents in mass using a recorded message. Parents will be informed of the emergency situation and directions for parents to follow if necessary.

**RISE Preparedness Measures:**

**Staff Orientation to the Emergency Plan**

The Principal orients employees to the Emergency Plan at least annually. Orientation includes a review of employees mandated role as Emergency Response Team during declared disasters; the site's Emergency Management Program and concept of emergency operations, emergency response policies and procedures and how to conduct and evaluate required drills. The Principal directs regularly scheduled emergency drills for fire, tornadoes and emergency lock downs.

The Principal may ask employees with specific skills fulfill certain emergency management roles (i.e. First Aid, CPR, Search and Rescue and Rescue and/or Fire Extinguisher training and certification) and develops a list of qualified staff each year.

**Students and Staff with Special Needs**

Students and Staff with special needs are identified at the beginning of each year. Parents are asked to provide written information/instructions concerning specific needs on the Emergency Information and Release Form. A copy of this form is maintained in a portable disaster file, which will be removed by the head of the school if the site must be evacuated.

**Message to Parents**

Each year all parents will be asked to fill out and sign the Emergency Information Release Form this provides an emergency medical release for the child and designees who are authorized to pick up their child. Emergency cards are kept in a file in the main office as well as a copy for each classroom teacher. Emergency information is updated at least twice a year to ensure current and accurate information.

**Posting of Procedures**

Evacuation routes (primary & secondary) and emergency procedures are posted by the doorway in each classroom and school offices. These posted procedures will include an outdoor assembly area(s) where students and staff will gather whenever the building is evacuated. Students and staff will gather according to homeroom classes unless otherwise instructed by public safety officials. Attendance must be taken immediately upon meeting assigned areas.

**Classroom Disaster Kit**

At the beginning of each school year, instructional staff will prepare a classroom disaster kit containing the specific supplies listed on the attached sheet. Whenever the building is evacuated, the teacher will remove this kit and the attendance sheet.

NOTE: The contents of this kit should be coordinated through the Principal or the Principal Designee.

**Portable Disaster File**

A portable file, containing student emergency contact and other disaster information will be maintained in the School Office and will be removed by the Office Staff whenever the building is evacuated.

**Disaster Supplies**

Disaster supplies for projected care for 36 hours including food, first aid, blankets, tarps, and tools are kept in the Middle School Building in the exterior warehouse room. This room is easily located and accessible to the entire staff. A list of all supplies that will be kept in the supply room is presented on the attached sheet.

RISE Zones - To assist in identifying specific locations where there is a threat, RISE has been divided into numbered zones. Each zone is assigned to a zone leader that will communicate all commands in the event that an emergency response is required. The zones are identified as follows:

Zone 1	Main Office & Reception	Zone Leader	Office Manager
Zone 2	Rooms (100-110)	Zone Leader	Ms. Gomez
Zone 3	Rooms (111-119)		Ms. Roseway
Zone 4	PE/Outdoors	Zone Leader	Safety Officer (Malcolm)
Zone 5	Campus Overview	Zone Leader	Principal

**Emergency Response Team Roster & Responsibilities**

Principal	Sharon Smith
Office Manager	Sherron Stricklin
After Care Coordinator	

Incident Commander: (Principal)

Principal Designee: (Ms. Gomez )

City/County Communications Liaison: (Ms. Smith, Dr. Morton, Mr. Morton)

RISE Communications Team: (Principal, Ms. Stricklin)

Operations Team: (Ms. Smith, Mr. Roberts, Ms. Cedras)

Medical Team: (Ms. Cedras, Ms. Trawinski)

Search & Rescue Team: (Principal, Safety Officer)

Emergency Supplies Coordinator: (Ms. Stricklin)

**EMERGENCY CODES**

<b>CODE RED</b>	Threatening incident outside the facility that warrants lockdown of facility including SAFE Team Members. (Drive by Shooting, Terrorist Threat, External Disruption)
<b>CODE YELLOW</b>	Threat Incident inside the facility that warrants lockdown of facility excluding SAFETY TEAM MEMBERS.
<b>CODE BLACK</b>	Evacuate Facility (Fire, Gas Leak, Bomb or Bomb Threat)
<b>CODE BROWN</b>	Accidental Chemical, Biological, Radiological or Nuclear Spill
<b>CODE BLUE</b>	Medical Emergency
<b>CODE WHITE</b>	Active Shooter or Multiple Responses Required. ( Used in conjunction with Code Red or Yellow); ( Active Shooter, Hostage/Barricade Situation, Natural Disaster/Injury, Death or suicide at School, Plane Crash Near School)
<b>CODE GREEN</b>	All Clear Return to Classroom and/or normal activities
<b>CODE ORANGE</b>	Evacuate (When situation warrants beyond codes)

If there is an unknown person on campus, an announcement will be made that states, "Paging Mr. "Walk-In" to Zone \_\_\_\_." This should be an indication to all staff members to lock all doors, internal and external.



**Appendices – Educational Performance**

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

A.

B.

C.

D.

E.

F.



**Appendices – Financial Performance**

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

A.

B.

C.

D.

E.

F.

**Appendices – Organizational Performance**

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

A.

B.

C.

D.

E.

F.

