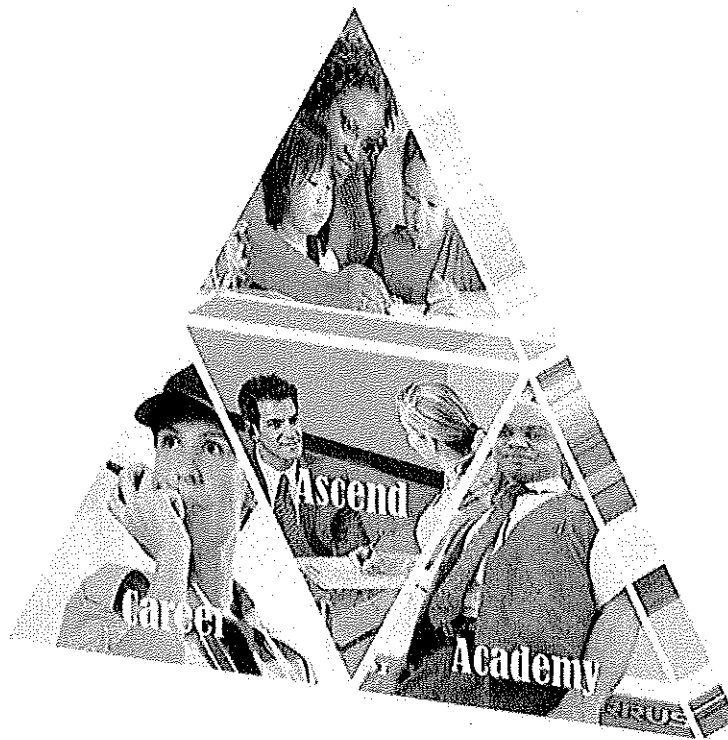


CHARTER SCHOOL APPLICATION

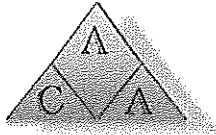


Jody Perry, Director
Charter Schools Management/Support
Broward County Public Schools
600 SE 3rd Avenue, 12th Floor
Fort Lauderdale, FL 33301



APPLICATION COVER SHEET

NAME OF PROPOSED CHARTER SCHOOL: Ascend Career Academy



NAME OF NONPROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED:

Provide the name of the person who will serve as **the primary contact** for this Application. **The primary contact** should serve as the contact for follow-up, interviews, and notices regarding this Application.

NAME OF CONTACT PERSON: Rafael Villalobos

TITLE/RELATIONSHIP TO NONPROFIT: Employee of the ESP designated by Nonprofit

MAILING ADDRESS: 13727 S.W. 152 Street #408, Miami, FL 33177

PRIMARY TELEPHONE: (305) 803-4814 **ALTERNATE TELEPHONE:** ()

E-MAIL ADDRESS: rvillalobos10@comcast.net

NAME OF EDUCATION SERVICE PROVIDER (if any): Bennu, LLC

NAME OF PARTNER/PARENT ORGANIZATION (if any): _____

Projected School Opening: August, 2014

School Year	Grade Levels	Total Projected Student Enrollment	Student Enrollment Capacity (if known)
First Year	9-12	1000	N/A
Second Year	9-12	1000	N/A
Third Year	9-12	1000	N/A
Fourth Year	9-12	1000	N/A
Fifth Year	9-12	1000	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 applicant.


Signature

Rafael Villalobos
Printed Name

Nonprofit Designee
Title

8-1-13
Date

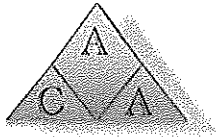


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I. Educational Plan

Section 1: Mission, Guiding Principles and Purpose

A. Provide the mission statement for the proposed charter school.

The mission of Ascend Career Academy (ACA) is to serve those students that require a different academic challenge, less focused on a formal school environment, in order to ensure that each participant recognizes the value of dignity, discipline, responsibility and high expectations as they pursue their high school diploma and life's ambition.

B. Describe how the school will utilize the Guiding Principles found in F.S. 1002.33(2)(a).

Ascend Career Academy (ACA) will provide a comprehensive approach to educating students who, for various reasons, have not been successful in a traditional high school setting. This group has far fewer opportunities to find adequate employment or gain access to post-secondary training without a high school diploma. Further, with the advent of Common Core State Standards and more rigorous assessment practices, this group of students will become even more disenfranchised.

In recent years, much attention has been paid to identifying adolescents who are at risk of *dropping out* and finding ways to keep them in school, thus increasing the graduation rate. However, far fewer efforts have been made to *recover* those students who have already left, either physically or mentally. Compounding this issue is the pending transformation of the General Educational Development (GED) test battery in January 2014. This revised computerized version of the assessment and the corresponding preparation programs may create even more disparity for students considered *difficult to teach*.

By leveraging new data and technologies, Ascend Career Academy will address this often-neglected group of recoverable students through a highly focused, standards-based curriculum tied directly to career education. It is extremely important for our targeted population to not only see the end result of a successful high school career, but to also experience that result through the educational process. By blending a career centered, academic curriculum aligned to the Common Core State Standards (CCSS) and Next Generation Sunshine State Standards (NGSSS) with parental support in the development of the whole child, students will enter a career pathway that leads to a successful livelihood, a desire to pursue continuing education, and obtain the tenets of productive citizenship.

As an integral part of the ACA educational process, students will select a career pathway of interest and related courses, delivered virtually through Smart Horizons, the world's first AdvancED/SACS-accredited online school district. In addition to seven distinct career pathways, Smart Horizons also offers an extensive variety of core academic courses aligned to CCSS and NGSSS, should that be a desirable route for some students. This also addresses the Florida graduation requirement that at least one course within the 24 credits required for graduation must be completed through online learning. Career pathways will be supplemented by internships and support for job placement, or entry into a post-secondary training program. Further, all core curriculum delivered by ACA will be tailored to complement the chosen career pathway and include the integration of career competencies in addition to CCSS and NGSSS.

Ascend Career Academy will promote academic success and financial efficiency—aligning responsibility



with accountability—via the following: The *Common Core State Standards*, the Florida *Next Generation Sunshine State Standards*, the *School Improvement Plan (SIP)*, *Title I* (as applicable), the *Florida Continuous Improvement Model (FCIM)*, the *Florida Comprehensive Assessment Test (FCAT)*, the *Florida End of Course Exams (EOC)*, the *Governing Board*, the *International Association for Continuing Education and Training (IACET)*, and the *National Career Academy Coalition*. All require rigorous accounting with regard to student academic achievement, career academy success, quality and integrated instruction aligned with benchmarks and standards, allocation of human and material resources, policies and procedures, and administrative monitoring. Additionally, ACA will embed practices that support attainment of foundational reading skills and particularly those associated with technical reading throughout the curricula. These skills will prepare students to be successful in their chosen career pathway and on the CCSS and corresponding assessments.

ACA will provide information to parents regarding Adequate Yearly Progress (AYP) via annual *FCAT* results, *progress reports*, *report cards*, and *Email and Text Options* (for immediate attendance or behavioral issues). Students will also take a diagnostic assessment in the core subjects of reading, writing, and mathematics. These results will form the baseline for Individual Learning Plans (ILPs), which will be reviewed with parents and employed by staff to help inform the instructional process. This effort will be supported by the administration of strategic formative assessments used to monitor learning gains over the students' high school careers. In addition to the aforementioned methods of communication, ACA will also plan parent conferences around ILP updates and those required for documentation of Individual Education Plans (IEPs) and English Language Learner Student Education Plans (ELLSEP). Moreover, parents will be encouraged to take on a more active role in helping to shape the lives of their children at this critical juncture in their personal and academic development.

C. Describe how the school will meet the Prescribed Purposes for charter schools found in F.S. 1002.33(2)(b).

The goal of the Ascend Career Academy is to identify and reconnect disenfranchised and out-of-school youths through innovative instructional practices and learning opportunities especially designed for low-performing students via specific Career Clusters and an intense, integrated reading focus. Following the tenets of F.S.1003.53, ACA *shall employ alternative teaching methodologies, curricula, learning activities, and diagnostic and assessment procedures in order to meet the needs, interests, abilities, and talents of eligible students*. This will be accomplished through the establishment of a small, 9-12 high school committed to providing students with a rigorous academic experience combined with completion certification in one of seven academies. The school will use a "blended" instructional model that integrates modern day instructional technology with traditional pedagogical strategies designed to address the unique learning needs of our targeted audience.

The ACA program will provide foundational and career developmental skills combined with technical reading competence necessary to engage and motivate students to succeed in the hands-on, industry and innovation-driven academies offered. Through its career focus, ACA students will select a career pathway that offers more than just a high school diploma in preparation to enter the work force.

With a strong focus on blended learning, embedded reading strategies and career training - resulting in an industry certification - ACA will implement a flexible schedule that supports internships, collaborative teacher planning and students' work schedules. The natural correlation of core academics delivered through career pathways provides real world Project Based Learning (PBL) opportunities as a means for students to actively apply the knowledge gleaned from classroom instruction. Through



this truly integrated approach, students learn to reflect on the problem-solving process and learn to deal with real life problems and situations, which are key for individuals entering the work force or in life.

Since there are many reasons for students to become disenfranchised with traditional educational models, ACA will first and foremost seek to understand the whole student and not limit its interventions to academics. However, for low-performing students, functioning at a FCAT Level 1 or 2 in reading, ACA will implement a variety of interventions including, but not limited to: structured independent reading time designed to foster technical vocabulary and fluency development, reciprocal teaching, CRISS (Creating Independence through Student-owned Strategies), cooperative strategies, graphic organizers, and family literacy practices. In order to meet the varied needs of all learners, reading instruction will be reinforced via technology applications, which can deliver targeted assistance during and outside of the traditional school day.

ACA will require teachers to use innovative instructional approaches by providing regular and frequent professional development opportunities. Teachers will take part in weekly, on-site learning team meetings, which are at the heart of collaborative planning and content integration. The team will analyze the latest student achievement data, develops interdisciplinary career units aligned to career pathways, and generates lessons that build reading fluency and technical reading skills. Teachers will be provided compensation (if outside the duty day) or substitutes for training in instructional strategies related to skills in Reading, Writing, Questioning Techniques, CRISS, PBL and Clinical Education.

ACA will require measurement of learning outcomes, in accordance with the State of Florida, via Florida Assessments for Instruction in Reading (FAIR); annual FCAT; End of Course (EOC) Exams for required subjects; Postsecondary Education Readiness Test (PERT); The Partnership for Assessment of Readiness for College and Careers (PARCC) Assessments (according to FL implementation), the District's Benchmark Assessment Tests (BAT) and Mini-Assessments for progress monitoring. Additional assessments may include the Comprehensive English Language Learning Assessment (CELLA) for ELLs, the Tests of Adult Basic Education (TABE), Complete Battery or Survey Form, Forms 9 & 10 and subsequent GED Tests. Also, specific career pathway tests and/or other measures of competency required for industry certification.

D. Describe how the charter school will fulfill, the optional purposes of charter schools found in section F.S. 1002.33(2)(c)

Reconnecting students who have left the educational community for various reasons continues to be both a national and local issue. Even with graduation rates at or above 75%, a quarter of all students fail to achieve this critical benchmark in their lives. Further, while schools have a heightened sensitivity for stemming the tide of high school dropouts, Broward County had only 53% of ninth grade students scoring proficient or above in reading based on the 2013 FCAT (<http://fcat.fldoe.org/resultsFCAT2/>) administration. This, combined with the traditional high failure rate for freshman students, especially those in the minority and low socio-economic categories, creates an ongoing need to offer viable alternatives before it is too late. ACA will be an alternative that expands the capacity of the public school system by helping to address this important, but often neglected population. It will further provide rigorous competition to stimulate improvement within the District in supporting these students.

Creating a supportive and student-centered environment that encourages and builds upon student success is a critical component of ACA. Taking the time to capture and analyze sufficient student data of both a



qualitative and quantitative variety, coupled with the sharing of this data with students will help them understand where they are and empower them to make appropriate decisions for their future. To this end, ACA will also empower its teachers to take on a new and more facilitative role in delivering instruction in this flexible learning environment. Through the use of flexible block scheduling and available technologies, a greater emphasis will be placed on collaborative planning, increased use of student data, integration of curriculum, authentic assessment and heightened communication with parents. As a result, teachers will have the opportunity to take control of student learning without a rigid, predetermined structure.

Section 2: Target Population and Student Body

A. Describe the anticipated target population to be served.

Ascend Career Academy will identify and recruit grade 9 -12 students district-wide, who have not been successful in traditional school settings. In particular, ACA will solicit those students, ages 16-19, who have dropped out of school in order to reconnect them to a positive and flexible learning experience. Among the characteristics sought in the target student population will be those overage for grade, with high absenteeism, low number of credits earned, and/or whom their peers have not socially accepted. ACA will also endeavor to identify overage for grade students in eighth grade that may be ready to transition to high school with a very limited skill base. A 2004 Research Brief published by the Research, Evaluation, Assessment & Boundaries Department of the Sponsor found that the number one characteristic of low performance in high school was being overage for grade as early as fifth grade. Most certainly, this group continues to struggle in middle school resulting in a high school transition plagued with uncertainty and frustration. While this population may have an over-representation of minority and low socio-economic male students, ACA will strive to accept the most diverse population available who exhibit one or more of the aforementioned characteristics with a strong desire to obtain a standard high school diploma.

ACA will also embark on a public awareness campaign targeting recent dropouts, and especially those who have not been able to find employment. Such outreach efforts will include local churches, area restaurants and stores - places where adolescents may congregate, and ads on local radio stations.

Student selection will be open to those students who also meet the criteria of the Individuals with Disabilities Act, Title III English Language Learners, Title II of the Americans with Disabilities Act, and Section 504 of the Rehabilitation Act of 1973. ACA will follow Federal and State requirements regarding diversity and desegregation. While Florida's Charter Legislation, F.S. 1002.33(10)(e), provides that the School may give enrollment preference to certain student populations, ACA will apply the same criteria to these groups as to all potential applicants.

Upon acceptance, students will be counseled regarding their academic needs and must select one of the designated career academy pathways on which they will receive specific, career related instruction. While students are free not to pursue their chosen pathway upon graduation, during their matriculation at ACA, each will undertake rigorous career training that complements core coursework and leads to industry certification.

The School Administration reserves the right to waive any or all of these requirements in light of extenuating circumstances; however, in such cases the students and parents/guardians must enter into



a performance contract with the school that commits to withdrawal of the students from the school if they do not fulfill the conditions of the agreement.

B. Provide the following projection for each year of proposed operation: the grades that the school will serve, the projected number of students to be served in each grade, the number of students expected in each class, and the total number of students enrolled.

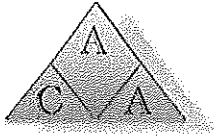
Ascend Career Academy has projected an enrollment of approximately 1,000 students for its first year and subsequent four year enrollments. The following chart (**Table 1**) summarizes the anticipated recruitment effort and projections over five years. While projections are stratified by grade level, it should be noted that in dealing with the chosen population an actual grade level designation might be a fluid process. As a result of the proposed flexible block schedule and virtual options, students starting an academic year at one grade level, could easily be moved to another during the same academic year.

Table 1: Five-Year Enrollment Projections for Ascend Career Academy

School Year	Grades Served	Total Enrollment	Students per Grade ^{**}	Students per Class ^{**}
2014-15	Grades 9 - 12	Up to 1,000	Grade 9: 450 Grade 10: 450 Grade 11: 100 Grade 12: 0	Up to 25 students per class/grade
2015-16	Grades 9 - 12	Up to 1,000	Grade 9: 400 Grade 10: 350 Grade 11: 150 Grade 12: 0	Up to 25 students per class/grade
2016-17	Grades 9 - 12	Up to 1,000	Grade 9: 400 Grade 10: 300 Grade 11: 200 Grade 12: 100	Up to 25 students per class/grade
2017-18	Grades 9 - 12	Up to 1,000	Grade 9: 300 Grade 10: 300 Grade 11: 250 Grade 12: 150	Up to 25 students per class/grade
2018-19	Grades 9 - 12	Up to 1,000	Grade 9: 300 Grade 10: 300 Grade 11: 250 Grade 12: 150	Up to 25 students per class/grade

* The numbers provided herein are estimates, and may fluctuate within each grade level depending on actual enrollment and/or attrition in respective grade levels based upon ACA placement indicators.

** ACA will be in compliance with the state of Florida's class size requirements upon the opening of the school. Class size averages will not exceed a 25:1 (9-12) student teacher ratio for all face-to-face instruction in core courses.



C. Provide a description of how the student population projections were developed.

According to the Florida Department of Education cohort graduation data as of November 2012, Broward County had 19,074 students in its adjusted cohort total. Of this cohort, 76.4% graduated with a standard diploma, 0.9% with a Special Diploma and another 0.2% with a GED. There were 3.1% reported as dropping out and 19.4% as non-graduates. The combined number of those who were classified as dropouts and non-graduates equaled 4,291 students. Moreover, in reviewing individual year dropout rates for Broward County between 2009 and 2012, there were at least 1,333 students who were classified as *dropping out*. When factoring in other students who failed to graduate each of these years for a lack of credits, test scores or disinterest, the number of students with the possibility of leaving school without a diploma is substantially higher.

When reviewing the Broward County Dropout Data from the three alternative high school programs (Dave Thomas, Whiddon-Rogers and Hallandale) the average dropout rate is 20% for the 2011-12 school year. In terms of actual numbers from these locations, there were approximately 575 students who were classified as *dropouts*. Further, when going back three years, with slightly lower dropout rates, there was an annual average of 330 students per year leaving just these three programs without a diploma.

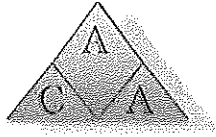
Section 3: Educational Program Design

A. Describe the school’s daily schedule and annual calendar, including the annual number of days and hours of instructional time.

In order to provide the flexibility necessary to attract, re-engage and retain the target population, Ascend Career Academy will offer an extended day schedule that is similar to a college program in that students select the most appropriate time to take their required courses (**Table 2**).

Table 2: Sample Ascend Career Academy Bell Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
SESSION 1					
8:00 – 9:30	Period 1	Period 1	Period 1	Period 1	Period 1
9:35 – 11:05	Period 2	Period 2	Period 2	Period 2	Period 2
11:10 – 12:40	Lunch, Advisement, Independent Work, Teacher Collaboration				
SESSION 2					
12:45 – 2:15	Period 3	Period 3	Period 3	Period 3	Period 3
2:20 – 3:50	Period 4	Period 4	Period 4	Period 4	Period 4
3:55 – 5:25	Advisement, Independent Work, Teacher Collaboration				
SESSION 3					
5:30 – 7:00	Period 5	Period 5	Period 5	Period 5	Period 5
7:05 – 8:35	Period 6	Period 6	Period 6	Period 6	Period 6



Ascend Career Academy's educational philosophy responds to the demand of government and business leaders that high school graduates be prepared to enter the workforce and/or post-secondary education upon graduation. In order to establish an educational environment that provides the underpinnings of this philosophy, ACA will provide a flexible, block schedule, which allows students to place a greater emphasis on fewer courses each semester. It also provides the means to accommodate both career training and remediation as needed to support all students. Each face-to-face course will be delivered in a 90-minute block of time, which meets daily over the course of a semester. There will be two, 90-day semesters during each academic year, resulting in 135 hours of instruction per course.

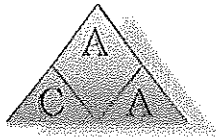
While students will be required to attend on a daily basis, the amount of time actually spent on campus along with the starting and ending times will vary with each student. The schedule incorporates three distinct sessions. Students who may have full or part-time jobs, family obligations or other life issues will also have the ability to take courses in the early evening. A typical student with limited or no credits will most often attend from 8:00 AM until 3:50 PM. On this schedule, it will be possible for students to earn a minimum of eight credits for a successful school year and even more with the addition of virtual courses.

Career courses offered through Smart Horizons are self-paced and available 24/7. Course content and associated pacing guides are designed around a semester delivery. However, students have the flexibility to take more or less time in order to demonstrate competencies. For courses, attempted and failed, ACA will provide a virtual credit recovery program predicated on a diagnostic assessment to reveal those CCSS or NGSSS not previously mastered. Through this process, students can focus on those areas needing the greatest assistance without having to retake the entire course. Moreover, all students must demonstrate attainment of required standards through appropriate and/or mandated measures.

B. Describe the proposed charter school's educational program.

The Ascend Career Academy philosophy recognizes the need for high schools to facilitate life-long, continuing education that incorporates technological advancements and offers a tangible reward for completing a syllabus. However, many traditional high schools frequently fail to produce that product with a curriculum focused primarily on rote learning, limited exploration and strictly college-bound preparation. ACA's core mission is to graduate students with an understanding of the world of work and a desire to specialize and grow in a successful career and/or higher education.

The key philosophical underpinning of the Ascend Career Academy program is first and foremost career preparation. As a career preparatory academy, ACA focuses on delivering the academic and foundational career skills necessary to allow students a smooth and successful transition to an actual career, where they are ready to enter the workforce immediately following graduation. These students will be afforded the opportunity to attain knowledge and proficiency necessary to prosper in their areas of interest and become qualified for high demand employment. Academics will provide structure and career interests will be used as a tool to engage and hold the student to the academic curriculum where equal focus and value shall be applied to support a comprehensive education. Integrated curriculum including job-embedded skills and an emphasis on technical reading provide the relevancy and inter-dependency of academic and career education that are often lacking in traditional programs and have been the basis for many dropouts. Moreover, many students feel overwhelmed in large impersonal high schools without the ability to connect with a supportive adult. Multiple studies around smaller learning environments have shown services such as advising, mentoring, and academic support, help to ensure that all students can achieve high standards.



Empowerment of both teachers and students is a major impetus for creating a positive school culture at Ascend Career Academy. While a student's K-8 education establishes the foundation necessary to support matriculation to high school, it is the actual transition itself and subsequent support structures that allow a student to succeed. Research on dropouts provides a variety of factors that influence a student's ultimate success in high school and beyond. These can be categorized into two major areas: *personal factors and institutional factors*. While both can play a significant role in student's decision to dropout, it is the belief of ACA - supported by research - that many of the personal factors can be mitigated through the flexibility of the institution, its policies and the understanding it displays.

In order to engage and motivate its students, while supporting academic proficiency as benchmarked by the Common Core State Standards (CCSS) and the Next Generation Sunshine State Standards (NGSSS), ACA will create an educationally conducive learning environment for its students. Whether one chooses to use the terms "recover," "reconnect" or "re-engage," the substance of this action must be predicated not only on academic growth, but on social and emotional growth, as well. If a school, its teachers and administrators do not understand this concept they are limiting the potential success of a high number of their students. All individuals, and particularly this fragile group of learners, want to experience success. Success is a strong motivator, so by creating a school environment, which enables students to succeed in spite of previous social, emotional, or academic struggles, the most difficult challenge to this group has been addressed.

While the National Center for Educational Statistics points to chronic absenteeism as a leading cause for students dropping out, significant research on the subject demonstrates that excessive absences are frequently the symptom rather than the actual cause. In order to create a beneficial learning environment, ACA has structured its educational program around what research has shown to be key components for successful student re-engagement programs.

Personalized, Relevant Learning: Students entering Ascend Career Academy will select one of seven, career academies offered through Smart Horizons. These relevant, high-demand employment opportunities include:

- ▲ **Child Care and Education:** The certificate program in Child Care & Education teaches and prepares students to obtain the national Child Development Associate (CDA) certification and employment as a childcare worker. Childcare is a growing career field. Employment of childcare workers is expected to grow by 20 percent from 2010 to 2020, faster than the average for all occupations. Increases in the number of children who require childcare and continued demand for preschool programs will fuel growth in the industry. *
- ▲ **Certified Protection Officer:** The Protection Officer Certificate Program teaches and prepares students to obtain a Certified Protection Officer (CPO) certificate and employment as a security guard and/or a protection officer.
- ▲ **Certified Transportation Services:** The certificate program in Transportation Services teaches and prepares students to obtain a Commercial Drivers License (CDL) and employment as a truck driver and/or commercial driver.



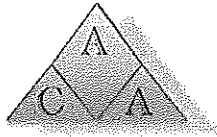
- ▲ **Homeland Security:** The certificate program in Homeland Security teaches and prepares students to obtain entry-level employment as the following: Security Officer, Compliance Inspector or Baggage Screener.
- ▲ **Office Management:** The certificate program in Office Management prepares students for successful careers as Office Managers, Receptionists, Data Input Specialists, Customer Service Representatives, and more. The career outlook for office management positions such as Receptionist is excellent; employment is expected to grow 24 percent from 2010 to 2020, faster than the average for all occupations. *
- ▲ **Retail and Customer Service Skills Certification:** The Retail Customer Service Skills Certificate Program prepares students with the skills and knowledge needed for successful careers in today's retail world. This is an excellent option for those already working in a retail environment that want to advance in their careers, or for those interested in starting new retail jobs. The program emphasizes customer service skills that can be applied in a wide variety of retail settings.
- ▲ **Food and Customer Service Skills:** The Food and Customer Service Skills Certificate Program prepares students for careers in food services, restaurants, and the hospitality industry. The program emphasizes customer service skills that can be applied in a wide variety of settings. This is an excellent option for those already working in a food services environment that want to apply for management positions, or for those interested in starting new careers.

**Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2012-13 Edition*

This approach allows the student to begin exploring and developing requisite career skills in a particular industry, in tandem with mastering core academics. Through an engaging curriculum, facilitated by ACA teachers, students participate in collaborative learning activities, complete projects and discover how the core content subjects support their particular avenue of interest. Opportunities for internships will be built into courses of study for those students in upper grades, or those already engaged in a particular career pathway.

Guiding this process will be a team of counselors whose job will be to understand each student including strengths, weaknesses and background. In addition to on-campus counselors with a conspicuous presence, a virtual, career counselor for each of the academy programs will provide additional support for ACA students. Further, ACA Counselors will have access to an extensive database that will track the academic, social and emotional development of each student and help to flag areas of inconsistencies and potential pitfalls according to each student's unique and personalized educational goals. At the time a student is accepted into ACA, the assigned counselor will develop an Individual Learning Plan (ILP) complete with educational goals and targets for successfully obtaining a high school diploma and career certification. Counselors will provide a sense of connectedness, offering students an assurance that a concerned adult is always available to listen, provide direction or assist with academic needs.

Counselors will work closely with ACA teachers to gain a better understanding of students' classroom performance and demeanor in order to guide interventions and obtain additional assistance as needed. Teachers will discuss students at team meetings and periodically review data to gauge the impact they are having on overall student success. Teachers will also serve as mentors and tutors during the mid-day or afternoon advisement block.



Through the use of available technologies, the school will employ a Student Information System (SIS) that compiles a variety of relevant student data including academic and behavioral history; diagnostic, norm and criterion-referenced assessments; previous IEP, 504 or ELL documentation; along with any other available student data (e.g. career or personal interest inventory results, participation in intervention programs, etc.). The system produces specialized reports highlighting individual strengths and deficits that allow teachers to appropriately tailor instruction to meet individual needs. The ILP process also helps to ensure proper placement of each student into an appropriate reading intervention class (per State mandate), the school's managed software programs, and/or assignment to a specific tutor, which are key to generating and supporting student success at ACA.

Integrated and Interdisciplinary Connections: Curricular decisions will be guided by the goal of thorough student mastery, rather than by an effort merely to cover content. To this end, students will only be exposed to a maximum of three core content subjects each semester - including reading (as required), which can be offered for the entire year. Additionally, these subjects will be delivered to leverage the greatest opportunity for success based upon documented student need, integration with career coursework and project based connections for students. The process includes multiple means to assess formative progress against standards.

Each semester will focus on the natural connection between academics and career offerings to help students learn and apply concepts and standards delivered across both curricular areas. Course structure will also expose students to inductive methods including *inquiry-based learning*, *problem-based learning*, *project-based learning*, *discovery learning*, and *just-in-time teaching*. Student-centered methods have repeatedly been shown to be superior to the traditional teacher-centered approach to instruction, a conclusion that applies whether the assessed outcome is short-term mastery; long-term retention; depth of understanding; acquisition of critical thinking and creative problem-solving skills; formation of positive attitudes toward the subject being taught; or level of confidence in knowledge or skills. Much of what is taught through this approach is applied to better understanding career concepts in each academy through the collaboration of teachers and an understanding of the career competencies and how they align to curriculum standards.

Professional Learning Communities (PLCs) created and facilitated by ACA staff members will support the project-based, interdisciplinary approach to learning. Teachers will receive the professional development and guidance necessary to gain a strong understanding of these strategies, as well as the CCSS and the key skills and competencies being delivered through career instruction. Collaborative planning, lesson studies and the strategic use of data will drive PLC meetings. The 90-minute block of planning time also allows teachers the opportunity to tailor curricula around real-world, career related themes helping to make authentic connections for students.

Standards-based and Differentiated Instruction: Since many students may enter ACA with academic deficiencies not properly mitigated before they were allowed to enter high school, ACA will employ a version of a Response to Intervention (RtI) approach involving pre-screening with an online diagnostic assessment in reading and mathematics, high-quality instruction and intervention, progress monitoring, and the use of data to make instructional decisions. The key to a successful implementation at the secondary school level includes the use of early intervention and tiered instruction to provide the necessary support structure for struggling students. Depending on the severity of need, some students may be regrouped with the help of a special education instructor and provided with specific, sequenced interventions designed to reinforce fundamental skills necessary to provide scaffolding to more complex concepts.



All research-based curricula (including the use District-adopted textbooks) and lessons aligned to CCSS and NGSSS will be developed using sound instructional strategies. Further, through the use of engaging technology, differentiated instruction in reading and mathematics, detailed progress monitoring, and daily support time, an accommodating environment is created to reduce frustration and build upon incremental successes. Additionally, available technology also allows students to track their own daily progress with real-time scoring reports that can be depicted in a variety of ways, including graphs and charts. This is an important aspect for student empowerment and self-directed learning.

Focus on Reading: Reading plays a significant role in the educational program at Ascend Career Academy. ACA's philosophy of career-ready students will focus on developing those who are reading at or above grade level, with emphasis on industrial reading skills such as processing, quantitative analysis, and the ability to produce an executive summary from the materials read. Most traditional high school programs offer no formal reading classes for students who have been deemed successful readers at the middle school level and on the reading portion of the FCAT. However, regardless of a student's reading level, ACA will provide reading instruction commensurate with the student's abilities and/or identified needs. Research conducted by the Florida Center for Reading Research (FCRR) has found that at seventh grade, fluency and verbal knowledge/reasoning were equally dominant in accounting for variance on the FCAT, and at 10th grade verbal knowledge/reasoning was the dominant factor (52% of the variance), with fluency (32% of the variance) being second, and the other variables being less important. These factors and appropriate ways to address related deficits will help to form the underpinnings of ACA reading interventions.

In order to be successful in the world of work, as well as in post-secondary education, students must be fluent readers, with a strong vocabulary and better than average comprehension. Each reading class will be composed of a single or multiple homogeneous groups assembled according to prior assessments and a reading diagnostic administered upon entering the school. Reading teachers work collaboratively with their peers and content area teachers to develop and reinforce sound reading strategies for all classes based upon secondary reading research. The use of managed software allows teachers to provide focused enrichment or additional remediation to targeted students while freeing the teacher to assist others during each reading class. The availability of highly engaging, career-focused materials within the reading classes helps to affirm each student's chosen career interest and allows them to develop reading skills and master associated vocabulary and standards through content that not only interests, but challenges the learner.

Academic Support: As stated earlier in this section, Ascend Career Academy's focus on helping students become successful is a result of the empowerment of both teachers and students. In addition to teachers having daily opportunities to discuss students, review data and design curriculum, students have similar opportunities to collaborate with peers via student-centered learning activities. Such opportunities include collaborative problem solving through project based learning and cooperative interaction during the 90 minutes of class time. Moreover, there is one additional element that is frequently overlooked in many schools because of time considerations. That is allowing teachers and students the opportunity to collaborate and dialog between each other. Teachers serving as student mentors or advisors have all but disappeared from secondary schools because of the strong emphasis placed on assessment and the resulting remediation efforts. However, research on academic resiliency among poor and minority students demonstrates that a strong relationship between teachers, who are willing to listen, and their students can ultimately impact student success. ACA will build on this important characteristic of successfully engaging current or potential dropouts, allowing students to connect with a knowledgeable and understanding adult, be it a teacher and/or counselor. Each day, the schedule will allow two blocks of time dedicated to this type of interaction. Students who do not need to conference with this



advisor/mentor will be free to work on projects, virtual career classes, managed software for enrichment or remediation, or complete other work. Student issues and concerns will be shared among teachers during a designated collaboration time or their daily planning time, as needed.

As mentioned, another feature to be employed by ACA is a comprehensive Student Information System (SIS). This program, developed in Broward County and being implemented in a variety of venues throughout the country, can take disparate data from multiple sources, analyze it and create custom reports. These can be used as a formative measure to monitor progress against a number of indicators and help flag those students not making adequate progress. Through this technology, teachers and counselors are empowered to develop interventions necessary to assist their students, including taking advantage of the flexibility built into the block schedule.

Building Character: Schools are charged with replicating the society upon which communities are based. In keeping with this charge, Ascend Career Academy will utilize both career and academic curricula as vehicles to convey ethics, patriotism, and belief in the democratic process. Proper dress, conduct, and employability skills will be emphasized in instruction and in practice. A business-like environment is replicated in school operation as nearly as possible and students will be responsible for compliance through self-discipline. Expectations and rules will be clearly communicated, as well as the rewards and penalties for compliance and non-compliance. Research has consistently found that a lax learning environment, which creates a break down in school discipline, can significantly contribute to a school's dropout rate. This is especially true for average to good students who become frustrated with such learning impediments.

Citizenship may simply be defined as the possession of those characteristics required to be a productive participant in our democratic society. An effective school must integrate lessons that teach an understanding of, and develop an appreciation for, democracy and ethics. Character Education, mandated by the No Child Left Behind Act, includes ethics such as justice, respect, responsibility, trustworthiness, and giving. Neither character nor ethics are produced by education alone. The school's responsibility extends into creating a school culture conducive to ethical practice and where the ethical conduct of all members of the school society, both students and staff, is an expected norm. Students attending ACA will soon realize that they have total control over their own academic careers and through a shared responsibility model, have representation among the administrative hierarchy of the school. Fulfillment of this overall philosophy will become a cornerstone that helps to empower students and staff members and leads to success in the world of work.

C. Describe the research base for the educational program.

Ascend Career Academy is first and foremost a **career academy**. The success of such academies began more than forty years ago. The nation's first career academy program debuted in Philadelphia's Thomas Edison High School in 1969, the result of a partnership with the Philadelphia School District and several area corporations. Designed to encourage at-risk students to stay in school by providing them with marketable skills and access to employment, the academy offered students training for electrical trades, secretarial work, automotive mechanics and other fields not requiring a bachelor's degree. At the time, Thomas Edison High had Philadelphia's highest dropout rate and lowest attendance rate. A few years with the career academy turned that statistic around (Underdue, 2000).

Career Academies are "schools-within-schools" organized around career themes. They integrate academic and vocational instruction, provide work-based learning opportunities for students and prepare students for postsecondary education and employment, with the personalized learning environment of a



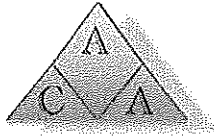
small community. Teachers and students integrate academic and occupation-related classes as a way to enhance real-world relevance and maintain high attendance and academic standards. The school-within-a-school structure supports constructive relationships between and among students and teachers by grouping students together each year to take core courses with the same group of teachers, thus increasing the support students receive (National Conference of State Legislatures, 2002).

An important educational trend is the increasing attention paid in high schools to high stakes testing of academic performance and to preparing students for college alone. This has been accompanied by a lessening focus on other goals of high schools, including youth development and preparation for postsecondary employment (Kemple and Willner, 2008). Further data from this on-going study funded by the U. S. Departments of Education and Labor, along with 18 private foundations, show that the career academy approach is organized around small learning communities to create a more supportive, personalized learning environment, and combine academic and career and technical curricula around a career theme to enrich teaching and learning. Findings include the career academies produced sustained earnings gains that averaged 11 percent and through a combination of increased wages, hours worked, and employment stability, real earnings for young men in the Academy group increased by \$3,731 (17 percent) per year — or nearly \$30,000 over eight years.

As in other states, Florida’s career academy students have outperformed similar students while in their high school setting. During their high school careers, Florida career academy students are less likely to be chronically absent, more likely to score at grade level on math and reading FCAT tests, and more likely to graduate than similar students who did not attend career academies (Florida Department of Education, 2007).

A second attribute of Ascend Career Academy is its interest in identifying and re-engaging disenfranchised youth, including current and potential **dropouts**. A wide range of behaviors both in and out of school have been shown to predict whether students dropout, or successfully graduate. One of the most important is student engagement, which includes students’ active involvement in academic work (e.g., coming to class, doing homework) and the social aspects of school including feeling empowered and having a trusted relationship with an adult (Rumberger and Lim, 2008). This research consistently finds that high absenteeism—one specific indicator of engagement—is associated with higher dropout rates. Because all of the student-level predictors, other than residential mobility, are actually measured characteristics of students before they entered high schools, results obtained from a longitudinal study of almost 15,000 students (Rumberger and Palardy, 2005) suggest that there are more limited institutional factors that influence whether they drop out of school. Among these are teacher empowerment and high expectations for student learning. The study found that dropout rates are significantly lower when these two factors are in place.

The single most predictive indicator of a high school dropout is the student’s academic standing during the ninth grade (Allensworth, E. M. & Easton, J. Q., 2005). Parents, teachers, and counselors need to closely monitor students’ course performance early in the first year of high school. Moreover, the use of predictive indicators can be highly successful as an early warning before students fail. In related research (Broward County Schools, 2012), the Student Assessment and Research Department provided schools with indicators that could assist in the identification of potentially unsuccessful ninth grade students by reviewing FCAT, attendance and discipline records of incoming freshman. Much of the effort to re-engage students who have unsuccessfully surpassed this crucial ninth grade threshold will center around the use of a variety of indicators to develop appropriate interventions and monitor incremental progress. Further, to the extent possible, ACA will focus on parent involvement for the re-engagement and support of younger students.

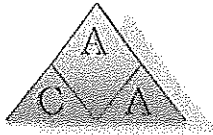


Students returning to high school after dropping out face even more challenges than those struggling to remain in school. In addition to those factors that initially contributed to the student dropping out, there are compounding issues of acceptance and ostracism from both students and teachers (Sparks, 2013). The author also cites that among the strongest support mechanisms, obtained from interviews with actual recovered dropouts, a connection with one or more teachers who actually get to know them is critical. In a related study by the Boston-based Rennie Center for Educational Research (2012) and Policy found that among former Boston dropouts, 72 percent of those who re-enrolled through a re-engagement center were still attending more than a year later, compared with only 54 percent who came back directly to high school. Finally, (Borman and Rachuba, 2001) studied the academic risk and resiliency of almost 4,000 students. Their findings in terms of institutional characteristics clearly identified that a safe and orderly school environment combined with positive teacher-student relationships were characteristics that mattered most.

A review of more than ten years of research on dropout prevention (Kerka, 2006) reveals a very consistent set of indicators, which correspond to the Ascend Career Academy's educational plan. These research-based indicators will become the foundation on which to strengthen the students' understanding of the connection between education and job opportunities:

- ▲ Creating small schools with smaller class sizes;
- ▲ Incorporating personalization by creating meaningful personal bonds between students and teachers and among students;
- ▲ Offering of individual assistance (academic and behavioral);
- ▲ Focusing on helping students address personal and family issues through counseling and access to social services;
- ▲ Connecting students to an attainable future;
- ▲ Creating a formal counseling component that incorporates attention to personal issues along with career counseling and life-skills instruction;
- ▲ Framing a structured environment that includes clear and equitably enforced behavioral expectations;
- ▲ Providing opportunities for success in schoolwork;
- ▲ Monitoring (target the occurrence of risk behaviors, regularly collect data and measure effects of timely interventions);
- ▲ Problem-solving skills (developing capacity of students to solve problems and enhancing skills to meet the demands of the school environment);
- ▲ Making the most of instruction including providing opportunities for professional development, exploring diverse learning styles, using technology to deliver instruction, and providing individualized learning.

Personalized learning can be manifested in a variety of ways. However, most educators, researchers and policy-makers agree that some degree of personalization is a sound approach to educating students in today's world. At Ascend Career Academy, this takes the form of differentiation among groups of students, an available adult to guide student progress and the creation of a specific learning plan unique to the individual. The ability to tailor instruction and/or provide the necessary support structures is highly beneficial and desirable. A University of California San Diego/West Ed study (McClure, Yonezawa & Jones, 2011) concluded that schools pay too little attention to the importance of personalization. The study found that student attitudes about



personalization, connectedness, and advisory *were* significantly related to academic outcomes. In particular, challenging secondary school environments, like those in low-income neighborhoods, can benefit from the personalization or connectedness of teachers and students. Further, there is a growing awareness that disengagement or a lack of connectedness is a major contributor to students dropping out of school. Study data from the (Austin, Bates & Duerr, 2011) showed that, as the percentage of students who score high in having caring relationships with an adult at the school increased, so did gains one year later in reading, language, and mathematics on SAT-9 test scores. Similar findings were previously reported highlighting the growing importance of personalization in student expectation and accountability (Wallach et al, 2006).

Teacher leadership is the process by which teachers, individually or collectively, influence their colleagues, principals, and other members of the school communities to improve teaching and learning practices with the aim of increased student learning and achievement (York-Barr and Duke, 2004). The research conducted on this topic provides a conceptual framework that can guide both current practice and future inquiry about teacher empowerment. The school culture and context can facilitate teacher leadership when the following characteristics are present:

- ▲ A school-wide focus on learning, inquiry and reflection
- ▲ Encouragement for taking initiative
- ▲ An expectation of teamwork and shared responsibilities
- ▲ A strong sense of community that fosters professionalism

One of the greatest impediments to this occurring is the lack of time for teacher collaboration. What is clear from this study is that traditional forms of management must be modified to be more horizontal and less hierarchical for teacher leadership to flourish. In a time that demands a higher standard of annual progress for all students, it seems prudent to encourage and foster teacher leadership by providing the resources, culture, and structures it needs to thrive. Drawing on the resourcefulness of experienced teachers and allowing them to facilitate school improvement, ACA is helping to ensure the sustainability of school reform efforts.

Reading fluency in older students is often attributed limited vocabularies (sight words) coupled with an efficient phonics background to address new words (Torgesen & Hudson, 2006). However, if these students receive powerful and appropriate reading interventions, many can become accurate readers. To accomplish this, there is almost universal agreement that both content-area teachers and reading specialists must be involved in the remediation process (Torgesen, Houston and Rissman, 2007). ACA will adopt a comprehensive content-area approach, monitored by the Classroom Walk-Through (CWT) process to engage students in becoming better readers. This process includes:

1. **Comprehension strategies.** Instruction and supporting practice that improves the use of effective reading strategies before, during, and after reading. Comprehension strategies are behaviors students can consciously apply to improve their understanding and learning from text.
2. **Discussion.** Opportunities for deeper, more sustained discussion of content from text. Extended discussions of text can be facilitated by the teacher, or can occur as structured discussions among students in cooperative learning groups.
3. **High standards.** Setting and maintaining high standards for the level of text, conversation, questions, and vocabulary reflected in discussions and in reading and writing assignments.



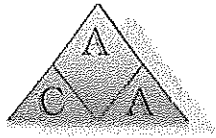
4. **Reading-writing connection.** Strengthening the reading-writing connection to improve student opportunities to reflect on the meaning of text and receive feedback on their reflections.
5. **Motivation and engagement.** Creating more engaging and motivating classrooms, and interacting with students in a way that promotes internal motivation for reading. Students will learn to process text more deeply if their reading is relevant to their lives and they are pursuing meaningful learning goals in an atmosphere that supports their initiative and personal choice.
6. **Content learning.** Teaching content knowledge to ensure learning of the most essential concepts by all students, even those who struggle to read the textbook. Teachers should use instructional methods, such as graphic organizers or concept comparison routines, that deepen understanding and show students better ways of learning new content on their own.

Since reading is such a critical component of learning in academic and career coursework, an added support for struggling students will include the use of RtI. The six-step process shared above will serve as a developmentally appropriate set of constructs that will work for high school students across subject areas and intervention levels (Duffy, 2007). A hallmark of the RtI approach is that it focuses on student outcomes that may help increase accountability for all learners within the general education setting. It promotes collaboration among not only general education teachers and special education teachers, but also among teachers of English language learners, administrators and parents. The close progress monitoring required of RtI has the potential to reduce the number of students incorrectly identified as having Learning Disability (LD) when they may be struggling due to cultural differences or poor instruction (Cortiella, 2005). Moreover, in consideration that data plays such a pivotal role in this approach, ACA's ability to capture and analyze data will be reflected in its strategic use among teachers, students and parents.

As the principles guiding **student-centered learning** become more defined, increased attention is being paid to the tools and resources best suited to its successful adoption. However, a recent survey of more than 1,000 high school teachers, IT staff and students shows that only 8 percent of teachers fully integrate technology into the classroom (Moeller and Reitzes, 2011). Because technology is both highly customizable and intrinsically motivating to students, it is particularly well suited to expand the learning experience. Technology can play an effective role in helping to diagnose and address individual student needs; it can equip students with life and work skills for the 21st Century and provide students an interactive experience.

Active learning in the classroom allows students to take responsibility for their own learning (Smink, J., & Schargel, F. P., 2004). There are a variety of active learning teaching strategies: cooperative learning, learning styles theory, multiple intelligences theory, and project-based learning (PBL). Teachers become facilitators rather than repositories of knowledge. Active learning has many benefits:

- ▲ Allows each learner to be recognized and rewarded for special strengths;
- ▲ Provides opportunities for learners to adapt their studies to their interests and learning preferences;
- ▲ Reduces the chances of boredom by offering a variety of activities; and
- ▲ Provides a teaching/learning methodology that works.



Active learning is anything course related that all students in a class session are called upon to do other than simply watching, listening and taking notes (Felder and Brent, 2009). Working in groups or pairs is often less threatening to students when confronted with a difficult concept. Also, when working with extended class time (as on a block schedule) such activities keep students engaged and focused throughout the learning process. Finally, by using the same types of active learning activities to address various concepts, students will come to comprehend what is expected and waste less class time getting organized. A complete bibliography may be found in **Appendix A** of this application.

D. Explain how the educational program aligns with the school's mission.

Ascend Career Academy's core mission is to serve those students that require a different academic challenge, less focused on a formal school environment, in order to ensure that all students recognize the value of dignity, discipline, responsibility and above all high expectations as they pursue their high school diploma and life's ambition. The educational design and research base used to implement the ACA program is in complete alignment with our mission statement. Students, parents, and professionals will be actively involved in planning and administering the educational process. The school provides seven career pathways from which students may make a selection. From this initial step, supported by a thorough review and understanding of each student's background, an individual learning plan begins to take shape. Aided by technology and diagnostic assessments, a complete student profile, with educational goals and incremental outcomes is subsequently established. Counselors play an important role in this process, meeting with prospective students and their parents, discussing past educational experiences and communicating the expectations and support structures of ACA.

In preparation for each school year, instructors and counselors will review academic, attendance, and conduct/discipline records, in conjunction with input from the virtual career counselors and parents. These data-driven measures are intended to correlate students' individualized learning plans with class offerings and schedules for each school year. Personalization plays a major role in the delivery of instruction and in the overall school culture. Teachers will be empowered to create a learning environment that embraces differentiation and allows students to be successful. Through a strong emphasis on reading, embedded PBL activities and integrated career studies, Ascend Career Academy will develop motivated, self-directed students with problem-solving skills and an understanding of what it means to be a life-long learner and a productive citizen.

The flexible daily and semester schedules will aid both instructors and students in meeting the rigorous challenges of amassing necessary credits for graduation and attaining career preparation. Guided by a comprehensive data collection process that takes into account a student's personal situation, teachers and counselors can assist all students in building desirable schedules that help them achieve all required outcomes. Further, the daily schedule allows a student to receive up to two additional hours of tutoring, virtual support or counseling to address individual needs. Further, the use of technology plays a major role in the comprehensive nature and versatility of ACA. Technology assists teachers and counselors with the implementation of data-driven, differentiated instruction and provides students with their career coursework, credit recovery and remedial support.

Staffing will also play a crucial role in ACA's ability to provide the type of support structure necessary to re-engage the target population. All counselors and teachers hired for positions within the school must be student-centered and willing to make the students' needs a daily priority. While content area expertise is a requirement, experience in strategies such as CRISS, PBL, RtI and differentiated learning are highly desirable, but will be provided via job-embedded professional development. As a result of this



accommodating and cooperative design, the school will set high expectations for both behavioral and academic performance of its students.

To further sustain the mission of ACA, professionals from the community will be involved in the direct support of each career pathway. They will contribute as mentors, guest presenters, apprenticeship opportunity providers, and will serve on steering committees. Career pathways will have the benefit of an established ACA Advisory Committee consisting of parents, students, professionals, business owners, and other community representatives. The balancing of their insight with career content result in programs that are custom-tailored to meet community needs and keep the programs abreast of changes in technology, industry demands, economic conditions affecting employment, program marketing, and other fluctuating variables that require periodic adjustments in operation. This is critical as students attain the requisite skills that will enable them to make a smooth transition to the work force. School staff and professionals alike stress the importance of life-long education as a necessity for continuing employment in the twenty-first century.

E. Explain how the services the school will provide to the target population will help them attain the Next Generation Sunshine State-Common Core Standards, as required by section F.S. 1002.33.

As indicated in the previous sections, both curriculum design and delivery will be based upon comprehensive student data. In addition to student records and documentation of past performance, Ascend Career Academy will assess students in the critical areas of reading and mathematics through diagnostic assessments aligned to the Common Core State Standards and the Next Generation Sunshine State Standards. As a result, each student will have the benefit of an accurate ILP to guide progress throughout his or her tenure at ACA. Further, each student is encouraged to work to his or her highest academic potential, which is reinforced by the student schedule, a research proven curriculum, and adult mentors.

With reading instruction designed to be commensurate with each student's needs, teachers have the ability to focus learning at their instructional level, thereby fostering immediate success, while providing the scaffolding necessary to help them make continuous progress on their way to attaining technical proficiency. Periodic formative assessments, using different versions of the initial diagnostic assessment, the FAIR and District mini benchmark assessments will also assist teachers in this process. All assessment data becomes part of each student's record and is electronically tagged to both CCSS and NGSSS allowing school personnel to digitally benchmark student performance for standards mastery. Similarly, mathematics teachers have the ability to modify curriculum, differentiate instruction and provide additional remediation as necessary.

ACA, as a career academy will work diligently to provide its students with the State requirements supported by a focused career development program to achieve the type of results obtained from similar academy programs as evidenced in the following chart (**Table 3**), which provides a snapshot comparison of one graduating class. According to the Florida Division of Workforce Education's analysis of district data reported to the State, in the 2006-07 school year, there were 90,751 career academy participants in the State, representing 10.4% of the total high school population (871,062).

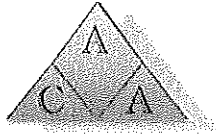


Table 3: Comparison of the Percent of Students Graduating in FY2006 in Florida Career Academies and the Comparison Group by their FCAT Subject and Level

Groups Analyzed	FY2006 Percent Graduating: Career Academies	FY2006 Percent Graduating: Comparison Group	Relative Program Value	
			Percent Difference in Graduation Rate	Educational Effect Size
Reading & Mathematics All Levels	92.7%	91.8%	0.9% NS	NR
Reading: Level 1 Only	74.2%	66.9%	7.2% S	Moderate (+)
Reading: Levels 1 & 2	86.3%	77.6%	8.6% S	Substantial (+)
Mathematics: Level 1 Only	58.3%	52.4%	5.9% NS	NR
Mathematics: Levels 1 & 2	74.3%	67.6%	6.7% S	Moderate (+)

S=Statistical Significance; NS=No Statistical Significance; NR=Not Reported (difference not statistically significant)

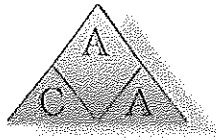
Note: that all groups were also matched to their comparison groups by FY2003 demographics.

In addition to **Table 3**, career academy participants also outperformed traditional high school students as follows:

- ▲ The one-year dropout rate among career academy seniors was 1.5% compared to 4.0% among traditional high school seniors.
- ▲ Career academy seniors maintained a higher cumulative grade point average (2.66) than traditional high school seniors (2.36).
- ▲ Career academy seniors missed 6.6% of the school year on average compared to 7.6% for traditional seniors.
- ▲ Career academy seniors were less likely (16.0%) to have had disciplinary action taken against them than traditional high school seniors (17.1%).
- ▲ Career academy students who completed three career and technical education (CTE) courses in a single program were higher performers than career academy participants as a whole.

Both reading and mathematics instruction will follow a Response to Intervention (RtI) approach in order to maximize learning potential, as well as being able to provide the appropriate support structure for Exceptional Student Education (ESE) students and English Language Learners (ELL). Students functioning at or above grade level in reading will have additional opportunities to expand their knowledge and skill base through an accelerated schedule and in their chosen career pathway, which will be designed to engage and challenge their abilities.

Teachers of the same content area will participate in professional development to conduct lesson studies to attain the best possible results from their instructional strategies. Teachers will have access to a variety of professional development including *just-in-time* virtual instruction, which allows the participants to access relevant information as it is needed. The highest priority areas for professional development include *reading in the content area* with an emphasis on comprehension, fluency and technical reading skills; *career integration*; *Project Based Learning*; *School Culture and Climate*; *Lesson Studies*; and other



Student-Centered Strategies. Efficacy of both instructional focus and implementation of professional development strategies will be supported by the Classroom Walk Through (CWT) process. The CWT process involves trained professional staff periodically visiting classrooms to perform targeted observations, which include instructional focus, teaching/learning strategy employed, use of appropriate materials, the level of student engagement, types of questions and other student/teacher interactions. These are designed to inform teachers, not penalize them, and may be conducted by school administration or a trained peer. Sample walk-through checklists are provided in **Appendix B** for reading intervention classes and reading in content area classes.

All teachers have a minimum of 90 minutes of planning each day to work both independently and collaboratively, analyzing student data and developing lessons. Additional time may also become available from daily advisement blocks depending on student demands. Teachers who share the same group(s) of students will also develop interdisciplinary or career integrated units and projects based upon student data and standard mastery. Teachers will plan both vertically and horizontally to enable them to become experts of their content and their students. Individual lessons and larger units will be developed to include PBL activities and promote integrated learning. Career pathways instructors are consulted in all collaborative planning, especially where there is a logical fit between CCSS, NGSSS and the designated career competencies.

F. Provide evidence that the existing design has been effective and successful in raising student achievement.

Not Applicable

G. Describe the applicant's capacity to replicate an existing school design.

Not Applicable

Section 4: Curriculum Plan

A. Describe the school's curriculum in the core academic areas, illustrating how it will prepare students to achieve the Next Generation Sunshine State-Common Core Standards.

Ascend Career Academy has elected to substantively follow the Student Progression Plan of the School Board of Broward County (SBBC) - **Policy 6000.1**. This comprehensive plan is consistent with the provisions of the Florida Statutes inclusive of, but not limited to, required curriculum, instruction, assessment, college readiness and graduation. The policy also incorporates all State Standards as referenced in the Florida Statutes and State Board Rules including the Common Core State Standards (CCSS), Sunshine State Standards for Special Diploma and Next Generation Sunshine State Standards (NGSSS). Moreover, ACA will also implement a Response to Intervention (RtI) approach, similar to the framework identified in the Sponsor's K-12 Comprehensive Reading Plan (2012-13). Ascend Career Academy's curriculum follows a standards-based approach with a focus on mastery as benchmarked by the Florida Comprehensive Assessment Test (FCAT) combined with State and District developed formative assessments. The curriculum will continuously reflect high quality instruction and implement research – based strategies, innovations and activities that facilitate achievement for all students.

Reading/Language Arts/Writing: Ascend Career Academy has chosen to implement the State-approved Broward County Public Schools - K-12 Comprehensive Research-Based Reading Plan (CRRP). The



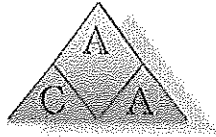
CRRP will provide teachers a systemic framework for literacy instruction, and will assist all departments in focusing on the teaching of reading and writing throughout each content area of the curriculum. Additionally, it provides core and supplemental reading intervention programming for every student who is reading below grade level. Teachers will address all *CCSS/NGSSS* and benchmarks for Language Arts instruction, as is required by the FLDOE, and prepare/meet specific objectives which support the development of the stated competencies. Additionally, ACA will use the Sponsor's *Secondary Struggling Reader Chart (Appendix C)* to assist with appropriate interventions for students functioning at a FCAT Level 1 or 2. ACA will also implement the following: structured independent reading time as needed to foster technical vocabulary and fluency development, reciprocal teaching, *CRISS (Creating Independence through Student-owned Strategies)*, book sharing, cooperative strategies, graphic organizers, marginal note-taking, and will include reading strategies as an integral part of professional development; and encourage family literacy practices.

Technical reading at various performance levels is a strategic component of ACA's reading program. Through the use of high-interest material, aligned to their career pathways and offered at various reading levels, students begin to develop a stronger vocabulary, supported by a more in-depth comprehension of what they are reading. Aspects of technical reading will be woven into all reading and core courses. Unlike the other content blocks on the students' schedules, reading may be delivered throughout the school year.

Instruction in English will continuously emphasize fundamental functions of language. The content will include, but not be limited to, the study and interpretation of traditional and contemporary literature, application of the writing process, formal grammar and usage in preparation for the Grade Ten, FCAT Writing Assessment (as applicable) and the effective use of speaking and listening skills, higher-order reading skills in preparation for the Florida Comprehensive Assessment Test (FCAT) and applicable End of Course (EOC) exams, and study skills enabling success in school and beyond when entering the world of work. ACA will provide students daily opportunities to write within each content area in various modes, including, but not limited to, expository, persuasive and narrative. Writing is also a major component of all PBL assignments, helping students convey an understanding of their work in a clear, concise manner.

Mathematics: With a focus on increasing the level of rigor, coherence, and clarity, and to remain competitive with national and international measures of student achievement, Ascend Career Academy will implement the Mathematics *CCSS/NGSSS* and the objectives from the state course code descriptions for mathematics content in Algebra I and II, Geometry, Integrated Math and Applied Math as the base for instruction. The mathematics program will also incorporate the National Council of Teachers of Mathematics (NCTM) *Focus in High School Mathematics: Reasoning and Sense Making Curriculum*. This is especially relevant in preparing students to face the economic and workforce challenges of an increasingly global, technological society by helping them apply mathematics in a variety of contexts, including their future lives as responsible citizens.

This comprehensive approach to instruction integrates the five areas of math (numbers and operations, measurement, geometry, data analysis and algebra). The curriculum includes the use of manipulative-based activities, models, pictures and symbols to communicate mathematical ideas and demonstrate their applications. ACA endorses the NCTM's belief that in order for students to receive a high quality mathematics education, they must understand the need for mathematics in everyday life. In addition, the school will seek teachers who, besides being content experts, are also able to make the connection between the mathematics content and process standards within the curriculum. Moreover, proper delivery of instruction drives academic success when teachers know the learners, know their resources, and are



aware of the strategies needed to improve student learning. Therefore, the delivery of instruction will include determining students' current mathematical skills, matching instructional strategies and assessments to the objectives, and planning instruction that is appropriate and challenging to students at all levels. This includes the integration of science, STEM and other career focused activities through inquiry-based learning, which help students comprehend how mathematics is applied in real-life situations.

Furthermore, the School will consistently monitor the mastery of CCSS in order to ensure mathematics instruction is provided in a sequential, consistent, and challenging format. Through the use of its Student Information System (SIS), the ACA standards-based instructional model will continually inform students of their progress while helping them gain a deeper understanding of content rather than a more broad base of knowledge. Teachers have the ability to support students as necessary and to structure the mathematics block to leverage time in the most appropriate manner.

Science: The Science curriculum is aligned with the *CCSS/NGSSS* for Science and the content standards of the National Science Education Standards, while incorporating FCAT test item specifications from the State of Florida, as applicable, in daily lesson plans. The purpose of the science program is to provide students with a broad knowledge of scientific concepts while securing a solid foundation for students to pursue postsecondary education as applicable. The science curriculum content includes a combination of direct and inquiry-based, hands-on learning. It is important to provide students with foundational information and skills in a more formalized learning environment in order to set the stage for more independent, discovery learning.

Instruction will include Biology I or its equivalent, with two additional choices resulting in a minimum of three science credits, with two from courses with a laboratory component. Each area will emphasize the important role science plays in both acquiring a new body of knowledge and mastering a scientific approach to problem solving. Students will be engaged in science inquiry, constructing an understanding of science concepts through their own investigations and analyses using laboratory equipment. Science instruction at the school will be riddled with questions designed to stimulate higher-order thinking by students. Instructors will promote discussion about the increasingly international context of scientific activity, its impact and limitations, and the continuous evolution of scientific knowledge. Further, the integration of mathematics is an essential aspect of the problem-solving process and plays a pivotal role in addressing interdisciplinary activities. Reinforcement of this interdisciplinary approach through the pairing of science and mathematics blocks of time in the same semester allow sufficient time for any number of student-centered activities to occur in an uninterrupted setting. Moreover, the limited number of courses offered each semester promotes a more intense learning environment for students to master science standards that may have eluded them during their previous school experience.

Classroom teaching strategies will emphasize active learning, both individually and in groups. Students will be introduced to problem solving, communication, and reasoning through experiments, modeling, investigations, and real-world STEM applications. The integration of technology for blended learning class presentations, independent research, virtual lab experiments and student-developed, Project Based Learning presentations promote a highly engaging and motivational experience for students.

Social Studies: The overarching goal of social studies instruction at Ascend Career Academy is to prepare students to be knowledgeable, informed, and active citizens in an increasingly diverse community, nation and interdependent world. To this end, the social studies program promotes civic competence and ensures that the values and ideals that have shaped our democratic nation continue to be



instilled in our youth. In addition to addressing the *CCSS/NGSSS*, the ACA social studies program will incorporate many aspects of the school culture and student empowerment. Following governmental protocols, students elect peers to represent them on the ACA Council, composed of faculty, students and administration. This body oversees the safe and civil operation of the school with a focus on continuous quality improvement. This process provides students with a practical application of many social studies standards and is recommended by the National Council for the Social Studies.

ACA will also strive to take advantage of the natural correlation of language arts and social studies to offer both blocks during the same semester. Through interdisciplinary instruction, students implement guided/independent writing activities with a focus on the comprehension of social studies concepts. These concepts will be further explored through the debate process, helping students build and strengthen research and public speaking skills. Teachers will be trained to look for the overlap of science and mathematics standards in social studies instruction. This overlap provides teachers with an opportunity to either introduce or reinforce select standards and show students how education and the world are truly integrated.

Additional thematic units will be designed that integrate the various subjects and address the four key areas of the social studies curriculum: Time, Continuity, and Change (History); People, Places, and Environments (Geography); Government and the Citizen (Civics and Government); and Economics. ACA will include the following topics in the social studies curriculum per State Statute and District Policy:

▲ **African-American History Requirement**

History of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society.

▲ **Holocaust Requirement**

History of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions.

▲ **Hispanic Contributions to the United States Requirement**

Hispanic contributions to the United States including, but not limited to, issues related to immigration, impact on society, civil rights, social movements, service and politics.

▲ **Women's Contributions to the United States Requirement**

Women's contributions to the United States including, but not limited to, their changing roles, impact during the Revolutionary War, suffrage, growth of the nation, their roles during the Industrial Revolution, overall impact on society, civil rights, politics and social movements.

▲ **Veterans Contributions and Recognition**

Veterans' contributions to the United States; including the principles of democracy, its governmental and political structure, how to preserve and advance democracy and how students may contribute to the American way of life.



▲ **“Celebrate Freedom Week”**

Instruction - shall be in accordance with Florida Statutes and district guidelines.

▲ **“Disability History and Awareness”**

Disability awareness and instruction may be integrated into existing classroom curriculum to expand students’ knowledge, understanding, and awareness of individuals with disabilities including the history of the disability and the disability rights movement.

Additional Curriculum Requirements will include:

Family Life/Human Sexuality: Health/Life Management Skills curriculum must include consumer education, nutrition, positive emotional development, parenting skills, information on breast cancer detection and breast examination, cardiopulmonary resuscitation, benefits of sexual abstinence and consequences of teenage pregnancy, the hazards of smoking, marriage and relationship skill-based education, drug education, human sexuality, acquired immune deficiency syndrome (HIV) and other sexually transmitted diseases.

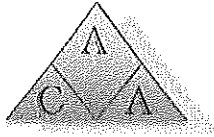
The health education curriculum will include a teen dating violence and abuse component that includes, but is not limited to, the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating violence and abuse, and community resources available to victims of dating violence and abuse. A certified health educator will teach all such coursework.

Character Education: The character education traits that will be integrated into the 9-12 curriculum are respect, honesty, responsibility, self-control, tolerance, kindness, citizenship and cooperation. In addition, the concepts and practices of environmental stewardship will be embedded into the character traits and will be reinforced throughout the Character Education curriculum.

To further ensure alignment with the Sponsor’s academic focus, Ascend Career Academy plans to acquire the same textbooks used for the Sponsor’s core academic offerings in grades 9-12. However, ACA reserves the right to substitute an alternative State of Florida adopted book should there be a concern over the District selection for a particular course.

In addition to the core textbook selections, ACA will supplement its instructional materials acquisition with both digital and print curriculum materials aligned to both CCSS and NGSSS. These materials will be used in a variety of ways to support remediation, enrichment, research, student productivity and digital presentations. Since school administration and faculty will have input into the selection of these print and digital resources, specific titles have not been identified. However, in addition to the documented standards alignment, any software and/or digital applications must include the following components:

- ▲ Varied presentation formats, which include or support the use of pictures, illustrations and streaming video that can be linked to a wide range of cultures and experiences;
- ▲ Varied delivery strategies, which include the use of visual cues, graphic organizers, sample problems and a variety of ways to assess incremental progress both during and after the lesson;
- ▲ Real time data analyses are available for teachers, administrators and parents; and
- ▲ Easy to use interface with supportive tools such as a *HELP* button, dictionaries, text to audio and other adaptive features.



To support the standards-based approach at Ascend Career Academy teachers will work collaboratively with support staff and administration on the analysis of student data. This analysis serves as basis for the data-driven instruction that directs student learning toward required achievement goals. Because students are taking a complete course in a semester, monthly reviews (at a minimum) will be employed to ascertain student progress in order to make required adjustments. To further support this process, teachers have daily, planning time, opportunities to network with peers and counselors. While there will be designated dates for both vertical and horizontal collaboration, teachers will be encouraged to discuss lesson development, student achievement and related interventions as needed.

B. Describe the research base and foundation materials that were used *or will be used* to develop the curriculum.

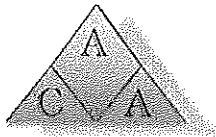
As indicated, Ascend Career Academy has elected to follow the Student Progression Plan of the School Board of Broward County inclusive of School Board **Policy 6000.1** and the **K-12 Comprehensive Reading Plan** (2012-13). These plans are consistent with the provisions of Florida Statute 1008.25(1) and incorporate the Common Core State Standards (CCSS), Sunshine State Standards for Special Diploma or Next Generation Sunshine State Standards (NGSSS). ACA will also implement a **Response to Intervention (RtI)** approach, similar to the framework identified in the Sponsor's K-12 Comprehensive Reading Plan. To further ensure alignment with the Sponsor's academic focus, ACA will acquire the same textbooks for its core academic offerings in grades 9-12. However, rather than using these texts as the means to an end, ACA has chosen to use these as only one facet of an otherwise more comprehensive approach to its curricula.

Research has shown that it is not the specific reading program, but the certainty of reading time with appropriate guidance that promotes a solid foundation at the secondary level (Ivey and Broaddus, 2000). The research indicates that this is accomplished by (a) moving independent reading to the forefront of instruction, (b) providing access to varied reading materials, (c) approaching reading instruction as a developmental process, and (d) learning about individual students as readers and writers. Optimally, this should be implemented with consistency throughout the year, with the available reading materials that include nonfiction works addressing areas of student interest. In the case of ACA, this will take the form of specific, career pathway information.

Many language minority students as well as native English speakers in urban districts lack vocabulary skills needed for reading tasks in school. Limited vocabulary, low reading ability, and low investment of time in reading often go hand in hand, since students usually learn more sophisticated, advanced words through reading, rather than from informal sources (Fusaro, 2009). While secondary students need to read nonfiction texts that contain many technical, discipline-specific words, these texts also include many all-purpose academic words, such as *factor*, *structure*, *function*, and *interpret*.

In addition to a strong vocabulary, adolescents continue to need general comprehension and study strategies that can be used across a broad range of texts (print and non-print materials) in all disciplines (Draper, 2010; Lapp & Moss, 2012). As observed by Moore et al (1999), these include:

- ▲ Activating their prior knowledge of the topic and text
- ▲ Predicting and questioning themselves about what they read
- ▲ Making connections to their lives and other texts and to their expanding worlds



- ▲ Summarizing key ideas
- ▲ Synthesizing information from various sources
- ▲ Identifying, understanding, and remembering key vocabulary
- ▲ Attending to text cues and features to recognize how a text is organized, then using that text organization as a tool for learning
- ▲ Organizing information in notes, graphs and charts, or other representations of key ideas
- ▲ Searching the Internet and other resources for related information
- ▲ Monitoring and judging their own understanding
- ▲ Evaluating authors' ideas and perspectives

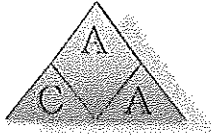
Therefore, all teachers can effectively support secondary students as they learn from all kinds of texts by teaching these general strategies through the discipline-specific print and non-print materials that continue to expand rapidly (Moje, 2007, 2008; Shanahan & Shanahan, 2008).

This avenue is further supported by research conducted at the Center on Response to Intervention (2011). The Center reported on research conducted at 42 schools in the core areas of literacy and numeracy. Key elements cited in the successful implementation of Tier two and three interventions included smaller group size, homogeneous grouping to target specific deficiencies, and increased frequency of instruction and/or reinforcement. Systematic progress monitoring and shared decision-making among school staff were also discussed in terms of developing appropriate interventions for the targeted group(s).

A panel of six experts examined 21 research studies on dropout prevention interventions that met evidence standards or standards with reservations (Dynarski, Cobb, Finn, Rumberger, & Smink, 2008). Based on a review of these studies, the panel identified key components of each intervention and identified features that were common to multiple interventions. The panel then developed six recommendations for reducing dropout rates. Among the six were two important tenets of the ACA approach to its curriculum and the way it will be presented. Both were found to have a more significant impact than most of the others. These were the *creation of a personalized learning environment and related instructional processes* and the *implementation of rigorous and relevant instruction to better engage students in learning and provide the skills needed to graduate and succeed after they leave school*. The related strategies supporting these two areas included the student-centered approaches of problem and project-based learning.

ACA will horizontally align courses to capitalize on opportunities to cross connect core curricular elements and enhance the learning experience with a *real world* approach designed to help motivate students and promote a stronger career focus. By integrating the practices of Understanding by Design, High Schools that Work, Differentiated Instruction, and several of the other tenets of the ACA approach, students will be able to develop interdisciplinary, individualized, and career-based projects to demonstrate mastery of CCSS/NGSSS. Research in this regard (McTighe and Seif, 2003) has confirmed the effectiveness of these strategies inclusive of:

- ▲ A **challenging curriculum** designed to equip students to think analytically, to reason, judge and balance opposing viewpoints. Such a curriculum supports the use of knowledge to solve problems; use academic and technical content and processes to complete tasks typical of those found in the workplace and community; and construct new meanings and understandings from information and ideas.



- ▲ **Teaching for understanding** provides challenging situations in which students test their knowledge by solving problems, building products, and giving performances or writing reports that synthesize thorough analysis of a topic, a concept, or an idea.
- ▲ **Teaching in a meaningful context** provides a way to apply academic learning to important ‘real-world’ problems and helps students “see meaning and purpose in their studies.
- ▲ **Setting clear performance standards** so that assessments of learning are based on clearly stated standards that require students to demonstrate their understanding of new knowledge and skills. In this type of assessment, students use their knowledge to address a problem or an issue similar to ones encountered in a career field.

Another important dimension of the Ascend Career Academy’s curricular approach to instruction involves the use of technology. While the significance of technology is clear in the realm of the delivery and analysis of assessments and in the continual monitoring of academic progress, it will also serve both students and teachers in the delivery and mastery of standards-based content. Computer tutorials can produce very favorable results in natural and social science instruction. Effects of tutorials on test scores in a meta-analysis of studies were large enough to be considered educationally meaningful and were also unusually large for field studies in education. Tutoring effects on student attitudes toward instruction and science were also large. Evaluation studies suggest that student attitudes go up dramatically when students receive some of their instruction from computer tutorials (Kulik, 2002).

A study of learning disabled secondary students who were reading three to four grade levels below placement were shown to lack decoding and word recognition, essential to fluency and comprehension. Through the use of hypertext Web links to deliver a supported reading comprehension environment that included interactivity and multimedia, comprehension instruction was shown to effectively motivate and teach readers to learn and to use comprehension strategies that were of benefit (Rose and Dalton, 2002). This approach is also grounded in Universal Design for Learning theory (UDL), which focuses on the need for instructional methods and materials that provide students a flexible system of supports for both access and learning. An important benefit of designing for diversity is that all users tend to benefit from the results.

While there has been debate over the ability of classroom teachers to adequately differentiate instruction, there is also strong evidence that this can be more easily attained through the use of student empowerment and technology. Giving students choice, some education experts argue, may be as important as deciphering ability levels before differentiating. In particular, this allows high school students to practice the critical thinking and problem-solving skills needed in the current economy. Further, when combined with putting content on computers and having the teacher adjust the software settings to suit student-learning goals, rich programs can be implemented (Pappano, 2010).

An impactful element of professional learning communities (PLCs) that helps to foster changes in teaching cultures is teacher authority. Teacher authority is the ability of teachers to make decisions regarding both the processes of their learning communities and aspects of school governance. Research in this regard (Vescio, Ross and Adams, 2006) noted that such empowerment prompted greater staff learning and a subsequent increase in student achievement. Further, multiple studies (Berry et al., 2005; Hollins et al., 2004; Phillips, 2003; Strahan, 2003; Supovitz, 2002; Supovitz & Christman, 2003) that examined the relationship between teachers’ participation in professional learning communities and student achievement found that student learning improved.



C. Describe the school’s reading curriculum. Provide evidence that reading is a primary focus of the school and that there is a curriculum and set of strategies for students who are reading at grade level or higher and a separate curriculum and strategy for students reading below grade level. *The reading curriculum must be consistent with effective teaching strategies and be grounded in scientifically-based reading research.*

According to Ascend Career Academy’s philosophy, career-ready students are defined as those who are reading at or above grade level, with emphasis on industrial reading skills such as processing, quantitative analysis, and the ability to produce an executive summary from the materials read. In order to be successful in the world of work, as well as in post-secondary education, students must be fluent readers, with a strong vocabulary and better than average comprehension. As a result, a critical element of the Ascend Career Academy’s intake process will be to ascertain the instructional reading level of all students. Regardless of grade level entry, students will be independently assessed in addition to a thorough review of each student’s reading assessment history. To accomplish this ACA will follow the process, content recommendations and support structures identified in the Sponsor’s K-12 Comprehensive Research-Based Reading Plan inclusive of the *Grades 9-12 Assessment/Curriculum Decision Tree (Appendix D)*.

To achieve mastery of the NGSSS benchmarks and achieve College and Career Readiness as defined by the Common Core State Standards, literacy instruction must be focused across all content areas. All teachers provide rigorous instruction in vocabulary, comprehension strategies, and high-level reasoning and critical thinking skills through close analytic reading of complex text, writing to sources using claims and evidence from the text, and presentation tasks involving speaking, listening, language, research and digital media, tools, and strategies. Teachers will infuse NGSSS benchmark strategies and Common Core State Standards in daily instruction using a gradual release model with highly complex, grade level content area and literary texts. In order to assist teachers in this important aspect of reading integration, professional development will be provided to support teachers on text complexity and close analytical reading.

This literacy instructional focus includes, but is not limited to:

- ▲ Use complex informational text for instruction at a ratio matching FCAT 2.0 and the Common Core State Standards (70% informational text to 30% literary text).
- ▲ Make the close reading of texts central to lessons—rather than ancillary—and focus on texts that elicit close reading and re-reading for understanding.
- ▲ Provide effective instruction scaffolding that enable all students to access complex texts directly without preempting or replacing a text by translating its contents for students.
- ▲ Provide a gradual movement toward decreasing scaffolding and increasing independence as demanded for college and the workplace and for success on high stakes tests such as end of course exams (EOCs), FCAT 2.0, ACT and SAT, and the forthcoming PARCC Assessments.
- ▲ Ask text-dependent questions that require students to cite strong and thorough textual evidence to demonstrate that they follow the details of what is explicitly stated as well as make inferences from the text, ensuring that valid claims square with all the evidence in the text.
- ▲ Provide extensive writing opportunities for students to draw evidence from texts (i.e., write to sources) supporting logical inferences, evaluate reasoning, themes purposes, and rhetorical features, presenting careful analyses, well-defended claims and clear objective summaries of information.

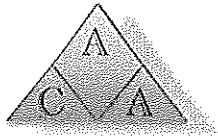


- ▲ Ensure that questions and learning tasks require careful comprehension of the text before asking for further connections, evaluation, or interpretation. Students should demonstrate understanding of what they read before engaging their opinions, appraisals, or interpretations.
- ▲ Support students in writing arguments and analyses of substantive works using valid reasoning and relevant evidence.
- ▲ Engage students in literacy learning tasks in which they integrate multiple source of information presented in diverse formats and media, including quantitative, visual, and oral media sources.
- ▲ Engage students in extensive research at least once a quarter to answer substantive questions (including those that are student-generated), investigate and solve a problem, narrow or broaden an inquiry, and synthesize multiple resources. Ensure that word study focuses on students using a variety of strategies to acquire and use academic and domain-specific words sufficient for reading, writing, speaking, and listening at the college and career readiness level, including figurative, connotative, and technical meanings, and multiple meaning words.
- ▲ Model instructional using the gradual release model that moves students towards independence with complex, grade level texts.

The Common Core State Standards place an increasing emphasis on helping students to independently read the range and complexity of texts required to be college and career ready. For success, change in instructional processes and focus across all content areas must accompany implementation of the Common Core State Standards:

- ▲ **Building Knowledge in the Disciplines:** Content area teachers outside of the English language arts classroom emphasize literacy experiences in planning and instruction. Students learn through domain-specific texts in science, social studies, and technical subjects. Rather than referring to the text, they are expected to learn from what they read.
- ▲ **Staircase of complexity to prepare students for the complexity of College and Career Ready texts:** Students read grade appropriate texts around which instruction is centered. Teachers are patient, create more time and space in the curriculum for close and careful reading, and provide appropriate and necessary scaffolding and supports so that it is possible for students reading below grade level to access complex text.
- ▲ **Students engage in rich and rigorous conversations dependent on a common text:** Teachers insist that classroom experiences stay deeply connected to the text on the page and that students develop habits for making evidentiary arguments both in conversation, as well as in writing to assess comprehension of a text.
- ▲ **Writing from sources:** Students use evidence from the text to inform or make an argument rather than engage in personal narrative and other forms of decontextualized prompts. While the narrative still has an important role, students develop skills through written arguments that respond to the ideas, events, facts, and arguments presented in the texts they read.
- ▲ **Students build academic vocabulary to access grade level complex texts:** By focusing strategically on comprehension of pivotal and commonly found words (such as “discourse,” “generation,” “theory,” and “principled”) and less on esoteric literary terms (such as “onomatopoeia” or “homonym”), teachers build students’ ability to access more complex texts across the content areas.

Ascend Career Academy will implement the District’s informational, non-fiction texts on varying topics



to pair with the themes and topics in the texts in the Comprehensive Intervention Reading Program (CIRP) for grades 9-10, Hampton Brown Edge and in the Supplemental Intervention Reading Programs (SIRP) for grades 11-12, Ten Steps to Improving College Reading Skills and Ten Steps to Advancing College Reading Skills. In addition, Comprehension Instructional Sequence (CIS) lesson plans will be used for supplementing and extending both the CIRP instruction and content area instruction. ACA staff and reading specialists will develop additional supplemental texts and CIS model lessons aligned to ACA career pathways.

To meet career readiness objectives and/or post-secondary educational opportunities, students should complete short and/or extended literacy/research projects each semester incorporating all of the Common Core State Standards. Through critical reading, writing, thinking, speaking, listening, and research, students engage in rigorous writing and research using print and multimedia resources, digital tools and strategies, project based learning, through extended interdisciplinary literacy sequences following the Partnership for Assessment of Readiness for College and Careers (PARCC) Content Model Frameworks. Students may pursue inquiries initiated in their content area classes, especially in social studies/history, science and technical subjects. Using complex informational and literary texts, students write to sources, research to build and present knowledge, extend literacy skills through speaking and listening activities and the development of academic language, access digital resources, including the multimedia databases (such as Gale Group Opposing Viewpoints), and use the Florida research process model, FINDS, for extensive writing and research to incorporate complex texts and instructional tasks across all content areas to supplement instruction using the core textbooks.

Formal reading classes will be determined by applying the standards and formulas described in the CRRP. Each reading class is composed of a single or multiple homogeneous groups assembled according to prior assessments and a reading diagnostic administered upon entering the school. Reading teachers work collaboratively with their peers and content area teachers to develop and reinforce sound reading strategies for all classes based upon the six areas of reading: Oral language, Phonemic awareness, Phonics, Fluency, Vocabulary and Comprehension. As part of Tier 2 instruction, all students who are reading below grade level (FCAT Reading Level 1 or 2) participate in a daily 90-minute reading block of uninterrupted reading instruction with a highly qualified teacher who is either Reading Certified or Reading Endorsed.

Students who have been identified with intervention needs in the areas of decoding and/or text reading efficiency will be placed in reading intervention instruction for an extended block of instruction of at least 90 minutes per day, 5 days per week. All students meeting criteria for reading interventions will be placed in reading intervention instruction for 90 minutes per day, 5 days per week for the full school year (180 days).

Students in grades 11 and 12 who have not yet met high school graduation requirements and college and career readiness need rigorous instruction with a strong vocabulary, comprehension, reasoning, and critical thinking focus, infusing NGSSS and College and Career Readiness strategies with scaffolded support across highly complex and challenging grade level content area and literary texts. Students will be provided guided support in applying these skills and strategies to their content area texts, inquiry and research projects, and other authentic reading, writing, and presentation tasks with a college and career focus. The curriculum focuses on strategies students need not just for passing the FCAT Reading Retake, but also on the strategies they need to achieve success on the ACT and/or SAT (with a concordant or college readiness score.)

Students will use Ten Steps to Improving College Reading Skills and Ten Steps to Advancing College



Reading Skills, by Townsend Press as core texts. Additional texts include The Real ACT, Principle Woods Impact, and students' textbooks in other core subjects, career pathways materials and public domain texts. Progress monitoring in 11th and 12th grade reading intervention is conducted through in-program assessments, the district's Benchmark Assessment Tests, released items and practice tests for the FCAT, ACT, and SAT, and the Florida Assessments for Instruction in Reading (FAIR) or equivalent literacy assessments. Annual growth in reading is demonstrated by pre and post assessments, FAIR, FCAT, ACT, SAT and/or PERT results. ACA will follow the progress-monitoring schedule outlined on the CRRP High School Assessment Chart.

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

As part of Tier 1 instruction, all students will be instructed to use literacy strategies across all content areas as a tool for "reading and writing to learn." Reading instruction across all content areas support students' literacy development, enhances vocabulary, comprehension and critical thinking and reasoning skills, and supports the comprehension and mastery of increasingly complex text and content knowledge.

Pursuant to Section 1003.428, F.S., high school students who score at Level 1 on FCAT Reading are required to complete an intensive reading course. Students who score at Level 2 may be served by an intensive reading course or a content area reading intervention course.

High school students who score at Level 1 or Level 2 on FCAT Reading and who have intervention needs in the areas of decoding and/or text reading efficiency must have extended time for reading intervention. The teacher must have the Reading Endorsement or Certification in Reading (Grades K-12). As part of Tier 2 instruction, students will be placed in the specific Comprehensive Intervention Reading Program (CIRP) that best meets their need based on data, and the criteria for placement in each program is outlined in detail on the Curriculum Decision Trees and corresponding placement charts.

The most intensive Level 1 students who have intervention needs that impact all areas of reading as defined by the National Reading Panel and the State of Florida (oral language, phonemic awareness, phonics, fluency, vocabulary and comprehension) will be placed into Wilson Reading for a double block of intervention instruction daily to address severe deficits that impact all those areas of reading. Students in Wilson Reading need extensive and intensive intervention in word study, applying decoding strategies to text, building fluency as accuracy increases, vocabulary and comprehension strategies, infusing NGSSS benchmark strategies with scaffolded support across texts of increasing complexity.

Wilson Reading is a highly structured, systematic reading and writing program that serves as a comprehensive intervention to support struggling readers in learning the structure of words and language by teaching them to decode and encode (spell) fluently. Instruction is interactive and multi-sensory. Wilson Reading resources include age-appropriate reading material for older students.



Progress monitoring for students in Wilson Reading is conducted through in-program step mastery tests. Annual growth in reading is monitored by pre- and post- Diagnostic Assessments of Reading (DAR) results, the WADE (Wilson Assessment for Decoding and Encoding), and FCAT results. Students are progress monitored three times per year using the Florida Assessments for Instruction in Reading (FAIR).

The Progress Monitoring schedule for all students is outlined on the High School Assessment Chart. Level 1 and 2 students who have mastered basic decoding and encoding skills but still have significant intervention needs in phonics (especially with multisyllabic words) and fluency will be placed in National Geographic/Hampton-Brown Edge A (if 9th grade) or Edge B (if 10th grade) with Sopris West's REWARDS and REWARDS Plus Science for a double block of reading intervention daily. Students designated for a double block of Edge A or Edge B need extensive intervention instruction on applying decoding strategies to text, word study with multisyllabic words, building fluency as accuracy increases, vocabulary and comprehension strategies, and infusing NGSSS benchmark strategies with scaffolded support across texts of increasing complexity.

Progress monitoring for students in the double block of Edge A or Edge B is conducted through in-program mastery tests, the district's Benchmark Assessment Tests, as well as the fall, winter and spring Florida Assessments for Instruction in Reading (FAIR) or equivalent literacy assessments. Annual growth in reading is demonstrated by pre and post assessments and FCAT results. The Progress Monitoring schedule is outlined on the Sponsor's CRRP High School Assessment Chart. Each Comprehensive Intensive Reading Program (CIRP) provides guidance to teachers in delivering differentiated instruction for diverse learners within the reading block. The programs contain integral instructional sequences coordinated by strand of instruction and are carefully planned to spiral through cognitively simple to more complex skills. Each program provides practice opportunities for mastery of skills and strategies. Each program provides rigorous instruction in vocabulary, comprehension strategies, and high-level reasoning and critical thinking skills using authentic reading, writing, and presentation tasks. NGSSS benchmark strategies are infused with scaffolded support using increasingly complex grade level content area and literary texts.

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

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

When targeted supplemental instruction does not yield desired results, the school Collaborative Problem Solving Team (CPST) will use the collaborative problem-solving approach to identify more targeted interventions for Tier 3 students following Florida's Formula for Effective and Powerful Instruction. This may include additional instruction through extended learning opportunities, push-in or pull out tutoring,



or a change in the focus, format, frequency and/or size of instructional group to best meet the Tier 3 student's specific learning needs.

Tier 2 and Tier 3 Literacy Interventions:

Fluency:

In addition to the supplemental intervention reading programs (SIRP) identified on the Struggling Reader Chart, the National Reading Panel (2000) found that classroom practices that encourage repeated oral reading with feedback lead to meaningful improvement in students' fluency. Recommended fluency routines for high school classrooms that do not require specialized programs and materials include:

- ▲ Modeling: Teacher reads aloud to model the expression and prosody (phrasing, expression, and intonation).
- ▲ Choral Reading: Students read in unison following the teacher's phrasing, expression, and intonation.
- ▲ Echo Reading: Students echo the teacher's phrasing, expression, and intonation.
- ▲ Listening while Reading: Students listen to a recording while following the text in print.
- ▲ Paired Reading: Students read aloud to an adult or peer, for practicing prosody (phrasing, expression, and intonation).
- ▲ Reading Recording: Students use recording tools to record their own reading, listen and analyze it, and repeat readings to develop accuracy and rate.
- ▲ Timed Repeated Readings: Students establish specific targeted goals to increase their reading rate with good accuracy with texts they have previously read.
- ▲ Reader's Theater: Students read and/or perform individual or choral parts in dramatic texts (such as poetry, plays).

Vocabulary:

In addition to the supplemental intervention reading programs (SIRP) identified on the Struggling Reader Chart, teachers help build vocabulary and comprehension skills by immersing students in rich and varied language experiences, word study, playing with words, and making words their own through authentic reading, writing, speaking, and listening activities. Teachers should model daily the use of targeted, complex language in natural contexts. Explicit and systematic vocabulary routines and word study that do not require specialized programs and materials include:

- ▲ Vocabulary notebooks
- ▲ Vocabulary study cards
- ▲ Vocabulary graphic organizers (such as Frayer Models and Semantic Maps)
- ▲ Word sorts
- ▲ Word games
- ▲ Word walls and word wall activities

Comprehension:

The Comprehension Instructional Sequence (CIS) is a research-based sequence of instruction that supports deeper engagement with complex, grade level texts. Students will deeply process and



comprehend a literary or informational text through reading and rereading, generating questions and answers based on the text, and participating in extended text discussions.

Screening Assessments and Progress Monitoring Plan:

All Level 1, Level 2, (and in some cases Level 3 if required by Differentiated Accountability) high school students will be administered a screening at the beginning of the year and progress monitored three times a year using the Florida Assessment for Instruction in Reading (FAIR) or equivalent literacy assessment. ACA will use Grade Level Lexiled Passages and the NAEP Fluency Rubric as additional screening assessments. Annual growth in reading is demonstrated by the Florida Assessments for Instruction in Reading (FAIR) or equivalent assessments, and FCAT results.

High School Placement Options:

Students with three previous consecutive years of FCAT Reading scores at Level 3 and above may receive a one-year waiver from state mandated reading intervention. An academic improvement plan must be in place and signed by the school, student, and parent for the year in which the exemption is granted. Students in high school should be placed in the highest level of program in which student data suggests the student can succeed. In some cases, the student's formal assessment data, such as FCAT score, does not provide the full picture of a student's strengths and their needs, and the reading coach may need to administer an additional diagnostic assessment or administer a previously administered assessment again to determine the best placement for the student. The school's Literacy Leadership Team reviews placement criteria to ensure the proper placement of students in programs that will challenge them and best meet their reading intervention needs. Schools are allowed some flexibility, but they may not bend state mandates to meet school scheduling parameters.

Daily High School Reading Intervention Classes Literacy Instructional Design:

- ▲ Essential Questions – Instruction focuses on the deep and abiding questions students face in their lives, such as “Does an individual’s success depend on the individual or the environment?” or “What keeps us together and what pulls us apart?” Essential questions have no right or wrong answers, and allow students and teachers to assume varied roles in the process of inquiry around topics that matter.
- ▲ Teacher Read Aloud/Think Aloud - Teachers model fluent and motivational reading daily. Reading aloud includes teacher think-aloud, as well as highlighting key vocabulary and text structure.
- ▲ Academic Vocabulary/Word Study - Word walls contain continuous and current academic and content specific vocabulary words. Word wall activities are interactive and engaging, and students review words through whole group activities, small group activities, and individual practices when appropriate to the daily instructional focus. Word study includes structural analysis of word parts (prefixes, root words, suffixes) as well as contextual analysis (context clues, signal words, punctuation clues, multiple meanings and other clues) to determine meanings of unknown words.
- ▲ Literacy Objective - Objectives are aligned with the NGSSS benchmarks and CCSS (as appropriate during the transition to the Common Core State Standards) and written in study-friendly language. Teachers discuss the objectives, what students should know and be able to do as a result of the lesson, and facilitate discussion around the essential questions that help to drive instruction.



- ▲ Pre-Reading Instruction – Scaffolding in the form of pre-reading instruction should be implemented using the gradual release model and should not pre-empt students reading and grappling with complex, challenging texts and literacy tasks such as writing to text, independently. Pre-reading instruction includes building motivation and interest using authentic and relevant “hooks” to engage readers, including read think/think aloud around motivating and related topics. Pre reading instruction may include, when appropriate, anticipation guides, new vocabulary and word study, discussions to set purposes for reading, previewing text and text features, making and confirming predictions, identifying text structure and organization, and activating prior knowledge. Students may construct graphic organizers to use during and after reading.

- ▲ During Reading Instruction - Scaffolding in the form of during-reading instruction should be implemented using the gradual release model and should not pre-empt students reading and grappling with complex, challenging texts and literacy tasks such as writing to text, independently. During reading instruction should focus on text-dependent questions. Students actively read in pairs, with the teacher, individually, and/or silently. Students analyze text features, text structure, visuals and/or data and write to text using evidence or claims from the text to justify responses. Cooperative groups may jigsaw reading or engage in shared reading. Text-dependent questions aligned to reading benchmarks and higher levels of Bloom’s Taxonomy or Webb’s Depth of Knowledge will be asked during reading and students encouraged to pose their own questions to guide reflection and learning. Students discuss, write, practice and complete literacy tasks in pairs, small groups, or individually. Reciprocal teaching and evidenced based reading strategies such as text coding, margin notes, students generating their own questions, and writing to text helps students clarify ideas, paraphrase, summarize, predict, and comprehend complex text. The Comprehension Instructional Sequence (CIS) is a sequence of instruction used approximately once a month to help students comprehend complex grade level texts like those they will encounter on FCAT, the ACT, and tasks for College and Career Readiness.

- ▲ After Reading Instruction - Scaffolding in the form of after-reading instruction should be implemented using the gradual release model and should not pre-empt students reading and grappling with complex, challenging texts and literacy tasks such as writing to text, independently. Students discuss, write and apply information from texts and make relevant and authentic connections within in and across other texts and literacy performance tasks. Students complete informal assessments such as reflective writing in journals and learning logs, “tickets out the door,” or writing to learn, such as summaries to complete graphic organizers. Students may also work on research/inquiry projects and/or complete program-specific assessments or district assessments that meet learning objectives. Student work is reviewed and students given reflective feedback for learning. Work is saved and archived in student folders or portfolios for ongoing review and monitoring of student progress to attain mastery of NGSSS benchmarks and college and career readiness objectives as defined by the Common Core State Standards.

- ▲ Independent Reading – Students develop stamina and motivation for independent and sustained silent reading of increasingly more rigorous and complex texts when they can self-select texts that are relevant and culturally relevant and meaningful to them. Teachers model comprehension-monitoring strategies to help students build independence as readers. Teachers monitor independent reading for engagement, and connect with each student at least weekly to monitor progress. Reading logs or journals, text talk, book passes, and peer recommendations help students make connections to text. Classroom libraries should include a wide variety of reading



genres, of varying complexities, including complex, stretch texts, as well as e-books and other text resources online, through the school's media center, and resources outside school.

- ▲ Differentiated Instruction - Teaching all students to read requires that every student is carefully monitored to determine that instructional content and delivery of the reading instruction that best meets student needs. Small teacher-directed groups meet for more intensive intervention in word study, fluency, comprehension or vocabulary, if and as needed. Project based learning, writing, student inquiry and research, and authentic presentation tasks provide varied and motivating opportunities for students to demonstrate their learning using multiple, complex texts, integrating interdisciplinary performance tasks across various content areas.
- ▲ Assessments for Learning - Assessments will be varied and include informal and formal assessments. Formal assessments include screening, diagnostic, progress monitoring, and outcome assessments such as the BAT and FCAT. Informal or content specific assessments include in-program assessments in Edge or the Ten Steps texts, graphic organizers, text-evident writing assignments, and mini-benchmark assessments. Assessments include performance tasks such as project based learning and oral, written, and multimedia presentations. Students engage daily in text-dependent writing by summarizing, paraphrasing, predicting, interpreting, analyzing, comparing, and speculating using admit slips/tickets out the door, in Learning Logs, on graphic organizers, as well as other more formal writing to text-evident responses and literacy experiences.

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

- ▲ Literacy strategies are infused into all content areas. Standards-based instruction is aligned with the Next Generation Sunshine State Standards (NGSSS) and Common Core State Standards for college and career readiness. Schools identify secondary NGSSS benchmarks and college and career readiness standards based on their student data and specific needs, and organize these on a school-based Instructional Focus Calendar for reading across the content areas.
- ▲ Teachers explicitly instruct and model strategies for effectively reading increasingly challenging and complex science, social studies, and technical informational texts, and provide students multiple opportunities to apply literacy strategies through guided and independent reading.
- ▲ Teachers embed NGSSS and Common Core State Standards instruction within the curriculum, avoiding isolated delivery of "FCAT Prep." Assessment is formative and includes text-dependent questions with rigorous, complex tasks. Senate Bill 1908 prohibits any suspension of curriculum for "test prep" practices.
- ▲ Teaching and learning helps students find personal meaning and purpose in literacy learning activities by viewing literacy as a social act, to be used for problem-solving and decision-making required for responsible citizenship, life-long learning, college and career. Students use literacy experiences as opportunities to explore personal interests, read widely for a variety of purposes including reading for enjoyment, for gathering information, to complete authentic, real-world tasks, and solve problems. Instruction should help students become comfortable with a variety of written forms and genres and recognize that literacy is essential for lifelong learning and citizenship in a global society.



- ▲ Academic learning time (“Bell-to-Bell” instruction) is both engaging and motivating, and includes daily reading, writing, speaking, listening, and language activities across all content areas, in every classroom, not just teachers assigning work. Teachers create literacy/print-rich learning environments with varied informational (content area) and literary text resources, across a range of reading levels that are increasingly challenging and complex.
- ▲ Daily instruction includes “think-aloud,” or mental modeling in which the teacher foresees the challenges that students will have unlocking the text before, during, and after reading and the teacher models the critical thinking process used to overcome those challenges.
- ▲ Teachers listen to students read and think aloud to make visible the processes students use in their heads to bring meaning to text so that teachers can appropriately diagnose specific challenges and areas of difficulty.
- ▲ Teachers across all content areas provide all students, including striving readers, with instruction that is immersed in rich, deep, and complex literary and informational texts.
- ▲ Teachers provide daily opportunities to engage students in oral language activities where verbalization is used to develop word knowledge, language skills, and reflection on meaning through class discussions, interactive read-aloud, teacher read/think-aloud, and/or peer interactions.
- ▲ Teachers vary strategies used to motivate learners and adjust instruction to meet the individual, differentiated needs of students.
- ▲ Teachers provide both direct (explicit) and indirect (implicit) instruction daily to support vocabulary development through wide and extensive independent reading to expand word knowledge, instruction in specific content words to enhance comprehension of texts containing targeted words, instruction in independent word-learning strategies (word structure, roots and affixes, or using context to determine meanings), word consciousness and word-play activities to motivate and enhance learning.
- ▲ Teachers use varied structures for independent, cooperative, and collaborative instruction including whole group, small group, student pairs, and one-on-one settings.
- ▲ Teachers facilitate instruction that is student-centered rather than teacher-centered, to help build engagement and involve more students actively in learning.
- ▲ Teachers incorporate graphic organizers into literacy experiences to demonstrate visual representations of relationships and make connections between knowledge, concepts, and/or ideas. Graphic organizers help students to remember and retrieve critical information, to think more deeply about text, recognize the structure and patterns of text, and build vocabulary knowledge and comprehension.
- ▲ Teachers provide daily opportunities for students to generate and answer their own text-dependent questions, assume responsibility for learning, clarify information, and infer beyond literal interpretations of the text.



- ▲ Teachers help students develop comprehension-monitoring and “fix-up” strategies when students experience difficulty with complex text. Comprehension monitoring strategies help students visualize, stay focused, make inferences, and remember what they read. Examples of self-monitoring and “fix-up” strategies include using sticky notes, margin notes, or text coding, making connections to and among texts, activating prior knowledge, making predictions, asking and answering questions, adjusting reading rate for understanding, visualizing, summarizing and retelling, identifying text patterns and structure, and looking for clues in conventions of print.

ACA will also employ a variety of educational software and technology support designed to provide teachers with options for blended instruction and students with guided remediation, research capabilities and/or enrichment options. The specific programs will be determined at a later date with input from school administration and staff.

Additional reading strategies (daily independent reading), classroom practices (word walls and classroom libraries), other related components of the reading program (leveling books for complexity) and the use of literacy/reading coaches will be gleaned from the Sponsor’s CRRP and incorporated with the assistance of ACA staff, once hired.

D. Explain how students who enter the school below grade level will be engaged in and benefit from the curriculum.

Through the use of its SIS and ILP development process, Ascend Career Academy will systematically identify and categorize student needs. So, whether an incoming student is in need of specific IEP services or reading decoding skills, an appropriate educational plan is developed. The ACA flexible block schedule empowers the faculty to differentiate instruction and provide other remediation or enrichment services as necessary. Further, teachers have the ability to group and regroup students under their purview and adjust the configuration of their content blocks to optimize curriculum delivery. A progress -monitoring plan that involves frequent student conferencing provides the underpinnings for student empowerment. Students will be encouraged to meet with teachers or counselors during *advisement time*, which occurs twice each day at mid-day and between the afternoon and evening sessions, to obtain assistance or to share a concern.

Students identified below grade level in any given area will have targeted tutoring as a mandatory requirement of their ILP and weekly progress reports to track improvements. In order to meet the diverse needs of our students, tutoring will be delivered by teachers, peers, through prescriptive technology and/or virtual instruction, or by volunteers during the *advisement time* and/or embedded into a content block. This may include one-to-one support, small groups or an entire class depending on circumstances. Moreover, while the State allows a minimum of 120 hours of instruction for students taking courses on a block schedule, ACA will provide its students with the full 135 hours of instruction per core course. Student progress data is reflected on the electronic ILP located on the School’s SIS.

Other aspects of Ascend Career Academy program that address below grade level students that have not been discussed in the previous reading section include, but are not limited to the following:

- ▲ ACA will assess exempt ESE students using the Blue Brigrance Diagnostic Comprehensive Inventory of Basic Skills, and will follow any and all state requirements for assessment of



exempt ESE students.

- ▲ In addition, ACA may utilize the Woodcock Johnson Test of Academic Achievement III, or the Wechsler Intelligence Scale for Children (4th edition) and/or the Wechsler Adult Intelligence Scale (3rd edition). The Celf 4 is used for language and/or speech impaired student assessment, or similar assessment instruments approved by the district and parent or guardian, and appropriate to the perceived performance level of the student.
- ▲ Remediation would follow a similar format as for general education students, in that prescribed remedial materials would be just above the student's assessed lexile level, all aligned with the CRRP.
- ▲ IEPs, as developed by the child study team, will provide individual accommodations both for testing and classroom remediation.

E. Describe proposed curriculum areas to be included other than the core academic areas.

Ascend Career Academy has attainment of a high school diploma as its primary goal. To further support this goal and provide both intrinsic and extrinsic motivation, students will be offered an opportunity to explore a particular career pathway of interest. The program, which aligns with the components of s. 1003.493, F.S. allows students to begin developing foundational skills necessary to enter the work force upon graduation, or continue with post-secondary training in their field of study. Each student will take a minimum of four career courses in their chosen pathway via the Smart Horizons, SACS accredited, virtual school.

The seven, career pathways (**Chart 1**) will be offered through *Career and Technical Education* subject areas. These exploratory type courses will provide a strong foundation for ACA students in addition to opportunities for improvement in self-development through the study of specific career related skills. The career coursework will make up a minimum of four of the required elective courses necessary for students to obtain a standard, high school diploma.

Chart 1: Ascend Career Academy Pathways offered through Smart Horizons Online





Career courses are designed to align with the current demand for trained individuals with a high school diploma. While students can complete their career coursework prior to graduation, their high school diploma presents an added incentive and provides a significant advantage when entering the work force. In particular, the ACA approach focuses on building self-esteem, which tends to suffer in students who are not proficient readers when entering high school.

All career cluster courses will integrate with the core content, remedial and/or technical reading, STEM activities and other components that support the global educational focus of the school. All of the elective offerings for the high school program will complement one or more of the career clusters allowing elective teachers to also integrate content with either the *career exploration* options. Virtual offerings allow students the flexibility to work on their chosen pathway during the school day independently, with guidance or 24/7 from any computer with Internet access.

Elective Courses: Electives have been purposefully selected to align with or complement one or more of the career pathways. However, due to the intensive focus on core academics, reading and the career embedded coursework, available electives (**Table 4**) will be limited. Those included are only examples of elective options and may change as demand and enrollment numbers vary. However, students will have sufficient choices to fulfill all requirements for graduation.

Table 4: Elective Course Offerings Grades 9 – 12*

Course Number	Course Title
0500340	Exploring Teaching 1
0500350	Exploring Teaching 2
0500940	Child Development for Educators
8503210	Early Childhood Education
1502470	Recreational Activities
8909010	Teacher Assisting 1/Level 2
8909020	Teacher Assisting 2/Level 2
8909030	Teacher Assisting 3/Level 2
8909040	Teacher Assisting 4/Level 2
0500500	Personal, Career, and School Development Skills 1
0500510	Personal, Career, and School Development Skills 2
0500520	Personal, Career, and School Development Skills 3
0500530	Personal, Career, and School Development Skills 4
0500370	Voluntary Public Service
8129200	Food Science Applications
8129210	Food Science Applications 2/Level 2
8129220	Food Science Applications 3/Level 2
8215200	Business Supervision and Management
8212110	Administrative Office Technology 1/level 2
8212120	Business Software Applications 1/level 2
8200330	Computer and Business Skills/Level 2
8200320	Keyboarding and Business Skills/Level 2
8600420	Power and Transportation Systems/ level 2
8601200	Transportation Technology
8601210	Transportation Technology I/Level 2
8601220	Transportation Technology II/Level 2



Course Number	Course Title
8601230	Transportation Technology III/Level 3
8800600	Culinary and Hospitality Specialties
8800610	Culinary and Hospitality Specialties 1/level 2
8800620	Culinary and Hospitality Specialties 2/level 2
8918000	Criminal Justice Operations
8918010	Criminal Justice Operations 1/Level 2
8918020	Criminal Justice Operations 2/Level 2
8918030	Criminal Justice Operations 3/Level 3
1000400	Intensive Language Arts
1000410	Intensive Reading
1000420	Intensive Writing
1008300	Reading 1
1008310	Reading 2
1200300	Basic Mathematics Skills
1200410	Math for College Success
1205370	Consumer Mathematics
1205540	Business Mathematics
1501300	Personal Fitness
1502410	Individual and Dual Sports 1
1502420	Individual and Dual Sports 2
1502430	Individual and Dual Sports 3
0101300	Two-Dimensional Art 1
0101310	Two-Dimensional Art 2
0101330	Three-Dimensional Art 1
1301300	Introduction to Music Performance
1007300	Speech 1
1700300	Research 1
1700310	Research 2
1700320	Research 3
0708340	Spanish 1
0708350	Spanish 2
0708360	Spanish 3 Honors
0709300	Spanish for Spanish Speakers 1
0709310	Spanish for Spanish Speakers 2
0709320	Spanish for Spanish Speakers 3 Honors

* Additional courses, including those for ELL, ESE and Credit Recovery, will be included as necessary.

Per s. 1003.455, F.S., the equivalent of one class period per day of physical education for one semester of each year is required. This requirement shall be waived for a student who meets one of the following criteria:

- ▲ The student is enrolled or required to enroll in a remedial course;
- ▲ The student's parent indicates in writing to the school that:
 - The parent requests that the student enroll in another course from among those courses offered as options by the school district; i.e. art, music, language, etc. OR



- The student is participating in physical activities outside the school day, which are equal to or in excess of the mandated requirement; i.e. after school sports, dance classes, physical activity as part of an after school program, etc.

F. Describe how the effectiveness of the curriculum will be evaluated.

The effectiveness of the curriculum at Ascend Career Academy will be determined through a variety of measures ranging from formal State assessments such as FCAT, PERT and FAIR to school-specific and local measures, such as the Sponsor's BAT, Mini-Benchmark Assessments, Reading Assessments (outlined in the CRRP) and other standards-based formative tests (to be determined). The four Annual Measurable Objectives (AMOs) incorporated into Florida's Elementary and Secondary Education Act (ESEA) Waiver Request (school grade, performance of all students and student subgroups in Reading and Mathematics, progress of Students in the Lowest-Performing 25% in Reading and Mathematics, and comparison of Florida's student performance to the highest-performing states and nations) will also be used to compare Ascend Career Academy's performance against other schools with similar student populations and demographics as a measure of curriculum effectiveness. Moreover, achievement on State End of Course (EOC) Exams will be a significant measure of curriculum effectiveness in those core courses for which they are currently developed.

Additionally, a great deal of emphasis is placed on the individual learning gains of students. While these may be incremental in nature when assessed on large-scale, criterion referenced tests, when viewed from a prescriptive ILP level, may be highly significant. Therefore, it is especially prudent that ACA maintains accurate records of student performance data at all levels, not only for teachers and parents, but to demonstrate that the curriculum is having the desired impact on the students being served. Curriculum will be monitored in accordance with the Florida Continuous Improvement Model (FCIM). All evaluations will be conducted with an exclusive purpose of seeking ways to improve student achievement. ACA's integrated instructional team of administrators, staff, and Governing Board members will all be involved in an effort to ensure Continuous Quality Improvement (CQI) resulting in substantiated learning gains.

Another important aspect of the Ascend Career Academy's mission and goals is the re-engagement of disenfranchised students or those who have already dropped out. Therefore, a further measure of the ACA curriculum effectiveness will be its efficacy in the retention and training of the targeted audience in their chosen career. This will be used in conjunction with monitoring student progress toward the attainment of a high school diploma. To this end, graduation rates and job placements will become strong indicators of success.

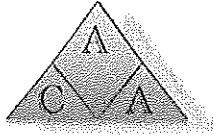
Utilizing the School Improvement Process, the educational strengths and areas in need of improvement will be determined on an individual and then, school-wide basis. Analysis on a broader effort will assist in determining staff development needs, curriculum realignments, and the objectives documented in the School Improvement Plan. Data will be used to understand and improve school effectiveness by targeting benchmarks indicating which students need additional support to master specific grade level skills.



Section 5: Student Performance, Assessment and Evaluation

A. State the school's educational goals and objectives for improving student achievement. Indicate how much academic improvement students are expected to show each year, how student progress and performance will be evaluated, and the specific results to be attained.

- ▲ By the end of its first year as an established charter school, a minimum of 25% of enrolled students at Ascend Career Academy will be students who have dropped out of one or more previous schools and have become re-engaged in the educational process as demonstrated by successful completion of one or more courses.
- ▲ Students attending Ascend Career Academy who have not previously met the FCAT standard, or its equivalent, for tenth grade reading will demonstrate State proficiency levels, or applicable Safe Harbor provision per respective subgroup. Should ACA not meet Safe Harbor criteria, the School, per the Growth Model, will assure that the annual designated percentages of students are on track to be proficient within three years.
- ▲ A minimum of 70% of the students attending Ascend Career Academy who take a mathematics course will demonstrate proficiency by successfully passing the course with a Level 3 or higher on the designated State End of Course (EOC) Exam, or (in absence of an EOC) through criteria established in SBBC Policy 6000.1.
- ▲ A minimum of 70% of the students attending Ascend Career Academy who take a science course will demonstrate proficiency by successfully passing the course with a Level 3 or higher on the designated State End of Course (EOC) Exam, or (in absence of an EOC) through criteria established in SBBC Policy 6000.1.
- ▲ A minimum of 70% of the students attending Ascend Career Academy who take a Social Studies course will demonstrate proficiency by successfully passing the course with a Level 3 or higher on the designated State End of Course (EOC) Exam, or (in absence of an EOC) through criteria established in SBBC Policy 6000.1.
- ▲ A minimum of 50% of students attending Ascend Career Academy who have not previously met FCAT writing standards for tenth grade will demonstrate proficiency by achieving a score of 4 or higher on the exam during their first year at ACA.
- ▲ A minimum of 50% of the students in the lowest quartile of student achievement will demonstrate annual learning gains as evidenced by an improvement in their achievement level on FCAT, maintaining an FCAT achievement level of 3, 4 or 5, or for non-proficient students (FCAT Level 1 or 2), designated points beyond one year's growth as measured by the student's Vertical Scale Score on FCAT.
- ▲ Of those students enrolling in Ascend Career Academy, who have four or fewer credits, and/or are deficient in meeting the required assessment scores for graduation, a minimum of 50% will complete all requirements over their tenure at the School resulting in receipt of their high school diploma.
- ▲ A minimum of 50% of the students in Ascend Career Academy who retake assessments to meet graduation requirements will pass the retake assessments in reading and/or in math.



Where applicable, Ascend Career Academy anticipates that all students will demonstrate a minimum of one year's growth toward achieving CCSS/NGSSS grade level targets based upon performance on the FCAT 2.0. Further, the ACA educational goals are consistent with the achievable Annual Measurable Objectives (AMOs) cited in the State of Florida ESEA Waiver Request. As means to provide faculty and parents with an additional layer of student data, which will be used to confirm a student's functional level, ACA will administer diagnostic measures in reading and mathematics. These assessments will be aligned to the NGSSS and can substantiate a strength or weakness previously identified through the annual administration of the FCAT. Further, it might possibly reveal that additional data is needed, should a disparity between assessments occur. The ultimate goal is the proper placement in an educational program for each student. ACA will also administer appropriate versions of the District's BAT and Mini-Benchmark Assessments as a means to validate incremental learning gains. Ascend Career Academy will also use other formative assessments, such as the FAIR in reading and other subject-specific measures to benchmark student progress throughout the school year, inclusive of managed software programs.

Students with disabilities will participate in the FCAT 2.0 as mandated by the State and provided with accommodations as outlined on each student's Individual Education Plan (IEP), unless the following circumstances exist:

1. The student's cognitive ability prevents him or her from completing coursework that would lead to the mastery of CCSS/NGSSS, in which case the student will be provided the Florida Alternative Assessment (FAA) as described in policy.
2. The student requires extensive direct instruction to master competencies needed for domestic, community living, leisure, and vocational activities.

For English Language Learners (ELL), ACA will comply with guidance from the Florida Department of Education reflected in SBBC policy indicating that ELL students will participate in statewide assessments, including the Comprehensive English Language Learning Assessment (CELLA) to determine English language proficiency. However, if an ELL student has been receiving services in an English for Speakers of Other Languages (ESOL) Program operated in accordance with an approved direct Limited English Proficiency (LEP) Plan for one year or less, and a majority of the student's ELL Committee determines that is appropriate, the ELL student may be exempt from the FCAT Reading or Writing administrations. Exempt ELL students will participate in End of Course Exams no matter how long these students have been receiving services. ELL students may take FCAT and/or EOCs using accommodations appropriate for the particular need of the student. School staff will work with students and parents to identify the allowable and necessary testing accommodations.

Other objectives for the Ascend Career Academy address parental involvement, attendance, and school climate goals as follows:

- ▲ Given a strong emphasis on the parental involvement, especially for younger students who have made little or no progress at the high school level, parents of grade 9-11 students will attend no less than 75% of the required conferences, meetings and trainings defined in the parent contract, as documented in Parental Logs.
- ▲ During the first year, the ACA will achieve an attendance rate that meets or exceeds that of the District as measured by the Florida School Indicators Report (FSIC), and increase this rate by 1% each year with the ultimate goal of achieving at or above a 90% attendance rate at



the end of five years.

- ▲ Students and parents will report a high rate of satisfaction with the ACA environment and school climate as evidenced by at least 75% of participants expressing satisfaction with the school through the use of the school climate survey.

B. Describe the school's student placement procedures and promotion standards.

Ascend Career Academy, by virtue of its mission, is looking for disenfranchised students, or those who have already withdrawn from school, that require a different academic challenge, less focused on a formal school environment, more student-centered and flexible. Further, F.S. 1002.33 (10) e.2 states, "a charter school may limit enrollment to students considered at risk of dropping out of school or academic failure. Such students shall include exceptional education students." As a result, ACA will seek to recruit a very diverse and previously unsuccessful group of students, who need to be assessed and placed on an individual basis. In order to address the challenges that accompany such an enrollment, ACA will hire a sufficient number of counselors and support staff, which will also assist with intake procedures.

Upon enrolling in Ascend Career Academy, a student and his/her parents (as appropriate) will meet with a counselor to review the individual's academic standing, inclusive of grades, credits earned and test scores as documented by District records and transcripts, or comparable documentation from the student's previous school(s). Credits earned from accredited out-of-county schools will be applied to each student's record as long as the transfer course meets the course standards of the same or comparable approved State of Florida Course found within the State's Course Code Directory. Credits from non-accredited schools will be evaluated along the same lines as accredited courses with the requirement that the student must earn a grade of C or higher in the successive sequenced class before final credit is awarded. Placement of students coming from Home Education will be subject to the following requirements:

1. Providing an end-of-course exam for each class for which the student provides documentation of completion. The student shall earn the credit and a grade for passing the assessments. If a non-accredited private school was used to provide home education, the student shall earn a credit for passing the end-of-course exam and shall receive the letter grade assigned by the private school.
2. Full value of credits and grades earned shall be accepted when an accredited private school or The Florida Virtual School is used to provide home education.

Per SBBC Policy 6000.1, the requirements of the School Board for transfer students shall be based upon those requirements that were in effect for the cohort of students that entered the 9th grade during the same school year as the transfer student. Students who enter a BCPS at the 11th or 12th grade from out of state or from a foreign country shall not be required to spend additional time in the high school in order to meet the high school course requirements if the student has met all requirements of the school district, state, or country from which he or she is transferring. Such students who are not proficient in English should receive immediate and intensive instruction in English language acquisition. To receive a standard high school diploma, a transfer student must earn a 2.0 grade point average and pass the grade 10 FCAT or receive the concordant score on the SAT/ACT identified by the FLDOE (F.S. 1003.433(1)) and pass any required End-of-Course Exams, as required by the FLDOE (F.S. 1003.433 (2a.i. 2a.ii)).

If validation, based on performance as described in previous paragraphs is not satisfactory, then any one of the following alternatives will be used for validation purposes as determined by the teacher, principal, and parent:



1. Portfolio evaluation by the superintendent or designee;
2. Written recommendation by a Florida certified teacher selected by the parent and approved by the principal;
3. Demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools;
4. Demonstrated proficiencies on nationally-normed standardized subject area assessments;
5. Demonstrated proficiencies on the FCAT; or
6. Written review of the criteria utilized for a given subject provided by the former school.

Students must be provided at least ninety (90) days from date of transfer to prepare for assessments outlined in paragraphs (3)(d) and (e) of this rule if required (State Board Rule 6A-1.09941).

At intake, additional time will be taken to discuss the student's educational history and whether any types of interventions or learning plans have been previously developed to assist with the instructional process. Further, any concerns or issues the student or parent may have with the School's career focus; scheduling options, parent contract, and/or high student expectations will be addressed in full.

Student selection will be open to all students who fit the School's criteria, including those who meet the criteria of the Individuals with Disabilities Act, English for Speakers of Other Languages, Title II of the Americans with Disabilities Act, and Section 504 of the Rehabilitation Act of 1973. Ascend Career Academy will follow Federal and State requirements regarding diversity and desegregation. The students served will be those whose parent(s) or legal guardian(s) meet the legal requirements for Broward County residency.

Florida's charter school legislation, s. 1002.33(10) (e), F.S., provides that the School may give enrollment preference to certain student populations. Said student populations include:

- ▲ Students who are siblings of a student enrolled in the charter school.
- ▲ Students who are the children of a member of the governing board of the charter school.
- ▲ Students who are the children of an employee of the charter school.

While ACA has not determined whether these options will be relevant or desirable, the School recognizes that they are an available option, should the need present itself.

Students in grades 9-11, or in their first three years of high school shall be scheduled full-time into required academic courses each year to earn sufficient credits toward graduation as specified in State Statute and District Policy 6000.1. Seniors and students in their 4th and 5th year of high school may enroll full- or part-time. Due to the nature of the target population, ACA will not use a cohort model of grade placement as indicated in the District's *Student Progression Plan*. Rather, to be promoted within the high school at the end of a given semester or year, a student electing a 24-credit option must earn the minimum number of credits and other indicators as evidenced in **Table 5**. This will serve two purposes: to properly counsel students in understanding their actual academic status, and to motivate students to earn credits in a deliberate and focused manner.

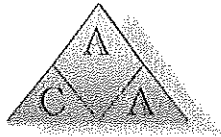


Table 5: Grade Level Designations

No./Grade	Credit Requirements	Other
10	5 credits including 1 English or 1 mathematics	
11	12 credits including 2 English and any combination of 2 mathematics and/or science	
12	18 credits including 3 English and any combination of 4 mathematics and/or science	1.5 GPA or above

Students, in grades PreK-12, entering Florida Schools for the first time must present evidence of a medical examination performed within the twelve months prior to their initial enrollment (F.S. 1003.22). For purposes of this rule (6) only, enrollment shall be defined as the day the student is brought to school to fill out necessary forms (i.e. registration) for the purpose of becoming a Broward County Public School student. It is not necessarily the first day of class. Florida law also requires that, prior to a child's attendance in a public school in prekindergarten through 12th grade, parents shall provide a Florida Certificate of Immunization form (DH 680). An original DH 680 form is a permanent school record and should be filed in the student's cumulative health record. Students may attend school without a Florida Certificate of Immunization if they have a religious exemption (form DH 681), a temporary exemption (form DH 680 Part B) or a medical exemption (form DH680, Part C). The ACA Principal will issue a 30-day temporary exemption for all students except those who transfer from a Broward County public school to another Broward County Public school.

C. If the school will serve high school students, describe the methods used to determine if a student has satisfied the requirements specified in section 1003.428, F.S., and any proposed additional requirements.

As indicated, Ascend Career Academy will follow SBBC Policy 6000.1 with respect to graduation requirements, including any future amendments. This policy aligns with F.S. 1003.428 in delineating the minimum graduation requirements and diploma options for high school students. **Appendix E** highlights the graduation requirements for students seeking various standard, career and special diplomas.

Students with Disabilities making adequate progress toward graduation will be eligible for a standard high school diploma without qualification by successfully meeting the guidelines outlined in the District's Student Progression Plan. Students with Disabilities who have accommodations that require modification to the graduation requirements as outlined in the Student Progression Plan will be awarded a standard high school diploma upon satisfactory completion of all prescribed conditions and criteria. For those Students with Disabilities, whose accommodations exceed qualifications for a standard high school diploma will be awarded a special diploma as indicated in SBBC policies.

In order to appropriately monitor student progress, each student will receive an Individual Learning Plan (ILP) upon enrollment. This electronic component of the School's SIS, will track all diploma requirements, the completion date of each and necessary career pathways coursework resulting in a certificate of completion. This system simulates the FACTS.org Electronic Personal Education Plan (ePEP), but is specific to those career options available through ACA. The system also flags those students who fall behind anticipated completion dates for content and standards mastery as means to provide formative feedback to teachers, students and parents. ACA counselors will be responsible for periodic meetings with assigned students to discuss progress and associated needs. Further, ACA's block



schedule allows students the latitude to adjust their schedules twice each year. This provides sufficient flexibility for students to meet personal needs, while continuing to make progress toward graduation.

D. Describe how baseline achievement data will be *established, collected, and used.* Describe the methods used to identify the educational strengths and needs of students and how these baseline rates will be compared to the academic progress of the same students attending the charter school.

Through the use of available technologies, Ascend Career Academy will employ a Student Information System (SIS) that compiles a variety of relevant student data that is available including academic and behavioral history; diagnostic assessment results, norm and criterion-referenced assessment results; previous IEP, 504 or ELL documentation; along with any other available student data (e.g. career or personal interest inventory results, participation in intervention programs, etc.). The system produces specialized reports highlighting individual strengths and weaknesses that allow teachers to appropriately tailor instruction to meet individual needs through the ILP process. The student objectives on the ILP also serve to direct the placement of each student into the appropriate reading class, on the school's managed software, and/or assignment to a specific tutor, which are key to generating and supporting student success at ACA.

The baseline levels of academic achievement established during the first academic year will be compared to academic achievement levels of the same students in previous years, when data is available, in order to assess rates of academic progress (e.g. one year's academic growth). The first year achievement levels will also serve as the baseline rates for progress in subsequent years. Other than standardized test scores, other baseline data may include report card grades, attendance records, and behavioral record (including in school and out of school suspensions as well as exemplary behavior). In the case of Exceptional Student Education (ESE), *IEPs* will be secured and *ELL* plans will be obtained for English Language Learners (ELL). This data will be made available to teachers who will assess progress against the baseline data. All data collected during the initial (baseline) academic year becomes part of the student records maintained on the SIS. Moreover, all digital assessment and managed software data will be imported and maintained on the SIS to assist school administrators and faculty with progress monitoring and to keep parents informed of student progress.

In addition to the sources of baseline data mentioned, those students meeting the criteria for participation in formalized reading instruction will be provided the FAIR diagnostic screening assessment. Additional screening instruments recommended by Just Read Florida to help further assess deficiencies and formulate a comprehensive intervention plan support this assessment. Continual monitoring of individual progress lends support to the instructional focus and intervention strategies.

Benchmark assessments will be used to monitor individual student performance and group trend data. These data will help to inform classroom instruction and the types of interventions that are needed to keep each student on track to meet proficiency standards. Moreover, they provide the means for teachers to examine the effectiveness of their instruction and collaboratively plan to provide the optimum support and resources needed to achieve measurable learning gains. This data will also be used by administration to help develop just-in-time professional development that can assist teachers with targeting their instruction and incorporating new strategies.

The use of quarterly progress indicators, tied to distribution of report cards helps to assess student progress when compared to baseline data. Such progress will be discussed among teachers, counselors, students and parents, going beyond the report card itself to engage all stakeholders in a better understanding of the individual and his/her learning plan. An end of year analysis will not only compare



the students against themselves according to baseline data, but to progress of the School in comparison to other District schools through the use of common indicators such as FCAT, EOC exams, attendance and other factors available at a school-wide level. As indicated, the SIS will play an important role in these processes, providing both aggregate and disaggregated data for staff to review.

E. Identify the types and frequency of assessments that the school will use to measure and monitor student performance.

Ascend Career Academy will participate in all required State and District assessments pertaining to its targeted population (Table 6). The table outlines some of the major assessments that will be used to measure and monitor student performance. Others, such as individual, prescriptive reading tests, are limited to select students and not identified in the table. These measures, in addition to the school’s internal measures, will be used to monitor student performance and inform instruction.

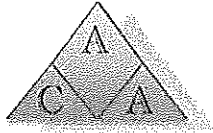
Table 6: Assessments for Student Performance

Assessment	Grade(s)	Frequency
FCAT Reading	9-10 (until successful)	Annually
FCAT Writing	10 (until successful)	Annually
FAIR	9-10 11-12 (as needed)	Fall, Winter, Spring
PSAT	9-11	Fall
Algebra I EOC	9-12 (varies)	Annually
Geometry EOC	9-12 (varies)	Annually
Biology EOC	9-12 (varies)	Annually
US History EOC	9-12 (varies)	Annually
PERT	11	Annually

F. Describe how student assessment and performance data will be used to evaluate and inform instruction.

Assessment data will be compiled on the Ascend Career Academy SIS, which will be used to generate reports for teachers, students and parents. Assessment data will be used in the initial development of each student’s ILP and in the development and monitoring of the ILP. To this end, teachers have periodic common planning time with designated opportunities for collaboration around data and student performance. Teachers of the same content area mutually develop lessons based upon student needs. Teachers, who share the same students, review data to determine how best to structure time on their flexible block schedules to do the same. This is also the ideal time for teachers to discuss reading strategies and ways to embed these throughout the student’s instructional day. Teachers who have students with an ELL plan or an IEP can use this time to validate appropriate instructional practices and lesson development. Common planning also provides support staff, such as administrators, guidance and other support specialists, time to consult with an individual or teams of teachers.

Student performance in the classroom will be assessed by the classroom teacher and monitored by the team of teachers and the assigned counselor who mutually work with the student. Those students not making adequate progress towards the CCSS/NGSSS, as evidenced in teacher made evaluations and District-adopted formative tests will also be identified, and appropriate measures for improvement will be instituted. The School’s SIS will have the ability to flag students based on a variety of performance



indicators. These flags can assist in the early identification of faltering progress and allow staff to make necessary changes well in advance of more formal progress reports. These ongoing internal audits of student performance will also be utilized as reflective and guidance tools in helping to direct the types and frequency of professional development offered to teachers.

G. Describe how student assessment and performance information will be shared with students and with parents.

The compilation, review and subsequent sharing of student data are paramount for the empowerment of students and the involvement of their parents. Easy to understand charts and graphs printed from the Ascend Career Academy SIS will be used for teacher/student conferences and parent/teacher meetings. These portray a snapshot of where a student is in his/her efforts to master the CCSS/NGSSS in a particular subject and across the spectrum of graduation requirements. Further, they show how far a student has come, since the initial enrollment. The data system is also designed to show strengths, as well as areas of deficiency in order to provide motivation and a sense of accomplishment.

Specifically, the School will ensure communication with students/parents via the following district-mandated means, which will also be translated into Spanish, Haitian Creole, and Portuguese to support alternative languages spoken within the home:

Progress Reports (Report Cards):

The School will issue Progress reports at the end of each marking period. In lieu of sending home the first report card, parents will be asked to attend a teacher/parent meeting to discuss student progress. These will not be withheld from students because of failure to pay dues, fees or charges for lost or damaged books or property. In cases of hardship, an alternative method of contacting parents will be identified. Such conferences may also be used as means to discuss progress in subsequent marking periods.

Interim Reports:

Not later than 4 weeks into the grading periods, an interim report shall be sent to parents of students who are experiencing difficulty including, but not limited to, the following: failing, a drop of two or more grades, unacceptable behavior and/or excessive absences. In schools with an automated system for record keeping and grading, interims will be provided for all students (as an indicator of satisfactory or unsatisfactory progress).

Required Parental Notification for students in danger of not meeting promotion requirements:

Any student with a GPA below 2.5, or in danger of failing a required course(s) shall have his or her parent or guardian notified that improved academic performance is necessary to ensure continued success. ACA will assist students in meeting these requirements through a variety of options, which will include, but are not limited to:

- ▲ In class interventions,
- ▲ Extended learning,
- ▲ Special counseling,
- ▲ Volunteer and/or peer tutors,



- ▲ Study skills classes, and
- ▲ Virtual learning and remediation.

Further, the establishment of a *School Improvement Plan* will ensure school-wide student assessment and performance data can be shared with parents, students and other stakeholders. The School Advisory Council (SAC) will participate in the development of the *School Improvement Plan* to ensure input from all stakeholders, including teachers, students, and parent representatives. The attainment of specific learning objectives, with supporting documentation, will be detailed in the School's Annual Report, and copies will be made available to the charter school constituents on an annual basis.

Section 6: Exceptional Students

A. Please indicate the level of service that the school will provide to students with disabilities by selecting from the list below.

Ascend Career Academy (ACA) will serve students with disabilities whose needs can be met in a regular classroom environment (at least 80% of instruction occurring in a class with nondisabled peers) with the provision of reasonable supplementary supports and services and/or modifications and accommodations.

B. Describe how the school will ensure that students with disabilities will have an equal opportunity of being selected for enrollment in the charter school.

Student selection at Ascend Career Academy will be open to all eligible students including those who meet the criteria of the Individuals with Disabilities Act, English for Speakers of Other Languages, Title II of the Americans with Disabilities Act, and Section 504 of the Rehabilitation Act of 1973. ACA will follow Federal and State requirements regarding diversity and desegregation. Pupils will be considered for admission without regard to ethnicity, national origin, or gender.

Students with an Exceptional Student Education (ESE), 504, or ESOL designation will be reviewed by the ESE coordinator or ELL Contact to assure that the student's needs can be accommodated by services available at the School. This review often entails requesting a copy of the applicant's Individual Education Plan (IEP). ACA will have an open admissions process, utilizing a "first come, first served" policy as required by statute, unless the number of applicants exceeds capacity. In such case, all applicants, including ESE students shall have an equal chance of being admitted through a random selection process conducted by the school in conformity with Florida's Charter School Legislation. All students in this lottery process will be assigned a waiting list number should student seats become available or capacity increases.

C. Describe how the school will work with the sponsor to ensure the charter school is the appropriate placement for each student with a disability, based on the student's needs.

Ascend Career Academy will implement the Sponsor's policies and procedures with respect to the Special Education to the fullest extent possible under its charter. It is Ascend Career Academy's mission to place students in an environment where they can develop to their highest potential, while preparing to enter into a career or post-secondary training opportunity. Every attempt will be made to help students develop marketable skills that will serve them in life and lead to productive citizenship. Students whose



needs cannot be adequately addressed at the ACA will be appropriately referred, and staff will work together with the Sponsor's personnel to ensure that the needs of these students are met.

Operating under the auspices of the Sponsor as the Local Education Agency (LEA), the School will assume responsibility for programming and delivering related services to exceptional students, as identified in the student's IEP with adherence and fidelity to the Sponsor's policies, and with provisions further detailed below. Ascend Career Academy acknowledges a need for a collaborative linkage with the Sponsor, especially with respect to the responsibilities that exist for providing a free appropriate public education to children with disabilities. Additionally, ACA will seek to establish a strong connection with the parents of all students with disabilities to ensure a positive communication flow.

Least Restrictive Environment: Students with disabilities will be educated in the least restrictive environment and will be segregated only if the nature and severity of the disability is such that education in regular classes, with the use of supplementary aids and services, cannot be achieved satisfactorily. Similarly, gifted students will be educated in an environment that promotes acceleration.

Ascend Career Academy will utilize the Sponsor's policies and procedures with respect to serving students with disabilities, including the procedures for identifying students with special needs, developing Individualized Education Plans, and 504 Plans (as applicable), and providing a full range of services. Special Education students will be provided with programs implemented in accordance with federal, state, and local policies (specifically, the Individuals with Disabilities Education Act (IDEA); Section 504 of the Rehabilitation Act of 1993; ss.1000.05 and 1003.57, F.S.; Chapter 96-186, Laws of Florida; and Chapter 6A-6 of the Florida Administrative Code. Additionally, ACA will follow guidelines and procedures detailed in the SBBC policies for Special Programs and Procedures for Exceptional Students. The educational program for exceptional students will include and adhere to the principles of the law as follows:

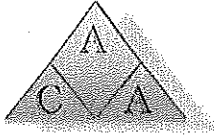
Free appropriate public education (FAPE)- will be provided to every exceptional student enrolled in the School. That is, free (no cost to parents); appropriate suited to individual needs of the child; public – provided by and paid for the public education system; education-including extracurricular activities.

Appropriate evaluation – evaluations will occur within appropriate timeframes and in accordance with published guidelines. IEP and Educational Plans (EP) for gifted will be developed, appropriately maintained and monitored through meetings held in accordance with Sponsor's guidelines.

Parent/Student Participation in Decisions – including but not limited to giving consent for evaluation and initial placement, helping design the IEP, helping ACA understand their children.

Procedural Due Process – A non-discriminatory policy regarding the eligibility, identification, location, placement and evaluation process as well as adherence to procedural guidelines for all of these and with integrity to FAPE will consistently be implemented. Notwithstanding, when in question, due process hearings may be initiated by a parent or the district on the proposal or refusal to initiate or change the identification, evaluation, or educational placement of the student or the provision of a free appropriate public education.

Identifying students with special needs - Ascend Career Academy has determined that it will use a multi- tiered Response to Intervention (RTI) model for the implementation of research-



based instruction and intervention for all students identified as below level. The Response to Intervention model integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. ACA will identify students at-risk for poor learning outcomes; monitor student progress; provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness; and subsequently begin the process to identify students with learning disabilities or other disabilities as needed. The RtI implementation at the school will contribute to more meaningful identification of learning/behavioral problems, improve instructional quality, provide all students with the best opportunities to succeed at the school, and assist with the identification of learning difficulties and problems.

The Response to Intervention (RtI) process consists of the following:

- ▲ RtI teams review (Tier 1 meetings) the screening data and identify students in need of additional support through Tier 2 intervention. For those students that meet benchmark standards, they will continue to remain at Tier 1 and their progress monitored at the next benchmark assessment.
- ▲ While receiving intervention at Tier 2, a student's progress will be monitored by the RtI team to determine if progress is being made adequately. If a student is not progressing and the intervention(s) has been implemented as designed, the student will be referred to the School Support Team (SST).
- ▲ The RtI process is aided by the common planning portion of every school day. Teachers and support staff do not need to rearrange their schedules or leave their classrooms to participate in RtI or IEP meetings.

The Child Support Team (CST) will assist teachers in providing additional interventions for students with learning, emotional, social, and behavioral problems in school, primarily within general education classes. The CST process is initiated as assistance is requested. The Ascend Career Academy SIS is the source of important student information such as history of grades, background screening, attendance, academic, behavioral and/or social-emotional screening assessments etc. Continual filtering of a student's response to intervention determines the effectiveness of interventions and assists in the data based decisions. After the consideration of all the data by the CST, a decision is made as to whether a referral for a Multidisciplinary Team evaluation will be initiated. This rigorous and constant sorting and analyzing of information makes the CST a reliable and efficient system incorporating the tiers of intervention delivery. In addition to the CST being a valuable resource for schools it is also a filtering process, which serves to fluidly move students through the tiers of intervention, always evaluating and monitoring their response to these interventions and making data based decisions every step of the way. It is a process that ensures the delivery of general education interventions first to address student's academic, behavioral and/or social emotional needs. The filtering then begins as students who continue to perform below standards and show inadequate response to general education interventions, even when provided with appropriate instruction and evidence based interventions; formally enter the CST/RtI process.

The CST will review the screening and progress monitoring data and information provided from all other relevant records in order to develop more focused, intensive interventions for the student. Parent(s)/guardian(s) are integral team members and provide data regarding developmental history and current functioning within the family and community units. Barriers to learning will be identified and strategies to overcome such barriers are developed. Progress monitoring schedule is determined and



responsible persons are determined for the implementation of interventions and progress monitoring. Interventions are implemented and monitored as Tier 3 interventions as designed. Progress monitoring data is collected a minimum of every two weeks and parents will be notified of intervention implementation and student progress over time. The School Psychologist will periodically conduct fidelity checks on the CST Intervention Plan while assisting with progress monitoring data collection.

If the focused, evidence-based interventions attempted at all Tiers do not produce a satisfactory level of progress, as evidenced by review of the RtI data and an analysis of any existing barriers to learning, interventions will be modified and a comprehensive evaluation may be requested. Documentation of the various strategies and interventions employed in Tiers 2 and 3, as well as all data pertaining to progress-monitoring, become part of the referral packet. Parents will be kept informed of planned intervention efforts and the student's progress in response to intervention throughout the entire CST process.

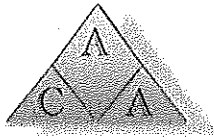
The Child Support Team (CST) will consist of the administrator who will serve as the CST Coordinator, school psychologist, counselor, general education teacher and the parent(s). If applicable an ESOL Coordinator will also be included. The CST Coordinator will ensure that the RtI protocol delineated in the Sponsor's Manual will be followed when addressing the needs of students with academic, behavioral, and/or social-emotional difficulties.

Referral Procedures - Prior to a referral for students suspected of having a disability, school personnel must make one of the following determinations and include appropriate documentation in the student's educational record:

1. For students who present speech disorders; severe cognitive, physical, or sensory disorders and/or severe social/behavioral deficits that require immediate attention in order to prevent harm to the student or others, the implementation of evidence-based interventions (including the parent involvement in the intervention procedures) and the observations of the student would be inappropriate in addressing the immediate needs of the student.
2. The activities described in the general education intervention procedures above have been implemented, but have been unsuccessful in addressing the areas of concern for the student.
3. The parents of the child receiving general education interventions requested, prior to the completion of the interventions, that the school conduct an evaluation to determine the child's eligibility for specially designed instruction and related services as a student with a disability. In this case, the activities described in the general education interventions procedures will be completed concurrently with the evaluation but prior to the determination of the student's eligibility for specially designed instruction.

In the instance significant risk factors are present or if the student demonstrates severe cognitive, physical or sensory impairments, or presents as a danger to self or others, an individual intervention plan should be developed as the child awaits the CST evaluation.

Developing Individualized Education Plans: Students will be guaranteed a free appropriate education and evaluation as well as consequent placement and implementation of an appropriate IEP. The written individualized educational plan for each student will include measurable annual learning goals and behavioral goals that may involve the evaluation of behavior through a Functional Assessment of Behavior (FAB) and the development of a Behavior Intervention Plan (BIP). Additionally, program components including specialized instruction and related services, goals, progress reports to parents on



goals, diploma options, and curriculum whether standard and/or modified, and assessment may also be addressed therein. Supplementary aids and related services will also be identified as well as necessary accommodations and modifications will be clearly delineated in this written plan. The School will ensure that appropriate personnel will be trained in using the Web Based IEP system (Special Education-Electronic Management System) that is currently being used by the Sponsor.

504 Plan Procedures: A student is entitled to FAPE and may be entitled to Section 504 accommodations if he or she has a physical or mental impairment that substantially limits one or more major life activities. That is to say, for students experiencing difficulty in the classroom and for whom there is the suspicion of a disability should initially be referred to the School Support Team. The SST will follow all established SST procedures and determine if appropriate to refer for possible 504 Plan services.

The eligibility/ineligibility is based on a variety of sources. 504 Eligibility sources may include teacher observations, information from parents, and information from medical providers, standardized test scores, grades, or other pertinent information. Parents must receive notice of the Section 504 meeting and be invited to attend. Parents and students should be encouraged to attend the meeting and provide input that would help the committee in making decisions. Section 504 teams that convene for annual or interim meetings should consist of the parents, the student, the school administrator or designee, and school personnel who are familiar with the student, such as the student's teacher or counselor.

Federal and State Reports: Unless otherwise exempted by Chapter 1002, Florida Statutes, the School will complete federal, state and any other reports deemed necessary in accordance with the timelines and specifications of the Sponsor and the State Department of Education.

D. Describe how the school will utilize the regular school facilities and adapt them to the needs of exceptional students to the maximum extent appropriate, including the use of supplementary aids and services.

First and foremost, Ascend Career Academy's facility will be compliant for access under Americans with Disabilities Act (ADA) of 1990. Further, ACA will make adaptations to school facilities, to the maximum extent appropriate and within provisions of the law, to ensure students with disabilities enrolled in the School will be educated in the least restrictive environment and will be segregated only if the nature and severity of the disability is such that education in regular classes, including the use of supplementary aids and services, cannot be achieved satisfactorily.

E. Describe how the school's effectiveness in serving exceptional education students will be evaluated.

The goals for determining the Ascend Career Academy's effectiveness in serving special education students are consistent with the goals and objectives set for all students of Ascend Career Academy. The ultimate expectation is the successful attainment of a standard high school diploma, or a Special Diploma as specified in the child's IEP in conjunction with career training in one of the seven available career pathways. ACA will support the education of the students with special learning needs within the regular classroom setting as the first choice of placement and with a commitment to provide services necessary for full implementation of the child's IEP.

Ascend Career Academy's effectiveness in serving special education students can also be evaluated in its ability to help students demonstrate learning gains consistent with those of the school (Section 5A) or those specified in the child's IEP. Similarly, ACA's ability to meet Adequate Yearly Progress (AYP),



including AYP for the students with disabilities subgroup, would also serve to demonstrate effectiveness in serving the School's special education population.

F. Explain how exceptional students who enter the school below grade level will be engaged in and benefit from the curriculum.

Ascend Career Academy's approach to helping students succeed is based upon an individual review of each and every student resulting in the development of an ILP. For ESE students, their academic performance may be guided by both an IEP and an ILP. As with regular education students, the ILP looks at strengths and deficiencies to help structure an educational environment, which is most conducive for the learner, supplemented with modifications delineated in the IEP. To support this process, the flexible block schedule at ACA provides additional time for students to master the most challenging areas, while a team of teachers formulates lessons that allow students to use their strengths throughout the learning process. Among the strategies employed are those fostered by Robert Marzano (Section 7C). Additionally, ESE teachers will be especially cognizant of providing direct and explicit teaching, which includes:

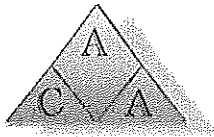
- ▲ Concept/skill is broken down into critical features/elements,
- ▲ Teacher clearly describes concept/skill,
- ▲ Teacher clearly models concept/skill,
- ▲ Multi-sensory instruction,
- ▲ Teacher thinks aloud as modeling occurs,
- ▲ Teacher models examples and non-examples,
- ▲ Cueing
- ▲ High levels of teacher-student interaction.

All of the aforementioned components work equally well for struggling learners, who may be functioning at a Tier 2, RtI level. Progress monitoring and time built into the school day for teachers and support staff to discuss relevant data and academic strategies will enhance ACA's ability to produce learning gains. Administrators and ESE Specialists will be responsible for monitoring the implementation of strategies by the classroom teacher using the Classroom Walk-Through model.

G. Provide the school's projected population of students with disabilities and describe how the projection was made.

Ascend Career Academy is projecting to serve between 120 and 150 Students with Disabilities based on a total enrollment of 1,000 students. This is slightly higher than the 12% cited by the 2013 Florida Department of Education, Exceptional Student LEA Profile for Broward County. However, when looking at additional relevant data concerning this subgroup of students, it is highly likely that a program such as the one being proposed could be attractive to parents of disabled students in providing a more suitable educational environment.

Based upon data from the 2011-12 school year, 51% of Students with Disabilities graduated with a standard diploma as compared to 76% for the general population. While only 3% were considered to be dropouts, this is slightly higher than the district average of 2%. Of those students classified as having a disability, 79% spent 80% or more of their school week with nondisabled peers. When looking at assessment participation and results for the same time frame, 50% of disabled students took the grades 9



and 10 FCAT Reading Exam with accommodations, while 34% took it without accommodations. Test results showed that of both groups only 22% scored at a level 3 or higher. When looking at the same year for the grade 9-12 mathematics EOC, 44% of disabled students took the exam with accommodations, while 30% took it without. In this case, 35% of students who took the exam with accommodations scored at a level 3 or higher and 30% without scored at the same level. These results point to possibly fewer than 51% of students in the next few graduation cohorts attaining that same standard diploma.

H. Identify the staffing plan, based on the above projection, for the school’s special education program, including the number and qualifications of staff.

The number of ESE students at Ascend Career Academy will determine the number of ESE teachers and support staff required for the program. The current projections of 12-15% of students being classified in special education would warrant an ESE Specialist, a support facilitator and a job coach. An appropriate number of teachers with experience working with exceptional student populations will be identified, hired and retained to provide optimal results. Teachers will hold a bachelor’s degree or a master’s degree in exceptional student education, special education, or varying exceptionalities and be certified in the State of Florida for the content areas they will be teaching. Support services such as speech and language therapy, occupational therapy and physical therapy will be provided through contracted services.

I. Describe how the school will serve gifted and talented students.

Ascend Career Academy does not anticipate having a gifted program. While it is possible for some students entering ACA to have a gifted eligibility and may qualify for higher level coursework, the primary focus will continue to be on attaining their high school diploma with an added benefit of career planning and instruction. Parents will be advised of the School’s limitations in this regard, but all options will be considered should a student enter ACA with a gifted eligibility. First, the student’s academic history and standardized test scores will be reviewed. The student is then placed in the most appropriate courses available with the guidance to help leverage their talents to complete the graduation requirements in the shortest possible time frame. The curriculum and student schedule have the flexibility to provide the necessary program enhancements to assist gifted students in obtaining the credits and assessment levels needed, while preparing them for the world of work and post-secondary training. Formative assessments will monitor the student’s progress and the degree to which the individual’s unique talents are being addressed. Further, a student with a gifted eligibility always has the option to transfer to a school with a more suitable program.

Section 7: English Language Learners

A. Describe how the school will comply with state and federal requirements for serving English language learners, including the procedures that will be utilized for identifying such students and providing support services.

As mandated by the META Consent Decree, Ascend Career Academy will provide services to students whose native language is other than English. These services focus on six issues that are part of the settlement term: identification assessment, equal access to appropriate programming, equal access to appropriate categorical and other programming for English Language Learners (ELLs), personnel, monitoring, and outcome measures.



Upon registration students/parents complete a home language survey (HLS) to determine if the student has another language spoken at home. If any of the three HLS questions is answered in the affirmative, the students are then administered an assessment to determine their English language proficiency. If these students need ESOL Program services they will be classified as English Language Learners (ELLs). They will participate in the English/Language Arts through ESOL Program that is designed to enable these students to communicate and achieve academic success in their English-speaking environment. Data will be collected during survey reporting periods by the state to track services, testing data, academic progress, demographic information, and Program placement of all ELLs.

Students in grades 9-12 will take the IDEA Language Proficiency Test II Form E for initial placement within 20 days of registration. Students who score English proficient on the Listening and Speaking assessment will be interviewed informally during intake procedures to better ascertain proficiency. Should a transfer ELL student have a norm-referenced assessment score at or below 32nd percentile on the reading or writing portion of the assessment, they will qualify for entry into an ESOL program. As a follow-up, students identified as Fluent English Speakers (FES) will be administered the Kaufman Test of Educational Achievement-II (Brief Form) by District ESOL staff. This testing will be completed within 20 days of the student being identified as FES in order for ACA to properly place the student.

Just as with all potential ACA students, a comprehensive interview is conducted with ELL students and their parents (guardians) to ascertain key information that is relative to proper student placement. This is especially important for students seeking enrollment with limited or no prior school experience. All information obtained is documented in the English Language Learner Student Educational Plan (ELLSEP) folder, which is also a part of the ACA Instructional Learning Plan (ILP). In addition to the assessment and interview data obtained, Ascend Career Academy will also employ the Foreign Educational Systems: Guide for the Placement of Foreign Born Students, to provide guidelines for the grade placement of students entering the School with foreign educational credentials. Placement decisions will be consistent with SBBC Policy 5.1 and based on the following criteria:

- ▲ Age appropriateness of the student
- ▲ Documented prior educational services
- ▲ ELL Committee recommendations
- ▲ Assessments – Diagnostic and Placement
- ▲ Student/Parent (Guardian) Interviews

Those ELL students who have previously withdrawn from the District for a period longer than 90 school days, have not attended another school, and will be re-enrolling in Ascend Career Academy, will be reassessed for English language proficiency. As a result, a new test date and plan will be established and documented in the ELLSEP folder with an ELL Committee convened as necessary.

The Ascend Career Academy ESOL contact/designee will be responsible for overseeing the development and updates to the ELLSEP folder. This plan will be updated as follows:

- ▲ Whenever an ELL Committee is held
- ▲ Annually at the beginning of each school year to reflect current services
- ▲ On the anniversary date of the student's entry into the ESOL program.
- ▲ Any other time when there is a change in the student's educational plan.



Ascend Career Academy will adopt the Broward County *Language Level Classifications and Descriptions* as follows:

- A1 Non-English Speaker or minimal knowledge of English
Demonstrates very little understanding
Cannot communicate meaning orally
Unable to participate in regular classroom instruction

- A2 Limited English Speaker
Demonstrates limited understanding
Communicates orally in English with one or two word responses

- B1 Intermediate English Speaker
Communicates orally in English, mostly with simple phrases and/or sentence responses
Makes significant grammatical errors which interfere with understanding

- B2 Intermediate English Speaker
Communicates in English about everyday situations with little difficulty but lacks the academic language terminology
Experiences some difficulty in following grade level subject matter assignments

- C1 Advanced English Speaker
Understands and speaks English fairly well
Makes occasional grammatical errors
May read and write English with variant degrees of proficiency

- C2 Fluent English Speaker
Understands and speaks English with near fluency
Reads and writes English at a comparable level with the native English-speaking counterparts; may read and write the native language with variant degrees of proficiency

- D Fluent English Speaker
Speaks English fluently
Reads and writes English at a comparable level with English-speaking counterparts

- E Monolingual English Speaker

For purposes of classifying English Language Learners (ELLs) per the State of Florida, the following codes will be used:

- LY The student is Limited English Proficient and is enrolled in classes specifically designed for ELL students.

- LF The student is being followed up for a two-year period after having exited from the ESOL program.



- LP The student is in grades 3-12, tested fully English proficient on an Aural/Oral Test and is an English Language Learner pending the Reading/Writing assessment, or the student is in grades K-12, answered “yes” on the Home Language Survey question, “Is a language other than English spoken in the home?” and is pending an Aural/Oral Test.
- LZ The student is one for whom a two-year follow-up period has been completed after the student has exited the ESOL program.
- ZZ Not Applicable

If ACA has 15 or more ELL students speaking another language (per language group) other than English upon registration, the School will designate a linguistically qualified teacher who can assist ELL students in understanding content instruction. Teachers and paraprofessionals assigned to heritage language support are expected to assist ELL students using ESOL strategies in the core subject areas of mathematics, science, and social sciences.

In addition to using required ESOL strategies by teachers who teach ELLs, additional instructional model(s) and/or approach(es) will be used to ensure comprehensible instruction. These include, but are not limited to the following:

▲ **Sheltered English and Sheltered-Core/Basic Subject Areas:**

ELLs are grouped by grade levels and receive comprehensible instruction from teachers in Language Arts through ESOL. Bilingual teachers or paraprofessionals provide native language support. Other subject area instruction is provided by a teacher using native language support and/or with the assistance of a bilingual paraprofessional. Students are mainstreamed in classes such as art, music, and physical education.

▲ **Mainstream/Inclusion:**

Students are scheduled in academic courses based on their previous schooling as documented by their school records/transcripts and programmatic assessments. In addition, teachers evaluate students' content area knowledge on an ongoing basis and recommend appropriate class placement. ELLs receive comprehensible instruction through ESOL instructional strategies. Language skills are developed through the content areas (i.e. language arts, math, science, social studies).

Regardless of the approach implemented, ELLs receive instruction that is comprehensible, equal and comparable in amount, scope, sequence and quality to the instruction provided to English proficient students. Instruction is aligned with the appropriate Standards, benchmarks and course descriptions. Textbooks and other instructional materials used with ELLs are the same as those used with non-ELLs in the same grade. School site administrators are responsible for monitoring the implementation of ESOL strategies by the classroom teacher. Evidence can be observed during classroom visits, through lesson plans, through use of materials audiovisuals, and through grade book notations. All teachers of Ells document the ESOL strategies used for each lesson in their plan book.

To ensure that instruction provided to ELLs is equal in amount, sequence and scope, the school principal and guidance department staff or designee, will take appropriate steps in the placement of ELLs.



Programmatic assessment and academic placement reviews are documented on the ELLSEP folder at time of entry and prior to placement into the ESOL program. District staff will be requested to assist ACA in ensuring that ELLs are appropriately assigned to grade and class level, with special attention to the placement of ELLs in all available coursework and programs as non-ELL students. Information addressing instruction of ELLs is also provided through face-to-face and web-based ESOL contact meetings and trainings. On-going classroom visitations and walk-throughs will be conducted by school administrators and other trained support staff.

Program goals, objectives, and content of the curriculum for ELLs will be the same in scope, sequence and quality as the instruction provided to non-ELLs. ELLs must meet the standards, established by the Florida Department of Education. This is accomplished by following the curricula frameworks and by the utilization of the following resources:

- ▲ Grade-level State/District adopted materials
- ▲ District-recommended supplementary ESOL materials
- ▲ ESOL Instructional Strategies Matrix and Addendum
- ▲ Developmental Language Arts through ESOL Instructional Frameworks

Instructional delivery, not content, is modified to meet the needs of ELLs. Teachers of social studies, science, mathematics and computer literacy are certified in their assigned subject areas and receive appropriate ESOL training, as required by the State. Teachers of Language Arts/Reading and elementary grades are also certified in their areas, and are required by the state to obtain the ESOL Certification or Endorsement, which is added to their Florida State Teaching Certificate.

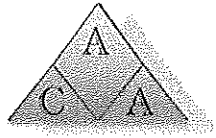
ELLs receive instruction using ESOL Instructional Strategies. School administrators and designated staff will be responsible for monitoring the implementation and documentation of ESOL strategies by the classroom teacher. Evidence is obtained during classroom observations, evaluations and classroom walk-throughs, including review of documentation/notation in lesson plans, and evidence of appropriate use of materials and audiovisuals. All teachers of ELLs will document the ESOL strategies used for each lesson in their plan book.

The following are some of the approaches used by teachers to ensure that comprehensible instruction is provided for the ELLs:

- ▲ Teacher/paraprofessional-student interaction in both languages when possible
- ▲ Curriculum is structured so that prior knowledge is considered.
- ▲ Methods and materials used in the program reflect second language acquisition strategies and needs.
- ▲ All subject matter is introduced in English, using ESOL instructional strategies, to ensure comprehensible instruction.

It is the responsibility of the teacher to ensure that the student understands the instruction being provided.

Students in grades 3-9 are eligible for exit from the ESOL program upon scoring proficient on the Listening/Speaking, Reading and Writing sections of CELLA and score achievement level of three (3) or



greater or equivalent developmental scale score on the Reading portion of the Florida Comprehensive Assessment Test (FCAT).

Students in grades 10-12 are eligible to exit the ESOL program upon scoring proficient on the Listening/Speaking, Reading and Writing sections of CELLA and a score on the 10th grade FCAT in Reading to meet graduation requirements or an equivalent concordant score. CELLA cut scores for proficiency are determined by the publisher and set forth by the State. The school ESOL contact person, in coordination with the teachers, will follow the procedures below to exit students from the ESOL program:

- ▲ Identifies students who are eligible to exit the ESOL program based on the exit criteria.
- ▲ Updates the exit information on the ELLSEP folder for exiting students.
- ▲ Completes the appropriate section of the ELLSEP folder with the assessment data used to determine English proficiency, date and signature. If the ELL Committee needs to be convened, parents must be invited and all members of the committee must sign.
- ▲ Notifies the parents in writing that the student is exiting the ESOL program. Such communication will be in a language the parent can understand and on the appropriate forms provided by the District ESOL Department.
- ▲ Monitors the student for two years from the exit date (or through graduation) in order to ensure success in the mainstreamed classroom.

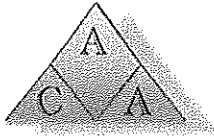
Accommodations will be given for assessments and standardized tests such as the Comprehensive English Language Learning Assessment (CELLA) and the Florida Comprehensive Assessment Test (FCAT). These accommodations will be documented as part of the individual ELL Plan.

B. Identify the staffing plan for the school's English language learner program, including the number and qualifications of staff.

ESOL certified personnel will provide services to ELL students following curriculum guidelines and accommodations per the District's Limited English Proficiency Plan as well as the 1990 META Consent Decree. Appropriately certified staff will also ensure that students' needs are being met. To this end, ACA will employ teachers who meet all licensure and/or certification requirements that apply in this area as follows:

- ▲ All teaching staff will be ESOL certified or endorsed based upon the content area of instruction.
- ▲ An ESOL Coordinator/Contact Person will be hired to oversee the ESOL program.
- ▲ Multi-lingual office staff will be sought to facilitate communications with non-English speaking students and their families.

During year one of operation, ACA will hire an ESOL Coordinator who is a certified secondary teacher with an ESOL Endorsement. The ESOL Coordinator will assume responsibility for overseeing the infusion of ESOL Performance Standards throughout applicable classes and work with the School administration and faculty to develop, implement and maintain the quality of the program over time. ACA will add additional resource teachers as needed to appropriately and effectively serve the needs of the ELL population.



Ascend Career Academy is committed to ensuring that core curriculum personnel, who instruct ELL students, will have the appropriate training and required documentation necessary for a comprehensive and effective program. To support this commitment, ACA will incorporate ESOL strategies and approaches as an integral part of the School’s Professional Development Plan. Further, each instructor will be expected to appropriately identify all ELL students and their proficiency levels in their grade books and in documenting ESOL strategies employed within their daily lesson plans. The ESOL Coordinator will have the responsibility of overseeing, training and assisting staff in meeting the needs of the School’s ELL population throughout the school year. Moreover, every effort will be made to employ multi-lingual office staff in order to facilitate communications with non-English speaking parents and guardians.

C. Explain how English Language Learners who enter the school below grade level will be engaged in and benefit from the curriculum.

English Language Learners will receive instruction, which is equal and comparable in amount, scope, sequence and quality to the instruction provided to English proficient students. As with regular education students, the Ascend Career Academy’s ILP identifies strengths and deficiencies to help structure an educational environment, which is most conducive for the learner and will complement the ELL Plan. The flexible block schedule provides additional time for students to master the most challenging areas, while a team of teachers formulates lessons that allow students to use their strengths throughout the learning process. Administrators will be responsible for monitoring the implementation of strategies by the classroom teacher using the CWT model. Evidence can be observed during classroom visits, review of lesson plans, use of materials and audiovisuals, and grade book notations. All teachers of ELLs document the ELL strategies used for each lesson in their lesson plans. Some of the ELL strategies used to assist students include, but are not limited to Marzano’s High Yield Strategies summarized in **Table 7**.

Table 7: High Yield Strategies

Strategy	Research	Implementation
Identifying similarities and differences	Students should compare, classify, and create metaphors, analogies and non-linguistic or graphic representations.	Thinking Maps, QAR, T-charts, Venn diagrams, classifying, analogies, cause and effect links, compare and contrast organizers.
Summarizing and note taking	Students should learn to eliminate unnecessary information, substitute some information, keep important information, write / rewrite, and analyze information. Students should be encouraged to put some information into own words.	Teacher models summarization techniques, identify key concepts, bullets, outlines, clusters, narrative organizers, journal summaries, break down assignments, create simple reports.
Reinforcing effort and providing recognition	Teachers should reward based on standards of performance; use symbolic recognition rather than just tangible rewards.	Hold high expectations, display finished products, praise students’ effort, encourage students to share ideas and express their thoughts, honor individual learning styles, conference individually with students, authentic portfolios, stress-free environment, high-fives.



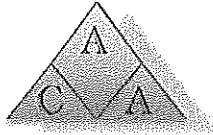
Strategy	Research	Implementation
Homework and practice	Teachers should vary the amount of homework based on student grade level (less at the elementary level, more at the secondary level), keep parent involvement in homework to a minimum, state purpose, and, if assigned, should be debriefed.	Retell, recite and review learning for the day at home, reflective journals, parents are informed of the goals and objectives, grade level teams plan together for homework distribution.
Nonlinguistic Representations	Students should create graphic representations, models, mental pictures, drawings, pictographs, and participate in kinesthetic (hands-on) activities in order to assimilate knowledge.	Visual tools and manipulatives, problem-solution organizers, spider webs, diagrams, concept maps, drawings, charts, thinking maps, graphic organizers, sketch to stretch, storyboards, foldables, act out content, make physical models, etc.
Cooperative learning	Teachers should limit use of ability groups, keep groups small, apply strategy consistently and systematically but not overuse. Assign roles and responsibilities in groups.	Integrate content and language through group engagement, reader's theatre, pass the pencil, circle of friends, cube it, radio reading, shared reading and writing, plays, science projects, debates, jigsaw, group reports, choral reading, affinity diagrams.
Setting objectives and providing feedback	Teachers should create specific but flexible goals, allowing some student choice. Teacher feedback should be corrective, timely, and specific to a criterion.	Articulating and displaying learning goals, KWL, contract learning goals, etc. Teacher can display objectives on the in-focus projector and follow-up on the mastery of the objective at the end of the lesson.

Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement, by Robert Marzano (2001)

Further, to complement the work of Marzano, ACA faculty will consistently implement six key learning strategies proven to be successful with second language students, ESE students and other struggling learners. These include:

- ▲ Focus on essentials.
- ▲ Make linkages obvious and explicit.
- ▲ Prime background knowledge.
- ▲ Provide temporary support for learning.
- ▲ Use conspicuous steps and strategies.
- ▲ Review for fluency and generalization.

All instruction is aligned with the appropriate NGSSS/Common Core Standards, benchmarks and course descriptions of their respective classes. Textbooks and other instructional and supplemental materials used with ELLs are the same as those used with their non-ELLs peers in the same grade.



Section 8: School Climate and Discipline

A. Describe the school’s planned approach to classroom management and student discipline.

Empowerment of both teachers and students is a major impetus behind creating a positive school culture at Ascend Career Academy. Schools are established for the benefit of all students. The educational purposes of the schools are best accomplished in a climate of student behavior that is socially acceptable and conducive to the learning and teaching process. To that end, students will be empowered to take an active role in the development of and oversight of appropriate school behavior. This process will be based upon a climate of mutual respect and open communications. As in a college setting, students are expected to be responsible not only for their behavior, but also for their learning.

Maintaining a safe and orderly campus is central to providing an effective, nurturing learning environment, regardless of the students’ location within the greater school environment. The Governing Board, Administration, and staff of Ascend Career Academy will be dedicated to maintaining such an environment. Student Achievement is the top priority of the school, and student behavior is inseparably connected to student achievement. In order to achieve this, ACA has elected to implement a comprehensive program that engages all stakeholders: students, parents, teachers and administrators. All stakeholders will be trained in collaboratively developing and supporting a safe and civil school environment. Further, one of Ascend Career Academy’s goals is to ready students for productive citizenship upon graduation. Therefore, individual development of self-discipline, along with the promotion of self-direction is strongly supported and encouraged. Students will be provided specific freedoms within the framework of school policies, allowing them opportunities to learn, to make choices, and to assume responsibility for their actions. Consequences for chosen behaviors will be administered when freedom is abused and rewarded with greater freedom when growth is shown.

Through the implementation of a flexible, block schedule designed around three distinct sessions; students will realize that the structure of ACA is different from most traditional schools they may have experienced. Further, with easy access to their teachers and counselors, ACA students and parents will find engagement with a caring and interested adult can mitigate a number of underlying issues that can lead to inappropriate behaviors.

B. Describe the school’s Code of Conduct, including the school’s policies for discipline, suspension, and dismissal.

As a general guide to discipline and a framework for the code of conduct at Ascend Career Academy, the School will employ the Broward County Schools Code of Student Conduct for each respective year of service. As indicated, ACA will offer its students a more personalized school day supported by teachers and counselors who will be strategically available to provide direction and guidance. It is through this avenue that the Governing Board and School administration hope to diffuse the oftentimes overly structured and impersonal environment that may have ostracized students leading to their acting out or dropping out.

As part of its approach toward appropriate student conduct, students will have an opportunity to participate in the rules-making process. Predicated on the student rights and responsibilities identified in the District’s Code of Student Conduct and specific interventions and consequences delineated in the accompanying Secondary Administrative Discipline Matrix, students and their representatives on the



ACA Advisory Council will have input into the development of School's own Code of Conduct. Until such time as the respective student groups and their representation have an opportunity to develop the formal code of conduct, ACA will follow the District's Code for any all issues that arise. Both students and parents will be informed of such upon registration and given a copy of the current year's code. The most important aspect of any school's code of conduct and/or discipline plan is that all possible alternatives to suspension will be explored and implemented. These may include a counseling program geared to correcting the problem behaviors, after-school detention or temporary removal from a particular class, allowing the student to be monitored and tutored. The ultimate decision will rest with the school's principal, who will be guided by the code of conduct's range of corrective strategies.

Florida law supports the active involvement of parents until the student graduates from school (F.S. 743.07, 1003.26, 1003.21). For purposes of all areas of this policy, it is expected that parents of students who have reached the age of majority, (i.e. 18 years of age), will continue to perform the parental functions of a dependent student except under the following circumstances:

1. The student has been emancipated in compliance with Florida laws (F.S. 743.015), which provides the procedures for a court to remove the "disabilities of nonage" upon the filing of the appropriate papers and making the appropriate showing to the court.
2. When the student has no parent and this fact is verified by the school administrator (e.g., by communications with relatives, the Homeless Education Program, or the Florida Department of Children and Families, as is appropriate).

Discipline of ESE/504 students with disabilities shall be in accordance with state and federal laws and the District's School Board policies.



II. ORGANIZATIONAL PLAN

Section 9: Governance

A. Describe how the school will organize as or be operated by a non-profit organization.

DENOVO, Inc. DBA Ascend Career Academy is a Florida not-for-profit corporation incorporated in the state of Florida (**Appendix F**). The Governing Board shall operate, regulate, control and be fully responsible for the governance of the school. The Board's responsibilities shall include, but not be limited to the following:

- ▲ Approval for all policies and procedures
- ▲ Financial responsibility and accountability
- ▲ Compliance with laws and terms of the charter agreement
- ▲ Legal documentation
- ▲ Annual budget approval
- ▲ Approval of personnel recommendations
- ▲ Negotiating and approval of all contracts, unless authority is delegated for certain agreements
- ▲ Appeals for student discipline
- ▲ Assurance of mission and vision of the school
- ▲ Audit review and compliance
- ▲ Compliance with Florida's Public Records and Open Meeting Laws
- ▲ Maintenance of a "Board Book" documenting minutes, board action and approved policies.

B. Provide an organizational chart for the school and a narrative description of the chart. Clearly describe the proposed reporting structure to the governing board and the relationship of the board to the school's leader and administration.

The Governing Board will have control and jurisdiction over the affairs and property of the school and will operate as a public employer, in accordance with F.S. 1002.33(12) (c). The Governing Board is responsible to the Sponsor for the fulfillment of the terms of the charter agreement. It will meet collectively to develop, define, and refine policies of employment, finance, school operation, and other matters concomitant with the responsibilities defined by charter school law. The Founding Board is primarily responsible for the planning, development and implementation stages of the charter school project. That would include the time period beginning with the submission of the application through approximately the first year of the school's operation. Further, the Founding Board members have the option to remain on the permanent Governing Board to ensure continuity of vision.

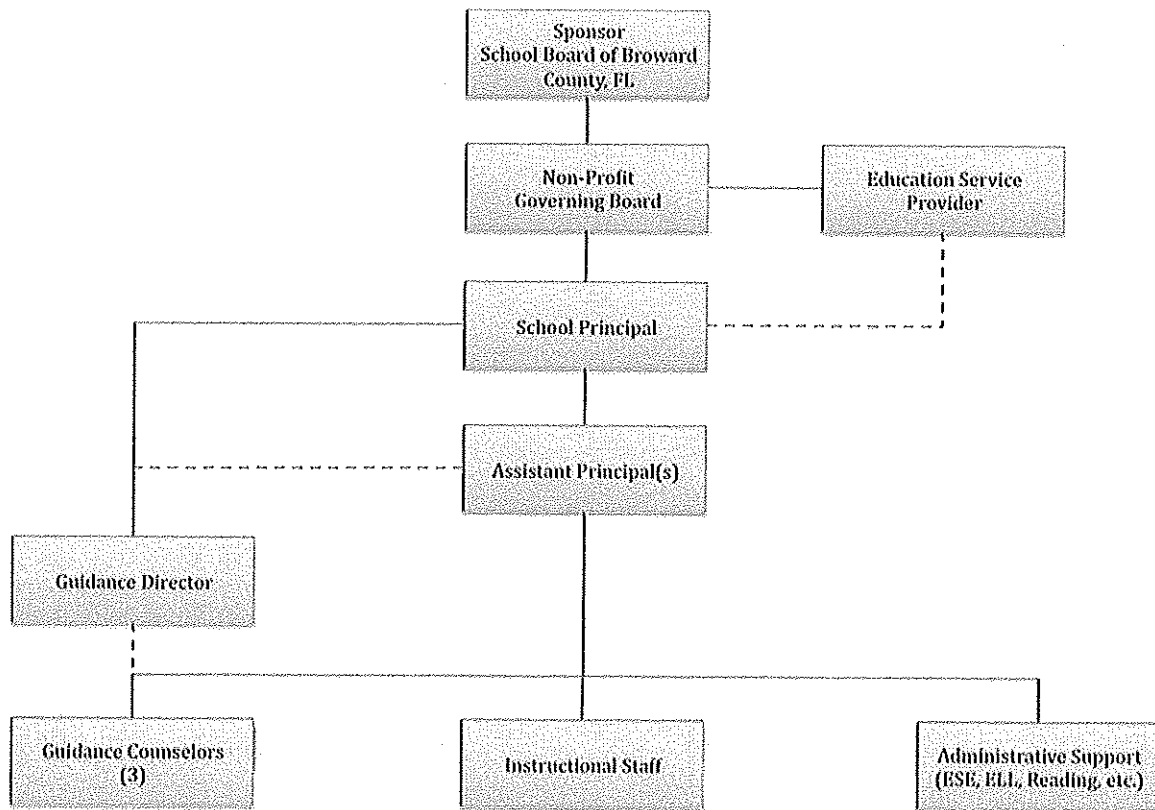
The Governing Board will employ a Principal for the school who reports to the Governing Board, serves as the chief executive officer of the school, and manages day-to-day operations under the oversight of the Governing Board with support from the Educational Service Provider (ESP). The ESP will be hired by the Board to provide consultation and guidance the Board and to the school's Principal.

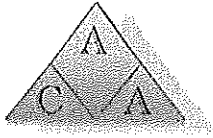


All educational matters such as curriculum, staffing, compliance, evaluations, testing, communication will be assigned to the Principal. The Principal will recommend employment of competent staff, supervise staff, and evaluate all faculty, support staff, and contractual staff. These duties may be designated to other administrators according to responsibilities of the Organizational Chart (**Chart 2**). The Governing Board will hold the Principal responsible for the administration of its policies, the execution of the Governing Board’s decisions, the operation of internal machinery designed to serve the school program, and to keep the Governing Board informed about school operations and issues. The Principal will be a qualified individual with appropriate Florida certifications experience in total school operations and evaluation.

Both the School Advisory Council (SAC) and standing committees of Governing Board members serve in advisory capacities to the Governing Board. The ESP will serve as a financial and a public relations contractor and may be accessed directly by the Governing Board for School related business. The broken line on the organizational chart represents that relationship between the ESP and the Principal in terms of School oversight and support. This represents a collaborative relationship combining the distinct and delineated duties of the ESP with the responsibility and total school control of the Principal.

Chart 2: Ascend Career Academy Organizational Chart





C. Provide a description of how the governing board will fulfill its responsibilities and obligations, including but not limited to:

- **Adoption of annual budget**
- **Continuing oversight over charter school operations**

The individuals who comprise the Governing Board of Ascend Career Academy are providing the necessary experience, organizational skills and financial knowledge to facilitate the creation of a performance-based charter school to meet the needs of the targeted population along with the desire of their parents for additional choice opportunities in public education and ensure that the school meets all requirements of Florida Statutes relating to charter schools.

As a matter of policy the board will define the separate roles and responsibilities of Board members and Staff. Board members will not have authority except as a whole and will not exert undue influence over staff except as defined in Board policy. The Board will establish policy to address following, which is a sampling of policy issues, not intended to be all-inclusive:

- ▲ Define limits on staff spending without prior approval of the board.
- ▲ Define budget procedures and methods of periodically reviewing financial information.
- ▲ Define treatment of staff (HR Policies).
- ▲ Define minimum communication requirements between the school and home, the school and board, the school and Advisory Council, the school and Sponsor.
- ▲ The Board's responsibilities shall include, but not be limited to:
 - ▲ Approval for all policies and procedures
 - ▲ Financial responsibility and accountability
 - ▲ Compliance with laws and terms of the charter agreement
 - ▲ Legal documentation
 - ▲ Annual budget approval
 - ▲ Approval of personnel recommendations
 - ▲ Negotiating and approval of all contracts, unless authority is delegated for certain agreements
 - ▲ Appeals for student discipline
 - ▲ Assurance of mission and vision of the school
 - ▲ Audit review and compliance
 - ▲ Compliance with Florida's Public Records and Open Meeting Laws
 - ▲ Maintenance of a "Board Book" documenting minutes, board action and approved policies.

Individual members of the board shall be responsible to prepare for and attend Board Meetings and participate in Board discussions providing opinion, counsel and advice. Individual Board Members shall participate in votes of all matters pertaining to the Board when in attendance at a Board Meeting unless a conflict of interest may exist and that conflict has been fully disclosed to other Members of the Board. Individual Board Members may not contract or speak on behalf of the school unless specifically authorized to do so by the board as a whole or unless the bylaws permit.

Officers of the Board shall include Chairperson, Vice Chairperson, Treasurer and Secretary. The board



will have a minimum of three members at all times and any one officer may fulfill the duties of a second office with the exception of the Chairperson. The chairman may only serve in his/her position and may not simultaneously hold another office on the Board. The Board shall be responsible for hiring, evaluating and terminating the school principal. The Board shall be responsible for final approval of employment of persons recommended by the principal. The Board shall establish salaries and benefits to facilitate the mission and vision of the school and the board shall annually adopt a budget that provides sufficient resources and control of costs to foster the mission and objectives of the school. The Board shall also be responsible for naming an auditor selection committee and procuring an auditor via the guidelines set forth by the Auditor General's office. Duties of the four designated officers are anticipated to be as follows:

- ▲ **Chairperson:** The Chairperson shall establish the agenda for all meetings of the Governing Board in consultation with the Principal and as appropriate in the discretion of the Chairperson, with other members of the Governing Board. The Chairperson shall preside over all meetings of the Governing Board and shall have other powers, as the Governing Board shall determine, such as determining the need for and appointing members to various Governing Board committees and attending such committee meetings as deemed necessary or appropriate, serving as signatory on financial accounts and all official school business, and acting as spokesperson for the Governing Board, all of these responsibilities fall under the Chairperson's duties of office.
- ▲ **Vice Chairperson:** In the absence of the Chairperson, or in the event of his/her inability, or refusal to act, the Vice Chairperson shall perform the duties of the Chairperson and when so acting shall have all the powers of and subject to all restrictions upon the Chairperson. Any action taken by the Vice Chairperson in the performance of the duties of the Chairperson shall be conclusive evidence of the absence or inability to act by the Chairperson at the time such action was taken. From time to time, the Vice Chairperson shall perform such other duties as may be assigned to him/her by the Chairperson or by the Governing Board.
- ▲ **Treasurer:** The Treasurer shall chair a finance committee composed of Governing Board members appointed by the Governing Board Chairperson, and appropriate school staff and consultants and serve as signatory on financial accounts. The committee shall meet at least monthly to review and assess the financial condition of the school. The Treasurer shall present a report on the financial condition and affairs of the Academy, along with any recommendations for Governing Board action at each meeting of the Governing Board. The Treasurer shall review all financial filings required by the Sponsor, State of Florida, the Internal Revenue Service and any other government agency. The Treasurer shall have such other powers and duties as are usually incidental to that office and may be vested in that office by these By-Laws or by the Governing Board.
- ▲ **Secretary:** The Secretary shall maintain records of all action items at all meetings of the Governing Board in a book or series of books kept for that purpose. The Secretary, or designee, shall give such notices of meetings of Governing as are required by the Charter, these By-Laws, or state law. No longer than five days before any meeting of the Governing Board, the Secretary, or designee, shall distribute to the members of the Governing Board copies of any minutes of the prior meetings of the Governing Board that have not been approved by the Governing Board. The Secretary shall have such other powers and duties as are usually included as part of that office and as may be vested in that office by these By-Laws or by the Governing Board. In the absence of the Secretary from any meeting of the Governing Board, a temporary Secretary designated by the person presiding at the meeting shall perform the duties of the Secretary at such meeting. The



Secretary shall oversee the person designated by the Governing Board to record the minutes of all action items taken by the Governing Board at any meeting. The Secretary is empowered to act as Chairperson in the absence of the Chairperson and Vice Chairperson.

D. Describe the proposed policies and procedures by which the governing board will operate, including board powers and duties; board member selection, removal procedures and term limits; code of ethics, conflict of interest, and frequency of meetings. If the Board has not yet developed policies, the applicant shall describe the timeline for development and approval of Board policies. Charter school governing boards must be guided by a set of by-laws that define how the board will operate. Applicants may include their proposed by-laws.

The Governing Board of Ascend Career Academy shall meet quarterly. Officer's responsibilities, designated powers and duties are outlined in the attached Bylaws. In addition to the Board's Bylaws (**Appendix G**), all governing board members will be required to attend governing board training refresher courses as required by Section 1002.33, Florida Statutes, and Rule 6A-6.0784, Florida Administrative Code. Furthermore, the board shall hold all power afforded to it by Florida Laws for Not-For-Profit corporations and as described in the Florida Statutes. The operational policies and procedures of the Governing Board are defined by a combination of State and Federal Statutes, IRS Tax Codes, the Articles of Incorporation, and the Charter under which Ascend Career Academy will operate. The essence of the Governing Board's and procedure will be distilled into the Corporate By-Laws.

Governing Board powers and duties will be consistent with those outlined in 1002.33 Florida Statutes — A Governing Board shall manage the affairs of the Academy and may exercise all its powers with respect to the Academy, except as otherwise provided by the Charter or by these By-Laws. Based on a balancing of By-Laws and Charter interpretations, the power of the Governing Board may be described as governmental in that the Governing Board develops, approves, and provides management practices for all areas of school operation. Its duties are the provision of management practices and the continual oversight of the implementation and execution of those practices by school staff under the supervision of the Principal.

Governing Board member selection will be dictated by the By-Laws. The Founding Board, at its initial meeting, shall determine the number of Directors, which shall be no less than three and no more than five and shall elect the number of Directors so determined. The Governing Board will also be in compliance with HB 7009 (effective 7/1/2013) in terms of determining non-eligible Board members. The Governing Board may, at any special or regular meeting by an affirmative vote of a majority of Governing Board Members, then in office, increase the number of Directors and elect new Directors to complete the number so fixed, or they may, by a similar vote, decrease the number of Directors, but only to eliminate vacancies existing by reason of death, resignation, removal or disqualification of one or more Directors. The Governing Board may, by an affirmative vote of a majority of Governing Board Members then in office, fill any vacancy or vacancies on the Governing Board and may exercise all its powers notwithstanding any vacancy or vacancies in their number. All Governing Board Members shall hold staggered terms of office with elections three years from the time of its election and thereafter until their respective successors are chosen and qualified; provided however that one third of the initial Members were elected initially for a one year term; one-third of the Members be elected initially for a two year term, and; one-third of the Members be elected initially for a full three year term. The Governing Board Member shall hold such office until said Member shall retire, resign, or be removed as a Governing Board Member by the Governing Board.

There will be no term limits imposed upon a Governing Board Member, but each will stand for re-



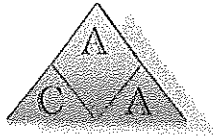
election within no more than a three-year period. The offices of Chairperson and Vice Chairperson will be subject to term limits except as otherwise provided by law, the Chairperson and Vice Chairperson shall hold office until the next annual meeting of the Governing Board or the special meeting held in lieu thereof, and thereafter until their respective successors are chosen and qualified, unless a shorter term is specified in electing or appointing them. The Chairperson and Vice-Chairperson may not serve in such capacity for more than three consecutive one-year terms; provided, however, that the Chairperson and Vice-Chairperson may serve additional, non-consecutive terms. Any Governing Board Member may resign by delivering a written letter of resignation to the Principal or to the School at his/her principal office. Such resignation shall be effective upon receipt unless it is specified to be effective at some time later. Any Governing Board Member may be removed from office with or without cause by an affirmative vote of at least two-thirds of the Governing Board Members then in office. A Governing Board Member may be removed for cause only after reasonable notice and an opportunity to be heard by the Board of Directors. Officers are subject to removal via similar procedures. Any officer may resign by delivering a written resignation to the Chairperson or Secretary and shall be effective upon receipt, unless it is specified to be effective at some time later. The Directors may remove any officer, with or without cause, by a vote of two-thirds of the Governing Board Members then in office. An officer may be removed for cause only after reasonable notice and an opportunity to be heard by the Governing Board.

The ACA Bylaws address conflict of Interest as follows:

- ▲ The School shall not enter into any contract or transact any business in which any part of the assets or net earnings, if any, of the School shall inure to the benefit of, or be distributable to, any Director or Officer of the School, except that the School may pay reasonable compensation for services rendered or goods provided, and may make payments and distributions in furtherance of its purpose as set forth in the Charter.
- ▲ The Board of Directors shall follow all applicable laws pertaining to conflicts of interest. The Chairman of the Board of Directors may appoint a Committee to review and establish a separate conflict of interest policy, which will manage matters of conflict of interest coming before the Board of Directors.
- ▲ A conflict of interest is defined as an actual or perceived interest by a Governing Board member in any action, which results or has the appearance of resulting in personal, organizational, or professional gain. This actual or perceived appearance of a bias in the decision making process is based upon the dual role a Member, who in addition to serving on the Governing Board, may be affiliated with other organizations, either as an employee (or), a member, or in some other capacity.
- ▲ The Board of Directors will adopt a comprehensive policy on Conflicts of Interest, which is consistent with Florida Law. In the event a Board Member has a voting conflict, the Board Member will be required to complete the disclosure included as **Appendix H**.

As part of the Governing Board orientation process, incoming Governing Board Members will sign the Board Service Commitment Pledge (**Appendix I**). This pledge is inclusive of a *Code of Ethics* under which the Board will serve in the best interests of the School and its students.

In addition to the policies pertaining to Board ethics, a model policy developed by DOE to comply with F.S. 1002.33 (12) (g) 3 states: —The Governing Board of a charter school shall adopt policies



establishing standards of ethical conduct for instructional personnel and school administrators. The policies must require all instructional personnel and school administrators, as defined in § 1012.01, to complete training on the standards; establish the duty of instructional personnel and school administrators to report, and procedures for reporting, alleged misconduct by other instructional personnel and school administrators which affects the health, safety, or welfare of a student; and include an explanation of the liability protections provided under § 39.203 and 768.095. Ascend Career Academy's Policy on Educator Ethics and Principles of Professional Conduct will mirror those of the FLDOE Rule 6B-1.001, — Code of Ethics of the Educational Profession in Florida and Rule 6B-1.006, — Principles of Professional Conduct for the Education Profession in Florida (**Appendix J**).

The Governing Board's meeting schedule will be posted on the Ascend Career Academy School Calendar, 2014-15 and the School website, which will be developed after the Sponsor's Board Approved Calendar is published so that attendance dates may be coordinated between the two. Regularly scheduled meetings of the Governing Board shall be held no less than quarterly at such places and times as the Governing Board shall designate. Within those confines, meetings will be coordinated to accommodate the Sponsor's submission requirements for various documents requiring Governing Board action or affirmation. Regular Governing Board meetings are planned for the first Thursday of the month, following the end of each fiscal quarter unless that day is a holiday or the school is closed for other reasons. Meetings will be advertised as public meetings in a local paper and will be posted on the ACA website and at the School's main office.

The By-Laws will allow for special meetings and define the conditions that shall apply to such meetings. Special Meetings of the Governing Board shall be held at such times and places as shall be designated by the Chairperson or upon the written request of any member of the Governing Board. At special meetings, business shall be conducted in such order as from time to time the Governing Board may determine in compliance of all Sunshine Laws and with a quorum of Board Members.

One exception to the schedule will be the Annual meeting. The Governing Board shall meet annually at the principal office of the School, or at such place within the County of Palm Beach in the State of Florida, and at such time as the Governing Board shall determine, except that such date shall not be a legal holiday. If the annual meeting is not held on the specific day, the Governing Board may hold a special meeting in place thereof, and any business transacted or elections held at such meeting shall have the same force and effect as if transacted or held at the annual meeting. The Governing Board shall set the date of the annual meeting approximately 90 days after the end of each fiscal year so that financial statements of the immediately prior fiscal year may be available for review at the annual meeting.

All meetings will be duly advertised and conducted in accordance with Laws and By-Laws.

E. Explain how the founding group for the school intends to transition to a governing board. (This question is not applicable if the applicant is an established governing board.)

The Founding Group of Board Members has extensive experience in business and education with a special commitment to public charters. This group will serve as the initial Founding Board of the School. At the time of this submission, all founding members have the option of remaining on the Board in accordance with procedures set forth in the corporation's Bylaws to provide for a smooth transition. Moreover, members will serve for one; two, or three year staggered terms to further ensure continuity. Thereafter, Board members will be elected to positions of three-year term periods at the beginning of the school year or a meeting designated for such purpose.



Training and orientation are essential parts of the transition from a Founding Board to a Governing Board; consequently, all new Directors of the Corporation will participate in an orientation process in which they will receive training and preparation for Board duties, responsibilities, policies, and procedures. New members will meet with the school's management team in order to be familiarized with the academic progress, curriculum, discipline, school climate and the unique mission of Ascend Career Academy.

The final transition will involve a shift from being predominantly occupied with identifying needs and planning the organizational structure for meeting those needs to being predominantly an executive organization involved with converting plans into reality, overseeing operations, monitoring the chief administrator's exercise of duties, and finding the balance between ongoing planning, evaluation of operations, adjustments to those in need of change, and reacting to unforeseen challenges.

F. Describe the plans for board member recruitment and development, including the orientation process for new members and ongoing professional development.

Governing Board Members will be recruited from the community by the founding team. Civic-minded individuals with talents that contribute to a diverse and well-rounded leadership base and who possess a vested interest in education in general and the school in particular, will be aggressively and continually sought. The founding team will seek members from the greater community with a passion for education and specific experiences that will support the mission and operation of ACA, such as educators, business leaders, legal and financial experts. Parent and guardians of students in the school will be encouraged to meet the Governing Board and to suggest nominees for appointment to the Governing Board. Parent/guardian representatives of students enrolled in the School will be asked serve on various advisories and SAC to support the Governing Board.

Recruitment consists of meeting with potential Governing Board Members to determine their level of interest in serving on the Governing Board. Governing Board Members or the Principal may attend such meetings. If there is apparent interest, a marketing process of educating the potential member about the school and student body will be established. Those who remain interested will be given a tour of the school site. Every attempt will be made to conduct the tour during hours of operation so that students are observed during the learning process. Upon completion of this phase of recruitment, those still interested will be provided a Governing Board application and a packet of orientation information. This information explains the requirements, duties, obligations, and processes involved in becoming an approved Governing Board Member. Emphasis is placed on conflict of interest issues, ethics, and the requirements of compliance with —Open Meeting Statutes (Government in the Sunshine), fingerprinting, background checks, financial disclosure, Governing Board training, etc. Those willing to undergo the process will be suggested to the Nominating Committee, which determines if they are commensurate with the Governing Board's needs. If so, they will be recommended to the Governing Board, which votes to accept or reject them. Those accepted are seated on the Governing Board and begin the compliance procedures mandated by Statutes and Charter, part of which is the mandated Governing Board training.

Once they are seated on the Governing Board, development begins with the orientation process. Governing Board Members complete the self-paced orientation packet of information and complete forms signifying that they have read and understand duties, obligations, responsibilities, and ethics. Additional development is provided through presentations to the Governing Board, Governing Board workshops, and an annual Governing Board Retreat. Technical Assistance Papers and other communications from the Department of Education will be passed to the Governing Board electronically as they are received.



G. List each of the proposed members of the school’s governing board, indicating any ex-officio members and vacant seats to be filled. For each proposed member, provide a brief description of the person’s background that highlights the contribution he/she intends to make through service as a governing board member and any office of the board that individual holds.

Ascend Career Academy has several notable members of the greater South Florida education and business community as members of its Founding Board. These individuals bring a vast array of experiences in school operations from a number of perspectives and are well suited to oversee the initial implementation of ACA and support the School in the identification of additional Governing Board members. In conformity with Florida Statutes, none of the Governing Board members, or their spouses, will be employees of ACA or the Education Service Provider.

Mr. Donnie Carter, who served as Broward County’s Interim Superintendent of Schools and has held several other high-ranking administrative positions within the district, will be one of ACA’s most important Board members. Mr. Carter’s experience as Chief Operations Officer and Deputy Superintendent of Operations will provide a depth of knowledge necessary to guide this new Charter program through its planning phase and initial year(s) of service. Mr. Carter also brings a strong business background to the development of this new School. His experience as a Purchasing Director for both Broward County Public Schools and JM Family Enterprises provides the underpinnings for successful financial management of the School in collaboration with the selected Education Service Provider.

Ms. Sayra Vélez Hughes is another Founding Board Member with extensive educational experience as a past Executive Director for Broward County Public Schools. Ms. Vélez Hughes has also worked as a teacher, curriculum coordinator and a principal in other large urban school districts. Her knowledge and expertise in curriculum, instruction and multicultural/bilingual education will provide a strong foundation for ACA to build its curricular program. Further, as Executive Director of Curriculum and Instruction for the Sponsor, Ms. Vélez Hughes was responsible for overseeing the Career, Technical and Adult/Community Education Department. Her understanding and experience in this area will vigorously support ACA and its academy programs.

Mr. Armando M. Cosio is the President and Owner of Kar & Larrabee Mechanical Contractors in Miami, FL. Mr. Cosio has extensive business experience in the greater South Florida community and has been intimately involved in all aspects of business development and operations. He is highly adept at budgeting and fiscal management having also worked as a Director of Business Development for a large maintenance company. This experience extends to keeping businesses solvent through effective resource management – especially human resources. Mr. Cosio’s services will be of significant value in working with the ESP in developing appropriate business systems for the day-to-day operation of the school.

Full resumes are provided in **Appendix K**.

H. Outline the methods to be used for resolving disputes between a parent and the school.

The Governing Board will make every effort to recruit a Principal/Director that is an experienced school leader with knowledge of Florida School Law. While ACA will labor to solve all disputes as quickly and with the upmost sensitivity as possible, we understand that some conflicts may have to be handled in the following manner:

- ▲ It is first preferred that the parent and/or student and staff member resolve all differences through a conference. Such conference will be held within five school days of the grievance. The



participating staff member will relay the outcome of this conference to the Principal in writing with signatures obtained from the other participants.

- ▲ If the issue persists or was never fully resolved, the principal or the assistant principal will meet with the staff member and parent to offer mediation in an attempt to reach a consensus.
- ▲ Assuming a consensus could not be reached the parent can decide to contact the school's Conflict Resolution Designee – one the ACA counselors specifically trained in dispute resolution.
- ▲ The parent/guardian or student, after exhausting all other school remedies, may appeal the grievance to the Governing Board. The parent/guardian or student shall make a request in writing to the Governing Board Secretary requesting a Governing Board hearing. The Governing Board chairperson may call the Governing Board to an Executive Session meeting if it is determined to be appropriate in light of statutory mandates. The Governing Board shall render a final decision on the matter by majority vote within thirty days.

The purpose of the School's conflict resolution plan is to resolve every dispute with the common goal of doing what is best for the students. The School understands that without the communication and support from parents/guardians, fulfilling our goal will not be possible.

If the school is filing the application in conjunction with a college, university, museum, educational institution, another nonprofit organization or any other partner, provide the following information:

- I. Name of the partner organization.**
- J. Name of the contact person at the partner organization and that person's full contact information.**
- K. A description of the nature and purpose of the school's partnership with the organization.**
- L. An explanation of how the partner organization will be involved in the governance of the school.**

These sections are not applicable.

Section 10: Management

A. Describe the management structure of the school. Include job descriptions for teachers and each administrative position that identify key roles, responsibilities and accountability.

The overarching management structure of Ascend Career Academy can be seen in **Chart 2**, the School's Organizational Chart. In Ascend Career Academy's management structure, the Principal is the chief administrator and supervisor of the school and is the Board's representative in day-to-day operations including, but not necessarily limited to:

- ▲ Responsible for all school-based activities associated with instruction – serves as the instructional leader of the school
- ▲ Serves to support educational policy aligned to the mission of the school
- ▲ Accountable for all school-based logistical and managerial operations
- ▲ Answerable as the primary liaison between the Governing Board and the school site



All other employees of the school report directly or indirectly to the Principal. The role of the Educational Service Provider will be to advise the Principal in those areas of management (including facility and fiscal issues) that will impact the regular operation of the School. Key job descriptions, including that of the Principal, are included as **Appendix L**. Additional positions in the management hierarchy designed to support the efforts of the Principal in delivering a sound educational program consistent with the mission of ACA are as follows.

Assistant Principal:

- ▲ Subordinate to the Principal and assists in the oversight of day-to-day logistical and managerial operations
- ▲ Serves as school site administrator in absence of the Principal
- ▲ Assists in oversight of the educational and instructional processes
- ▲ Provides direct supervision of students
- ▲ Assists the Principal with supervision of instructional personnel
- ▲ Meets with students and parents as part of the school's dispute resolution process

Guidance Director:

- ▲ Oversees the school-based guidance department
- ▲ Administrates student course schedules
- ▲ Supervises national, state and district test administration
- ▲ Serves as guidance and instructional liaison between students/parents and instructional staff
- ▲ Assists the Principal with aspects of the school curriculum and instruction processes
- ▲ Meets with and advises students/parents on an ongoing basis
- ▲ Assists in dispute resolution with students and/or their parents
- ▲ Serves as BRACE Advisor

Guidance Counselors:

- ▲ Serve as student advocates
- ▲ Responsible for initial student/parent conference and intake procedures
- ▲ Assist students in developing ILP goals and selecting a career pathway
- ▲ Develop individual student schedules
- ▲ Meet and advise students on a regular basis
- ▲ Assists in dispute resolution process between students and teachers
- ▲ Supports the student assessment and monitoring process

Reading Specialist/Coach:

- ▲ Oversees school reading initiatives
- ▲ Assists with the selection and implementation of reading curricula
- ▲ Supervises FAIR assessment administration and reporting
- ▲ Assigns students to appropriate and mandated reading classes
- ▲ Conducts classroom walk-throughs of reading and core content teachers
- ▲ Provides appropriate staff development in various reading and related instructional strategies
- ▲ Offers classroom modeling and coaching in reading strategies

ESE Specialist:

- ▲ Develops ESE student schedules in accordance with the Individual Education Plans (IEPs)
- ▲ Monitors compliance with federal, state and District rules and regulations concerning IDEA and Exceptional Student Support
- ▲ Conferences with parents of ESE students



- ▲ Provides classroom support and staff development to instructional staff
- ▲ Updates and maintains ESE student records in compliance with federal, state and District regulations
- ▲ Aligns ESE student support services with individual student needs as delineated on the IEP
- ▲ Serves as a liaison between the school and District's ESE and Support Services Department
- ▲ Serves on the school's Child Support Team

ESOL Coordinator:

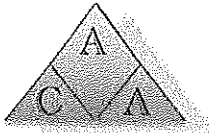
- ▲ Responsible for initial student intake procedures (HLS) and assessments per state and district requirements
- ▲ Schedules additional assessment procedures with District for appropriate placement purposes
- ▲ Conferences with ESOL parents
- ▲ Develops ESOL student schedules in accordance with ELL classifications
- ▲ Monitors compliance with all state and District regulations pursuant to the META Consent Decree
- ▲ Provides classroom support and staff development to instructional staff
- ▲ Updates and maintains ESOL student records in compliance with regulations
- ▲ Aligns ESOL student support services in accordance with each student's ELLSEP
- ▲ Serves on the school's ELL Committee
- ▲ Serves as a liaison between the school and District's ESOL Department

B. Outline the criteria and process that will be used to select the school's leader.

The Governing Board's expectation is to employ a Principal with previous experience in that role and the ability to relate to the type of student that Ascend Career Academy plans to attract. The Governing Board will advertise the position and seek a candidate that possesses, as a minimum, current DOE certification in Education Leadership that is appropriate for the position. In addition to certification, the individual will be otherwise qualified by possessing experience in academic and vocational education, school finance, school operations, including maintenance, contract administration, and general oversight of a similar educational institution's day-to-day operations, program planning, implementation, and evaluation. The individual must also be able to pass security and background screenings in compliance with F. S. 1002.33 (12) (3.) g. 4, which states: —Before employing instructional personnel or school administrators in any position that requires direct contact with students, a charter school shall conduct employment history checks of the employee's previous employers, screen the instructional personnel or school administrators through use of the educator screening tools described in s. 1001.10(5), and document the findings. If unable to contact a previous employer, the charter school must document efforts to contact the employer.

A review committee of Governing Board appointees, which will consist of Board members, faculty members, parents, and advisory committee members, will screen all applicants. Finalists will be interviewed by the Board in a public meeting and the individual chosen by a majority vote of the Governing Board.

Responsibilities of the Principal are delineated in the ACA job description for this position found in **Appendix L**. The Principal's performance in fulfilling these responsibilities is evaluated annually by the Governing Board. Such an evaluation will cover eleven dimensions of performance: communication, decision-making, commitment to vision and mission, facilitative leadership, proactive orientation, organizational ability, management control/delegation, critical thinking skills, organizational sensitivity, achievement and developmental orientation, and professional/technical knowledge. Upon satisfactory evaluation, the duration of the Principal's contract will be determined at the discretion of the Board. In



the case of unsatisfactory evaluation, the Board shall determine whether to reappoint the Principal with a corrective, remedial plan, or to terminate and seek other qualified candidates. Governing Board policy will reflect that the Principal's continued employment is dependent upon satisfactory job performance.

C. Provide a staffing plan for each year of the charter term aligned with the school's projected enrollment as detailed on the cover page of this application.

The following (**Table 8**) provides the Ascend Career Academy staffing plan for a five-year period beginning with the 2014-15 school year. While enrollment projections are expected to remain relatively constant, variations due to student needs may impact these projections. Among these variations could be the number of reading and elective teachers required, in addition to a refinement of support personnel.

Table 8: Ascend Career Academy Five-Year Staffing Projections

	2014-15	2015-16	2016-17	2017-18	2018-19
Projected Grades 9-12 Enrollment	1000	1000	1000	1000	1000
Teachers: Core					
Reading	3	3	3	3	3
English	7	7	7	7	7
Math	7	7	7	7	7
Science	7	7	7	7	7
Social Studies	4	4	4	4	4
World Languages	2	2	2	2	2
Teachers: Elective					
Fine Art	1	1	1	1	1
Music	1	1	1	1	1
Technology	2	2	2	2	2
PE/Health	2	2	2	2	2
Instructional Support					
Reading Specialist	1	1	1	1	1
ESE Specialist	1	1	1	1	1
ESOL Coordinator	1	1	1	1	1
Media/Technology Specialist	1	1	1	1	1
Paraprofessionals	4	4	4	4	4
Administration					
Principal	1	1	1	1	1
Assistant Principal	1	1	2	2	2
Administrative Support					
Administrative Assistant	1	1	1	1	1
Registrar	1	1	1	1	1
Office Manager/Bookkeeper	1	1	1	1	1
Guidance					
Guidance Director	1	1	1	1	1
Guidance Counselors	3	3	4	4	4
Social Worker	1	1	1	1	1
Security					
Security Specialist	1	1	1	1	1
Clerical					
Receptionist	1	1	1	1	1
General Clerk	1	2	2	2	2
Custodial					
Facilities Supervisor	1	1	1	1	1



	2015-16	2016-17	2017-18	2018-19
Projected Grades 9-12 Enrollment	1000	1000	1000	1000
Maintenance Staff	3	3	3	3
Food Services				
Provided under contractual agreement	-	-	-	-

D. Explain the school’s plan for recruitment, selection, and development.

Ascend Career Academy will use a variety of recruitment approaches that have proven effective for other charter schools. Teachers will be recruited from the Sponsor’s job fairs and other venues available through the District Offices of Human Resources and Instructional Staffing. Other recruitment options include, but are not limited to open advertisement through printed and electronic advertising venues on a local, state, and national level. Job openings will also be posted on the ACA website and through Education Week publications. Searches for teachers requiring unusual or low-supply/high demand certifications, inquiries and advertisements will be communicated with colleges and universities, both in and out of state. ACA will seek to establish collaborative ties with placement offices at major teacher education colleges and universities throughout the state.

Selection of staff will be a committee function. The process begins with screening candidates for proper certification, desirable levels of education, experience, or other qualifications deemed to be essential for the position. This process is accomplished by an initial review by school administration and designees, supported by Board involvement. It includes pre-vetting by website searches and contact with references. Following this review, interviews with a hiring committee will be scheduled. A committee consisting of administrator(s), administrative support staff, and peers (as available) interview candidates utilizing the Targeted Selection method. The pool of candidates is narrowed to the individual(s) deemed to be best suited for the position. Successful candidates undergo a second interview conducted by the Principal and at least one Board member. The recommendation is then reviewed and ratified by the Governing Board (or a designated subset of the Board established for this purpose) and a tentative salary offer is calculated in consultation with the ESP, and approved by the Principal. The salary is offered to the candidate contingent upon meeting pending employment requirements and the certification, background check, and fingerprinting process with the School Board of Broward County. Final vetting, additional reference verification, and drug testing also occur after the Principal’s clearance for hiring. If all employment requirements are successfully met, a formal offer of employment is made to the candidate.

Due to the highly collaborative nature required of ACA staff, new faculty members immediately become part of a Professional Learning Community (PLC) designed to promote teacher efficacy and personal growth. Staff development begins almost immediately after hiring. Employees will be encouraged to begin complying with professional certification requirements as soon as possible and to participate in as many of the Sponsor’s staff development activities as their schedules allow. Each teacher will create and maintain a portfolio of their professional development activities and selected classroom work. ACA teachers will be given a 196-day contract to allow additional days of intense pre-school Professional Development. Teachers will be compensated for a seven-and one-half-hour workday, which includes planning time. Other employees will be compensated for days of service and hours that are appropriate and commensurate for assigned duties. Teachers hired in positions that are traditionally hard to fill, may receive a supplement based upon a successful annual evaluation. Staff members may also paid supplements for completing advanced degrees relating to their certification and job responsibilities.

Language Arts, Foreign Language, Science, and Social Studies teachers will be required to possess or



attain and maintain Reading endorsement as a requirement for employment and will be paid a supplement for each component completed. ACA's Board and administration are aware that many of the ACA students will be academically challenged, especially in reading. Consequently, appropriate staff development will be aggressively pursued for handpicked teachers in an all-out effort to prepare students for enhanced learning leading to profitable and productive lives.

The School's SIS has been particularly selected for its ability to analyze a variety of student data from disparate sources and compile usable information that can inform instruction and offer discrete data on teacher effectiveness. Such data and that obtained from CWTs will be used to provide constructive feedback to ACA faculty as part of the PLC process to impact teaching and learning. Formal teacher evaluations will align with the Florida Student Success Act (SB 736) and incorporate a four-point scale identifying teachers as *Highly Effective, Effective, Needs Improvement or Unsatisfactory*. At least half of the educator's evaluation will be based on student learning gains, which are specific to the identified student needs taken from individual ILPs. Included in the learning gains segment of the evaluation will be such items as FCAT scores, End of Course (EOC) tests, credits earned and other measures of academic growth. All teachers new to the School will be evaluated at a minimum of twice per year, while veteran teachers with an established pattern of successful evaluations will be formally evaluated at least once per year. All faculty members will be subject to an unlimited number of CWTs from administration and trained support staff.

Section 11: Education Service Providers

If the school intends to enter into a contract with an Education Service Provider (ESP):

A. Describe the services to be provided by the ESP.

The ESP's services will be provided by Bennu, LLC and include assistance with facilities design, staffing recommendations and human resource coordination, curriculum development, research and data updating, sponsor relations and reporting, program marketing, and bookkeeping, budgeting, and financial forecasting, provided to the Governing Board and School Principal for its oversight and approval.

B. Provide a draft of the proposed contract between the school and the ESP including, at a minimum, proposed services, performance evaluation measures, fee structure, renewal and termination provisions, and terms of property ownership (real, intellectual and personal).

A draft of the proposed contract between the School and the ESP is included herein as **Appendix M**.

C. Unless the ESP is the parent non-profit organization, explain why the ESP was selected, including what due diligence efforts were conducted to inform the selection and how the relationship with the ESP will further the school's mission.

The members of the Founding Board conducted a review of several local Education Service Providers (ESP) and their respective credentials available for contracting. Since the mission of our charter school is to serve a very specific and normally underserved population we sought not to just target ESP's with institutional experience in the area of 9-12 career focused high schools but also carefully considered individual professionals that had relevant experience in the space. Based on our analysis we chose to contract with a small company made up primarily of two professionals. One has extensive successful experience in high school curriculum/operations and the other has had a distinguished career in the



financial arena and substantive and specific experience with charter school finances and related business practices. We are confident that these individuals, doing business as Bennu, LLC, not only have the experience and breadth of resources to provide our charter school customized educational and business related services and not be part of a cookie cutter ESP where we are just one more school that is being serviced along with numerous others.

D. Explain the ESP's roles and responsibilities for the financial management of the proposed charter school, if applicable, and the internal controls that will be in place to guide this relationship.

The ESP will provide general accounting services including bookkeeping, purchasing support, payables, asset management, budget preparation, cash flow analysis, and preparation of interim financial statements and assistance with the work of the School's independent certified auditor. All financials will be provided to the Governing Board for its oversight and approval.

E. Unless the ESP is the parent non-profit organization, explain how the governing board will ensure that an "arm's length," performance-based relationship exists between the governing board and the ESP.

The Governing Board will conduct periodic and annual evaluations of the performance of the School in the following categories for which the ESP is required to provide data to the Governing Board on a periodic basis. This will be required for the Governing Board's own edification and to comply with all State and District. The areas include:

- ▲ Financial performance, including variance to budget;
- ▲ Staff hiring, performance and turnover data;
- ▲ Enrollment data and
- ▲ Facilities costs and needs.

Failure to perform its obligations under the management agreement by the ESP is grounds for termination by the School.

F. Provide a summary of the ESP's history, including its educational philosophy and background and experience of senior management.

This is a newly established enterprise but the two principals in the company have a history of excellence in the charter school space. Mr. Rafael Villalobos has a long and distinguished history as an educational leader. Most recently, Mr. Villalobos was a distinguished senior high school principal in Miami Dade County Public Schools (MDCPS) and was responsible for leading two deficient, low performing high schools out of that status. He also assisted MDCPS with various other district wide reform efforts and through his leadership many other failing schools improved their academic performance. Mr. Villalobos has a long history of working successfully with the type of students that our charter school wants to serve. Mr. Gordon Crozier is a trained financial professional and is a Certified Public Accountant. Mr. Crozier served as the Comptroller for Chancellor Beacon Academies and also serves as the Senior Financial Officer for Advance Learning Academy an "A" rated charter school in Miami -Dade. Mr. Crozier is one of the most knowledgeable financial officers regarding charter school finances in the State of Florida. To reiterate, while this is a newly established company references to existing contracts can not be provided,



however, both individuals have unlimited references ranging from sitting and retired school superintendents and school board members that they can provide upon request.

G. Provide a list of other schools with which the ESP has contracts, including contact information and student and financial performance data of such schools.

Please note those charter schools referenced in Section 11(F), above as examples of past successful efforts of the newly established ESP.

Section 12: Human Resources and Employment

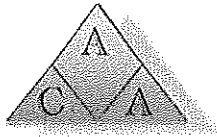
A. Explain the school's compensation plan, including whether staff will be publicly or privately employed.

The School will be a not-for-profit, private employer, and will not participate in the Florida Retirement System. Teacher salaries will be comparable to those outlined in the teacher salary schedule implemented by the Sponsoring school district. Salaries for Instructional positions will initially be based on years of teaching experience and levels of education. Full time, salaried employees will be entitled to Health Insurance. For employee insurance and benefits selection, the Governing Board's ESP will be responsible for providing human resource services to ACA. In keeping with SB 736, Ascend Career Academy will develop a performance salary schedule for instructional personnel and school administrators hired on or after July 1, 2014. The performance pay plan developed will comply with, and be kept concurrent with, Federal and State statutes.

Many of the personnel functions and needs at Ascend Career Academy will differ from those of District schools. This is especially true of non-instructional positions. The budget and workload of charter schools usually do not justify multiple positions within a department, but require the same individual to perform tasks that would be accomplished by several employees from a range of capability, experience, sophistication, and pay levels in District operations. Such conditions mandate hiring a person that is fully experienced and qualified at all levels of the job, or capable of rapid adaptation and the learning of new skills. The qualities and skills deemed necessary for many ACA non-instructional employees are available only from the private industry sector. Hiring competent personnel frequently necessitates paying management level salaries, which are considerably higher than secretarial or clerical salaries. For this reason, a competitive, but affordable, Non-Instructional Staff Salary Schedule will be developed. More commensurate with private sector wages than District bargaining unit wage scales, this schedule will present a range of hourly rates used to negotiate salaries of all non-instructional staff.

Administrators will initially consist of the Principal and Assistant Principal. Additional administrators will be hired as enrollment and school complexity dictates need for them. These individuals will hold Florida Department of Education certifications in Educational Leadership appropriate for their respective positions. The principal will be hired on a 246-day calendar and each assistant on a 216-day calendar. Compensation for these Administrators is consistent with District salaries for similar positions, highest level of degrees, school complexity, and years of experience. All of these administrators will be school employees.

All support, instructional and non-instructional staff will not be subject to collective bargaining and will be so indicated in each contract. All staff will be hired on an annual contract with extensions recommended following an annual evaluation. All new hires will fall under a three-month probationary period. Each employee will sign an employment agreement that outlines expectations of the position,



monetary and non-monetary compensation and terms of employment. Instructional personnel will be hired on a 196-day calendar with support staff and non-instructional staff on calendars of varying lengths commensurate with their job expectations.

B. Describe the proposed personnel policies and procedures to which staff will be required to adhere, including expectations for participation in the school’s professional development program. If personnel policies and procedures have not been developed provide a clear plan, including timeline, for the development and approval by governing board.

All faculty and staff members employed by the Ascend Career Academy will possess the personal characteristics, knowledge base of and belief in the educational and curriculum design as described in this proposal, as well as an ability and motivation to work as part of a team with parental involvement. The School will look for personnel who bring with them a sense of enthusiasm and commitment as well as a strong belief in and understanding of the charter school concept.

Employees are expected to observe high standards of job performance and professional conduct. When performance or conduct does not meet standards, ACA may terminate employment, or it may endeavor, if it deems appropriate, to provide the employee a reasonable opportunity to correct the problem. If, however, a corrective opportunity is given and the school determines that the employee has failed to make the correction, he or she will be subject to further discipline, including termination.

Under the No Child Left Behind Act (NCLB) of 2001, all teachers must be “highly qualified” to teach at ACA. The definition of a highly qualified teacher includes meeting at least the following three criteria:

1. Having a bachelor’s degree
2. Having State credentials or certificate
3. Demonstrated core academic subject matter competence

The rules set forth below are not exhaustive and are intended to provide illustrations and fair notice of what is expected from employees. These will form the underpinnings of a more comprehensive set of policies and guidelines to be developed by the Governing Board, with assistance of the ESP, in order to address any situation of unacceptable conduct and performance. Such policies and guidelines will be in place prior to the hiring of any staff, with the exception of school administration to be wholly involved with the process.

Employees should be aware that conduct not specifically listed below, but which adversely affects or is otherwise detrimental to the interests of the school, to students, or to other employees, may also result in disciplinary action.

Certification of Instructional Staff

Teachers employed by or under contract to Ascend Career Academy shall, at minimum, be Florida certified teachers per Chapter 1012 of Florida Statutes. The school may contract select skilled non-certified personnel to provide instructional services in their individual fields of specialty. Such employees may be used to assist instructional staff members as paraprofessionals in the same manner as defined in the Statute and as provided by the FLDOE’s Rule for Charter School governing boards. Substitute teachers cannot provide instructional services for longer than 30 student attendance days for a regular identified position. Ascend Career Academy will disclose qualifications of teachers to parents in compliance with F.S. 1002.33 (12) (f).



Ninety-Day Probation Period

All employees will be hired on a 90-day provisional contract and may be terminated at any time in accordance with the School's termination provisions.

Voluntary Termination

The School will consider an employee to have voluntarily terminated or abandoned his or her employment if an employee does any of the following:

- ▲ Elects to resign from the school.
- ▲ Fails to return from an approved leave of absence on the date specified by the school.
- ▲ Fails to return to work without notice to the school for three (3) consecutive days.

Involuntary Termination

The School expressly reserves the right to discharge employees for cause, but without being in violation of the laws of the State of Florida and the United States of America. The School assures thorough, consistent, and even-handed termination procedures. Terminated employees will receive all earned pay to the next regular pay period. An employee may be terminated involuntarily for any reason not prohibited by law, including a leave of absence in excess of 180 days, poor performance, misconduct, or other violations of the school's rules of conduct for employees. Involuntary termination, other than for an administrative reason or abandonment of employment, will result in forfeiture of all earned and accrued compensation, other than payment required by law.

Job Performance

Employees may be disciplined/discharged for poor job performance, including but not limited to, the following:

- ▲ Below-average work quality or quantity
- ▲ Poor attitude or lack of cooperation
- ▲ Excess absenteeism, tardiness, or abuse of break or lunch privileges
- ▲ Failure to follow instructions or procedures
- ▲ Failure to follow established safety/security procedures

Misconduct

Employees may be disciplined or discharged for misconduct, including but not limited to the following:

- ▲ Insubordination
- ▲ Dishonesty
- ▲ Theft
- ▲ Discourtesy (to students, parents, peers, supervisors, etc.)
- ▲ Misusing or destroying school property or the property of another
- ▲ Disclosing or using confidential or proprietary information without authorization
- ▲ Falsifying or altering school records, including the application for employment
- ▲ Interfering with the work performance of others
- ▲ Harassing other employees or students
- ▲ Being under the influence of, manufacturing, dispensing, distributing, using, or possessing alcohol or illegal or controlled substances on school property or while conducting school business or supervising students.
- ▲ Possessing a firearm or other dangerous weapon on school property or while conducting school business
- ▲ Conduct which raises a threat to the safety and well being of the school, its employees, students,



- or property, including being charged or convicted of a crime that indicates unfitness for the job
- ▲ Failing to report to the school, within five days, any charge or conviction under any criminal, drug, stat or felony arrests

The school may proceed directly to a written reprimand or to termination for misconduct or performance deficiency, without resort to prior disciplinary steps, when the school deems such action is appropriate. If an employee is recommended for dismissal by the principal of the school, the principal will propose such dismissal at a meeting of the Board of the School. The employee shall have the right to contest the dismissal at the board meeting and present testimony or evidence in connection with the dismissal action. Additionally, school employees will be required to adhere to The Code of Ethics of the Education Professional in Florida as defined in State Board of Education Rule 6B – 1.001, FAC.

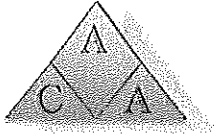
Professional Development

In setting high expectations for both students and teachers, ACA will be committed to maintaining the level of high quality instructors by implementing a comprehensive professional development plan. The school will support the professional development needs of all professional staff by subsidizing college classes, facilitating the attainment of continuing education credits, and offering specific trainings, which complement the instructional focus of the School.

Professional development will be offered throughout the school year in a variety of forms. Select teachers will attend local, state and national conferences and serve as trainer to the remainder of the staff upon return to the School. Appropriate and relevant school wide training will occur on teacher planning days as well as on early release dates. All staff will participate in school-initiated and other relevant and necessary workshops for professional development, and a member of the administrative team will coordinate, assist and monitor the staff development process. The Educational Service Provider may also prepare staff develop meetings in which the school may elect to participate. In-house workshops and meetings will be held monthly by administrators and may occur as often as biweekly through PLC leaders, in order to facilitate support, encourage communication, allow for team planning, and troubleshoot concerns and needs.

In addition to school wide professional development opportunities, faculty members will each complete an Individual Professional Development Plan (IPDP) as a means to document and identify areas for personal targeted professional growth, including the identification of strategies for obtaining specified goals, its' compatibility to ensuring the professional development exercise will serve to benefit the student, and a timeframe in which the staff development exercise should occur. The Principal, or his/her designee will approve all IPDPs and at such time the principal may elect to recommend additional professional development that should occur within a given timeframe. Each faculty member will create an individual portfolio documenting all professional development and citing examples of its integration within their respective classroom.

The principal or member of the administrative staff, together with the teacher, will commit to the IPDP, including the allocation of necessary resources for plan implementation, and observation of new/struggling teachers by veteran/mentor teachers/staff to implement support strategies.



Section 13: Student Recruitment and Enrollment

A. Describe the plan for recruiting students, including strategies for reaching the school’s targeted populations and those that might otherwise not have easy access to information on available educational options.

A comprehensive advertising and promotional plan will include the use of print, broadcast, and online media to disseminate information about the school’s educational program and open enrollment period. The promotional plan to be followed in publicizing Ascend Career Academy will be designed to reach all Broward County communities and all racial/ethnic groups of both genders within them. Moreover, ACA will seek to collaborate with the guidance departments of established public middle and high schools to make them aware of the opportunities available at ACA for non-typical, struggling or disenfranchised youth. These students will most likely be overage for grade and may be exhibiting high absenteeism and/or acting out behaviors brought on by the traditional structures currently in place.

By publicizing the availability of the School throughout Broward County, the school’s demographic composition should generally mirror that of the local public schools. The school will provide copies of its promotional materials in English, Spanish and Creole and announcements to local community organizations to make sure that target families (e.g. single-parent families, low socio-economic households, etc.) are aware of the school and their eligibility to apply for enrollment.

Recruitment efforts for ACA grades nine through twelve will target students (approximately ages 14-21) with a desire to receive a career oriented education within a flexible, student-centered learning environment. As a result, selected students will have a goal of readiness for both post-secondary education and the workplace. A student population reflective of current, disenfranchised students or students with whom the traditional educational community was not successful, combined with a focus on career preparation shall be promoted and encouraged through an established and open admission process.

Student selection will be open to all eligible students including those who meet the criteria of the Individuals with Disabilities Act, English for Speakers of Other Languages, Title II of the Americans with Disabilities Act, and Section 504 of the Rehabilitation Act of 1973. Ascend Career Academy will follow Federal and State requirements regarding diversity and desegregation. Pupils will be considered for admission without regard to ethnicity, national origin, or gender. ACA will conduct general information meetings that will be open to the public and announced through public service announcements. Ascend Career Academy will post flyers in local public facilities such as the post office, community centers, churches and other locations of public access, in order to reach these students and/or parents to inform them of the educational opportunity available for their children. Recruitment bulk mailings will also be a consideration in areas where households with significant numbers of students are identified. ACA may also prepare a public service announcement for broadcast on popular local radio and a press release for dissemination to all the major print media in the county so that the general public can be made aware of the enrollment period and location of the school.

B. Explain how the school will achieve a racial/ethnic balance reflective of the community it serves or with the racial/ethnic range of other local public schools.

Pupils will be considered for admission without regard to ethnicity, national origin, or gender. Due to the diverse racial and ethnic mix of Broward County, the School expects to generally achieve diversity



reflective of the community it serves. The promotional plan to be followed in publicizing the school will be designed to reach all local communities and, accordingly, all racial/ethnic groups within it. However, when looking at dropout data for the past five years published by the Sponsor (December 2012), Black, Hispanic, American Indian, and Multi-racial groups tended to be in higher numbers than their White, Non-Hispanic counterparts. Thus, the composition of the targeted group that ACA desires to attract will be skewed toward a population representing these particular subgroups.

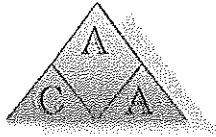
C. Describe the school’s proposed enrollment policies and procedures, including an explanation of the enrollment timeline, criteria and/or any preferences for enrollment, and lottery process.

Ascend Career Academy will not discriminate on the basis of race, religion, or national or ethnic origin, or exceptionality in the admission of students. Staff at the School will accommodate the needs of students enrolled at the school to ensure a positive learning experience. The School will be open to any student in grades 9 through grade 12 in Broward County and any student covered in an inter-district agreement with the Sponsor who completes an application and meets admission criteria. Ascend Career Academy will have a random lottery for qualified applicants if the number of applications exceeds the capacity of a program, class, grade level, or building. An open admissions policy will be implemented wherein ACA will be open to any student residing in the County. If the number of applicants exceeds capacity, applicants will be admitted on a first-come, first served basis using the time stamp on the accepted application as proof of when the application was accepted.

For those applications received after capacity has been filled, students will be assigned a waiting list number and will be admitted through a lottery system when student seats become available or capacity increases. This will ensure that all applicants will have an equal opportunity for selection. Florida’s charter school legislation, F.S.1002.33(10)(e), provides that the School may give enrollment preference to certain student populations. Said student populations include:

1. Students who are siblings of a student enrolled in the charter school.
2. Students who are the children of a member of the Board of Directors of the charter school.
3. Students who are the children of an employee of the charter school.
4. Students who are the children of an employee of the business partner of a charter school in the workplace or a resident of the municipality in which such charter school is located.
5. Students who are the children of an active duty member of any branch of the United States Armed Forces.

F.S. 1002.33 (10) (e) allows a charter school to limit enrollment to students considered at risk of dropping out of school or academic failure. Such students shall include exceptional education students. ACA will seek to specifically enroll this category of students, identified as a dropout or at risk for dropping out. Researchers have identified ninth grade as a decisive year in a student’s academic career, with attendance and course performance being most predictive of whether a student is at risk of dropping out (Allensworth & Easton, 2005, 2007; Balfanz & Herzog, 2005; Neild & Balfanz, 2006). If a student meets certain benchmarks for these “high-yield” indicators, as they are known, he or she is considered off track for graduation. For example, a student’s absenteeism rate—specifically, the number of days absent during the first 20 days, each quarter, and the first year of high school—provides information about whether he or she is likely to stay in school. A student who misses more than 10% of instructional time during the first year of high school is considered off track. The following are among the specific behaviors and



characteristics that a school must consider as indicators, predictors, and barriers in identifying students at risk of dropping out:

1. Being overage for their grade level due to retention attributable to risk factors such as high absence and truancy rates.
2. Showing a lack of effort or interest in their academic work
3. Working an excessive number of hours per day or week
4. Having a history of discipline problems leading to suspension, expulsion, and/or probation
5. Showing or expressing feelings of being disconnected from the school environment
6. Showing evidence of physical and/or emotional abuse
7. Coming from and/or living in a disadvantaged socioeconomic environment
8. Living in a home situation that does not include at least one parent
9. Being a single parent
10. Having limited proficiency in the English language

The focus of ACA will be to provide a student at risk of dropping out of school, or one who has already dropped out, temporary or ongoing interventions in order to achieve in school and to graduate with meaningful options for his or her future. In order to address the needs of each student through a student-centered, individualized approach, students must understand and commit to being a responsible individual. Students and parents sign an agreement that delineates the benefits and responsibilities of becoming a student at ACA.

Recruitment and enrollment is a year-round effort and students will be accepted at any time during the school year that does not present an obstacle to student performance or success. No student is enrolled for the next school year prior to March first of the preceding year. That is considered the cut-off date for enrollment subject to lottery selection. Programs attracting more eligible applicants than the program can accommodate will use the lottery process to determine which applicants are accepted into the program. If the quota of students is not filled by March first, eligible students will be enrolled and new applicants accepted on a first-come, first-served basis in the order in which applications are received until the quota is met. All students will be notified of their acceptance status periodically throughout the year in which they apply.

The enrollment process begins with the completion and submission of an Ascend Career Academy application to the School. Applications are valid only if signed by the parent or guardian (unless a student is considered emancipated), and only students meeting eligibility requirements are considered for enrollment. Postcards will be mailed to inform applicants that the application has been received. After applications are received, the screening process will be conducted according to governing policies and procedures to determine eligibility status. Appropriate screens will be printed from TERMS (as available) to make sure that potential students meet entrance qualifications and to develop baseline information that will be used for scheduling and counseling at later dates. Students with exceptional student education (ESE), 504, or ESOL designation will be reviewed by the ESE coordinator or language facilitator to assure that the student's needs can be accommodated by services available at ACA. This review often entails requesting a copy of the applicant's Individual Education Plan (IEP) or English Language Learner (ELL) Plan from the previous school of attendance. Transcripts will be requested for students who are out of district or home schooled, and those applications placed on hold until transcripts are received.



After an initial screening, applicants will be invited in with their parent(s)/guardian(s) for a pre-admittance interview with a school counselor and/or other designated staff member. At this meeting, prospective students and their parents/guardians will be informed of all applicable requirements and expectations. Staff will also address any and all questions posed on behalf of the student in order to clarify any issue or concern up front. Once the review process is complete, the student may be offered acceptance to ACA, acceptance with a contingency, or acceptance pending – should required information not be readily available. In those circumstances where ACA cannot accommodate a student for a specific reason(s), the student and parent/guardian will be informed in writing.

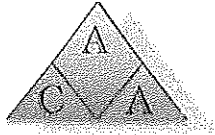
After the March first deadline, letters of acceptance, contingency, pending or denial will be sent to all applicants. A lottery will be held for those career programs in which applicants have exceeded enrollment quotas, should that be necessary.

D. Explain any student and/or family contracts that will be used as a requisite for initial and continued enrollment in the school. Describe if and how the school will enforce such contracts.

Ascend Career Academy is a choice school that recruits students with an interest in Career Academy Programs that lead to work, higher education, and productive citizenship. Performance, behavior, and attendance are foundational qualities for success in education, employment, and life in general. Because of the ultimate importance of those qualities to the student, ACA's philosophy supports establishing positive life-long patterns of conduct as part of the high school educational process. Further, because ACA's prospective student population may have encountered various issues in the past that could serve to undermine the ultimate success of the student, a general Admissions Contract is required of all students seeking to enroll. Student and parent contracts will effectively used by ACA administration to control and correct inappropriate student behavior, lack of attendance or other issues that could prove a detriment to the student or other students at the School. A copy of this contract is available in **Appendix N**. The contract will be based on the Student Handbook, which will be developed with input from staff and students. In the meantime, the Sponsor's Code of Conduct Handbook will serve as the basis for the contract. Violation of any part of the Admissions Contract initiates a parent conference. During the conference, discipline is assigned, a corrective plan is developed, and a specific contract, to be signed by parent, student, and a school administrator, is developed that clearly delineates expectations and ramifications of violating the contract. Continued violation of contractual obligations will result in progressive discipline up to the withdrawal of the offending student.

For all students, not legally emancipated, parents or guardians will be responsible for signing an ACA contract(s) on behalf of their child(ren). Said contracts will include, but are not limited to the following acknowledgements:

- ▲ The parent(s) or guardian(s) will review and support all items set forth in the ACA Code of Student Conduct, which will initially be one and the same as that of the Sponsor.
- ▲ The parent(s) or guardian(s) acknowledges and agrees to the ACA attendance policy.
- ▲ The parent(s) or guardian(s) agrees to attend all required conferences/meetings set forth in the contract.
- ▲ The parent(s) or guardian(s) agrees to provide transportation for their child(ren).
- ▲ The parent(s) or guardian(s) will encourage their child(ren) beyond the school day with their support and guidance.



E. Explain any other efforts to encourage parental and community involvement, if applicable.

In order to ensure substantial parent and community involvement, Board members will meet with local stakeholders to explain the program and recruit representatives, including parents to serve on a School Advisory Council (SAC). The SAC, with parent participation, will be formed during the first semester of the school's operation. The purposes of the SAC will be to:

- ▲ Provide a venue for feedback among all partners and give a voice to the community.
- ▲ Agree upon community-related goals for the school programs.
- ▲ Make constructive recommendations for school improvement.
- ▲ Establish relationships with members of the broader community and recognize their value.
- ▲ Provide information to the community about the purpose, vision, and mission of ACA

Parents will have a number of other opportunities for involvement in their students' education. Parents will be invited to attend a pre-admittance/orientation session with their students during which opportunities, expectations, and requirements of the program will be clearly explained. This will set the stage for expected student progress and achievement. The initial meeting will be followed by other required meetings/conferences during the school year to keep parents informed and involved. This will be supplemented by mailings to homes, newsletters and phone calls and Email from teaching staff, counselors and school administration. Parents will be encouraged to visit the school and to participate in school functions and events throughout the year, including school sponsored workshops, parent nights, and student award ceremonies.

Community members and local business owners, who represent any of the seven academy programs at ACA, will be invited to take an active role in supporting the program's curriculum and focus. Such representation on Academy Advisories provides current work force skills, demands and requirements necessary to appropriately prepare students to enter a particular career upon graduation.

School administrators, guidance counselors, and other support staff will be responsible for establishing partnerships with community agencies that provide social and intervention services to students and families. The goal of these partnerships is to provide a broader set of services that will help the student and family handle circumstances that interfere with learning and academic success.



III. BUSINESS PLAN

Section 14: Facilities

If the site is acquired:

A. Describe the proposed facility, including location, size and layout of space.

Not Applicable

B. Describe the actions that will be taken to ensure the facility is in compliance with applicable laws, regulations and policies and is ready for the school's opening.

Not Applicable

C. Describe how the facility will meet the school's capacity needs for students to be served.

Not Applicable

D. Explain the anticipated costs for the facility, including renovation, rent, utilities and maintenance. Identify, if applicable, any funding sources (other than state and local funding) that will be applied to facilities-related costs.

- *The financial plan for the proposed school should align with the facilities-related costs described.*

Not Applicable

E. Describe the back-up facilities plan.

- *What is the alternate plan for facilities if the proposed facility is not available or is determined to be inappropriate for the school's opening?*

Not Applicable

If the site is not acquired:

F. Explain the school's facility needs, including desired location, size, and layout of space.

The Board plans to either lease a facility or engage an experienced charter school facilities developer to acquire, design, plan and construct facilities for lease, which are appropriate to the needs of the School. For the proposed school, the facility will be a one or multi-story structure built or renovated to meet all requisite codes and life-safety regulations set forth by the applicable governing agency. The facility will have an adequate number of classrooms designed to meet or exceed all pertinent classroom design standards set forth by the governing agency. The facility will also include the following uses: lunchroom and/or multi-purpose spaces, library/media-lab, science and art labs, restrooms, and administrative offices.



G. Provide an estimate of the costs of the anticipated facility needs and describe how such estimates have been derived.

- *The financial plan for the proposed school should align with the facilities-related costs described.*

The School's Governing Board expects that it will enter into a long-term lease for the facilities. The Governing Board and the ESP have undertaken several such leases, and have budgeted for anticipated lease and other facilities costs in the financial data provided in **Appendix O**. The Board has obtained confirmation that the budgeted amounts comport with the current forecast of lease conditions. Lease payments will commence within six months taking of possession of the facilities by the School. Long-term leasing provides to the School the ability for the School's Governing Board to focus on its core mission (education and educational programming), outsourcing the design, acquisition, permitting, financing, and construction of facilities to experienced entities in those fields. In addition, long-term leasing separates the School from the vagaries of real estate and financial markets, creating long-term guaranteed access to needed physical plant without the associated risks of ownership. The lease documents will provide that so long as the School is meeting its rent and other obligations, even the foreclosure of the property by the developer's lender will not affect the School's continuing rights to possession and use of the facilities under the lease.

Estimate of Costs: The forecast base rent and all other facilities costs are included for all years of the charter contract in the proposed Facility Budget set forth in **Appendix Q**. Utilities and maintenance cost estimates are also shown in the proposed budget. These estimates have been derived from actual historical data from other comparable charter school facilities leased by the School, the Applicant from experienced charter school facilities developers, updated based upon widely-reported cost escalations for land and construction costs for the corporation's charter school programs.

H. Explain the strategy and schedule that will be employed to secure an adequate facility.

The School's Governing Board will direct its ESP to develop and bring to the Board a recommendation for a quality educational facility to be leased by the School. The ESP has extensive experience in identifying facilities and facilities developers, and has successfully assisted other charter school applicants in securing state-of-the-art charter school campuses.

The ESP works with reputable and experienced charter property developers, who have access to a network of financial institutions ready to commit the necessary capital for build-to-lease facilities. The developers have also demonstrated abilities in securing the necessary local governmental approvals for charter school purposes and required financing. They have relationships with award-winning design and engineering firms, as well as contractors with a track record of timely completion of excellent facilities meeting the needs of the School.

Safety and Inspections: The School agrees to use facilities, which comply with the Florida Building Code pursuant to Section F.S. 1013.37, or with applicable state minimum building codes pursuant to Chapter 553, Florida Statutes, and state minimum fire protection codes pursuant to Section F. S. 633.025, as adopted by the authority in whose jurisdiction the facility is located. The School will allow the Sponsor to conduct annual site visits for the purpose of reviewing and documenting, as appropriate, compliance with applicable health and safety requirements. Other inspection agencies may include: Children and Family Services to do inspections of the kitchens and related spaces and the Department of Labor and



Employment to inspect for OSHA compliance. The School will show proof of the annual inspections prior to the first day of operations and will obtain and keep current all necessary permits, licenses and certifications related to fire, health and safety within the building and on school property.

I. Describe the back-up facilities plan.

The School's ESP under the direction of the Governing Board expects to finalize negotiations with a potential landlord prior to charter contract negotiations with the Sponsor. If unsuccessful, negotiation will commence immediately with an experienced developer. The Governing Board will require periodic updates from its ESP concerning the progress that is being made in final identification of a suitable site and developer to acquire, construct and lease the facilities. In the event that issuance of the Certificate of Occupancy is for any reason not expected in a timely fashion, the School's Governing Board intends to direct the ESP to locate short-term alternative facilities options to present to the Board at the earliest possible time. Any such alternate facility shall be suitable for school use, until such time as the school is able to open. Should this option prove to be unsuccessful, Ascend Career Academy will notify the District and request a one-year deferral of the School opening.

J. Describe the plan and methods the school will employ to comply with Florida's constitutional class size requirements.

The school plans to implement methods, which will ensure that is compliant with Florida's laws relating to class size. For example, the school will ensure that the facilities it occupies are equipped with the number of classrooms needed to accommodate the necessary number of classes. In addition, the school's Board will adopt annual budgets, which include sufficient certified teachers to achieve the student-to-teacher ratios, which are legally applicable.

Section 15: Transportation Service

A. Describe the school's plan for transportation, including any plans for contracting services. Your plan should discuss, to the greatest extent possible, the issues relevant to the school's transportation plans.

Ascend Career Academy expects that the majority of students will be transported by parents, individually, or by car pool. Those students that have a valid driver's license and a motor vehicle of their own are free to provide their own transportation.

The School's plan for transportation, including any plans for contracting services, will be pursuant to Florida's Charter School Legislation and consistent with the requirements subpart I.e. of F. S. 1006.21-.27 and F.S. 1012.45, The School transportation plan will abide by applicable district, state, and federal rules and regulations. Accordingly, the School will ensure that transportation is not a barrier to equal access within a reasonable distance of the School, as required by section F.S. 1002.33. The School's plan for providing reasonable and equitable transportation opportunities for all students is as follows:

- ▲ Parent Transportation Agreements: The School's plans for contracting services, as described in Florida law, F.S. 1002.33(20)(c) provides that the governing body of the charter school may provide transportation through an agreement or contract with a private provider or with parents.



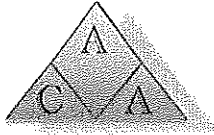
The School plans to enter into agreements with the parents/guardians to provide transportation for their children as stipulated in the school's proposed parental agreements. The school believes that the time a parent can spend daily transporting the student (his or her child) to the school is a valuable opportunity for the parent and student to strengthen their bond and share information regarding the day's activities and events at the school.

- ▲ Ensuring Equal Access: The school will ensure that transportation is not a barrier to equal access within a reasonable distance of the School, as provided in the Florida's Charter School Legislation. In the case transportation is needed and if the parent advises the School that there is a hardship, and he/she is unable to provide the transportation, the School will provide transportation through County Bus Passes (**Appendix P**) or by contracting with the Sponsor.
- ▲ Transportation for ESE Students: The School may contract with the Sponsor or a Sponsor-approved private transportation carrier to provide specialized transportation for students with disabilities based on their particular student needs and that, which may be specified in a student's IEP. In such cases as the School uses a private company, the School will provide the Sponsor the name and information of the Sponsor-approved private transportation firm.
- ▲ Private Providers: - Any private providers contracted by the School will be such providers who have been approved by the Sponsor as per the Sponsor's approved provider list. The School will comply with all applicable requirements of F. S. 1012.45 and review these rules and statutes at least annually for any changes thereto in ensuring compliance with statutes and rules pertaining to the safety of transported students. The School will provide the Sponsor with the names and contact information of any and all contracted private providers in ensuring monitoring of compliance for the safe transporting of students.

Section 16: Food Service

A. Describe the school's plan for food services, including any plans for contracting services or plans to participate in the National School Lunch Program.

An organized meal service that meets local health, state and federal regulations will be offered at the school site. Nutritious meals will be provided in accordance with the USDA Dietary Guidelines of meal component and portion size requirements. All meals will be distributed to students using a point of sale accountability procedure. Ascend Career Academy will operate as a site of an approved Sponsor of the National School Lunch Program (NSLP) during the first year of operation. Once ACA it is granted a Charter from Broward County Public Schools and successfully negotiates a Charter School Contract with same. ACA will apply for Sponsorship under the NSLP. The School plans to participate in the free/reduced price meal program. The School will sponsor the National School Lunch and Breakfast Programs, as required, and will provide free and reduced priced meals for eligible students. The School will provide free and reduced priced meals for eligible students (students from households with gross incomes within the free limits on the Federal Income Guidelines) may be eligible for either free or reduced priced meals. At this time the confirmations of eligibility for free and reduced price meal benefits under the National School Lunch Program are completed. Verification includes income documentation or confirmation that the student is included in a currently certified Temporary Assistance to Needy Families (TANF) assistance unit, SNAP, or Food Distribution Program on Indian Reservation (FDPIR).



Verification efforts are not required for students who have been directly certified, homeless certified, and migrant certified or designated as a runaway youth. Directly certified students, migrant children, homeless and runaway youth are granted automatic eligibility for free meal benefits.

The School will process all necessary lunch applications; adhere to program operation and record keeping requirements; and use of the Child Nutrition Program (CNP) system. The School will implement the following procedure for processing Free/Reduced Lunch Applications:

- ▲ Disseminate lunch applications to all students upon enrollment
- ▲ Collect lunch applications and determine applications, according to Florida Income Eligibility Guidelines, published in the Federal Register by Food & Nutrition Service, USDA;
- ▲ Enter determinations for each child into database;
- ▲ Provide students with notice of eligibility;
- ▲ Serve/Charge student lunches in accordance with determined eligibility;
- ▲ Submit claims for reimbursement within 30 days of the following month for each approved month of the school year (if sponsoring the NSLP).

Contracting Services - The School intends to contract with an independent provider to prepare and/or serve meals to students. If an independent provider is required, the school will solicit bids from private vendors for food service. The private vendor selected will be an approved vendor under the Florida National School Lunch program, who will prepare and deliver food to the school in accordance with standards established by the Division of Food, Nutrition and Wellness of the Florida Department of Agriculture and Consumer Affairs. The private vendor will be required to maintain and supply the school with daily production records of all meals served and current copies of inspection and insurance certificates.

Lunch Area - The school facility will include a lunchroom that meets state nutritional and sanitation standards. The School agrees to have two satisfactory health inspections conducted on a yearly basis, by the State Department of Health, County Department, as required, to maintain Permit for Food Service.

Section 17: Budget

A. Provide an operating budget covering each year of the requested charter term that contains revenue projections, expenses and anticipated fund balances. The budget should be based on the projected student enrollment indicated on the cover page of the application.

See attached **Appendix Q**.

B. Provide a start-up budget that contains a balance sheet, revenue projections, including source of revenues, expenses, and anticipated fund balance. The start-up budget must cover any period prior to the beginning of FTE payments in which the school will expend funds on activities necessary for the successful start-up of the school.

See attached **Appendices R and S**.



C. Provide a detailed narrative description of the revenue and expenditure assumptions on which the operating and start-up budget are based.

The budget narrative should provide sufficient information to fully understand how budgetary figures were determined.

Revenue Assumptions

- ▲ FEFP based on 2013-14 Charter School Revenue Worksheet for Broward County, as provide by FLDOE, with the following assumptions:
 - Year 1 FTE enrollment 1,000 Grade 9-12 students
 - ELL (ESOL) students assumed to be zero, actual enrollment to be determined;
 - ESE students estimated to be 14% of student population;
- ▲ CSP Grant approved for school – Phase 1 \$25,000, Phase 2 \$225,000 and Phase 3 \$75,000;
- ▲ Charter Capital Outlay funding available in Year 3 based on school earning SACS accreditation by end of Year 2;
- ▲ National School Lunch Program reimbursements based on forecasted use and current reimbursement rates. ACA will be a Site of an approved NSLP Sponsor;
- ▲ FF&E Sale Leaseback - In order to balance the first year budget, the School intends to Lease a portion of cost of Furniture, Fixtures and Equipment under a \$1 Purchase Option Capital Lease. The anticipated term of the Capital Lease will be three (3) years at an all-in annual rate of 9.0%. It is anticipated that the Year 1 FF&E Capital Lease will be \$700,000.
- ▲ Indirect Costs are assumed to 5.0% FEFP on the first 250 FTEs charged as an administration fee by Sponsor, Broward County Public Schools. The Administrative Fee for 251 to 500 FTEs will be used for qualified Capital Outlay expenditures;
- ▲ Revenue is escalated at 2.5% after year 1.

Expense Assumptions

- ▲ All classroom and specialty teachers will be certified, with an average year one base salary of \$42,500, with years two thru five incorporating increases based on current Florida performance pay legislation. Teacher counts are included in the staffing section of this Application;
- ▲ Benefits package includes health insurance paid for full-time employees and a 401k plan with employer matching contribution;
- ▲ Administration salaries are based on the current pay scale of like Charter Schools in South Florida. Staffing details are included in the staffing section of this application;
- ▲ Janitorial salaries are based on the current pay scale of like Charter Schools in South Florida. Staffing details are included in the staffing section of this application;
- ▲ Classroom and office supplies are based on those currently incurred at like Charter Schools in South Florida. Classroom supplies are budgeted at \$1,200 per teacher and office supplies are budgeted at \$1,200 per month;
- ▲ Instructional materials are estimated to be \$150 per FTE for Textbooks, while consumable materials are estimated to be \$70 per FTE starting in year 2;
- ▲ On-Line subscriptions represent the cost of providing on-line career electives and core academic courses by Smart Horizons. In addition to course work, Smart Horizon offers career counselors and certified teacher support in addition to that provided by ACA on-site.
- ▲ FF&E expenses are budgeted at \$1,000 per FTE for classroom, lab and student lounge areas; \$150,000 for Administrative and Common Areas; and \$75,000 for the Media/Research lab. As mentioned in the Revenue Assumptions, ACA intends to finance a portion of its initial FF&E outfitting costs via a Capital Lease described therein.
- ▲ Professional Fees are related to financial and accounting services, payroll, NSLP administration,



- consultants and curriculum support. These fees are based on current fees paid at ALCS;
- ▲ Operating, Insurance, Food Service and After Care expenses are based on actual expenses incurred at ALCS for similar items. Operating budget provides detailed break-out of expense line items;
 - ▲ Interest expense is related to draws against the credit facility described in the Start-up Budget contained in this Application;
 - ▲ Facility Base Rent is estimated to be \$15.00 per square foot, on a triple net basis, for a 60,000+-square foot facility, escalated at 2.0% over the lease term, plus triple net charges of approximately \$100,000 per year for common area expenses, property insurance and property management;
 - ▲ Education Service Provider fees are based on 10.0% of Total Revenue excluding Capital Lease financing sources;
 - ▲ Expenses are escalated at 2.5% after year 2.

D. Explain how the governing board will monitor the budget, including a strategy for addressing revenue shortfalls due to lower than expected enrollment.

Each year, the School's Governing Board will approve and adopt an annual operating budget for the School. The Principal, Assistant Principal, Office Manager and the ESP will review the Operating Budget on a monthly basis. All revenue and expense variances are explained and any permanent variances identified are incorporated into the School's full-year operating forecast. At the quarterly Governing Board Meetings, the School Principal and ESP will present the School's Quarterly Financial Statements, including a discussion of the Quarterly Budget compared to Actual operating results, which includes an explanation of material revenue and expense variances, as well the full-year operating forecast for the School. On an annual basis, the Governing Board reviews the audited annual financial statements with its outside audit firm.

E. Provide monthly cash flow projections for the school's start-up period (i.e. from the date on which the application is approved to the beginning of the first fiscal year of operation) through the first year of operation.

See attached **Appendix T**.

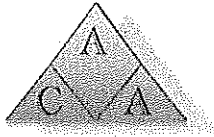
F. Describe the school's fundraising plan, if applicable. Report on the current status of any fundraising efforts, including verification of any fundraising monies reported in the school's start-up or operating budgets.

The school plans to limit fundraising to that approved by the Governing Board and principal once the school is open. Other community related activities include the summer, extended school day and after care programs, which are funded by students that participate in those programs.

Section 18: Financial Management and Oversight

A. Describe who will manage the school's finances and how the school will ensure financial resources are properly managed.

ACA will utilize the services of the Governing Board, Principal, Office Manager and ESP to ensure that financial resources are properly managed. The ESP, with their staff of experienced finance and accounting executives, will oversee accounts receivable/payable, payroll processing, employee benefits,



bank record reconciliation, monthly and quarterly reports, Sponsor and DOE reporting, insurance requirements, audit preparation, and financial management. Additionally, the Governing Board will approve and/or modify the annual budget, generated by the School Principal, Office Manager and ESP, prior to the commencement of every school year.

Day to day management of the school's finances will involve the Principal, Office Manager and ESP. The Principal and/or Office Manager will be responsible for recommending purchases or to identify needed services to maintain the instructional program and physical facility in top condition. Upon identifying a good or service, the Principal and/or Office Manager will authorize a purchase order for the procurement of a good or service. The Principal and ESP will then review the purchase order for budget alignment, if the item is within the budget boundaries it is presented to the Governing Board for approval.

Upon the delivery and confirmation of ordered materials or the satisfactory completion of a service, the Principal, Office Manager or designee reviews and approves the packing slip, work order or shipping bill and returns these with any invoice to the Office Manager and/or ESP for recordation, filing and payment. This system has proven itself through multiple independent audits as providing for adequate separation of duties and control of the school's finances.

Small, miscellaneous purchases are facilitated through either a small, school-based impressed fund or pre-paid charge cards held by the Principal and Office Manager for emergency expenditures. All internal funds are subject to the same level of control and a thorough record of each internal fund is maintained so that the Governing Board, Principal, Office Manager and ESP have full visibility on all internal funds, revenue and expenses.

B. Describe the financial controls, including an annual audit and regular board review of financial statements, which will be employed to safeguard finances.

ACA will, at a minimum, have the following financial controls in place:

- ▲ Only one operating bank account will be maintained by the school (others may be maintained by the Board Treasurer as approved by a majority vote of the Board).
- ▲ All funds will be deposited to the bank account on a daily basis intact, whenever practical. At a minimum, no receipts will go longer than two days without being deposited.
- ▲ Printed, pre-numbered receipts will be issued for all cash received whenever possible.
- ▲ All disbursements will be made by check (except for minor petty cash disbursements). Printed, pre-numbered checks will be used and voided checks will be maintained to complete the number sequence.
- ▲ Disbursements of a minor nature will be accommodated by the use of a petty cash fund.
- ▲ The Principal and/or Office Manager, or their designee, will authorize all expenditures prior to any commitment being made regarding any school funds.
- ▲ Expenditures over \$10,000 will require two signing officers on all checks (Principal, Office Manager, Board Treasurer or ESP).
- ▲ No checks will be pre-signed.
- ▲ All invoices will be reviewed and initialed for approval before a check is issued.
- ▲ All school liabilities will be paid promptly.
- ▲ All school related fundraising activities must be approved in advance by the Governing Board and Principal.
- ▲ All funds associated with school related activities will be administered through the school office.
- ▲ All outside groups with a relation to the school (PTA, Boosters, etc.) will conduct their activities



in such a way as to be clearly distinguished from school sponsored programs/activities.

- ▲ State sales tax shall be collected and reported when applicable.
- ▲ School finance records, including files for receipts, invoices, bank statements and cancelled checks will be kept up-to-date and fully accessible at all times.
- ▲ Transfers to/from the school savings account may only be made by the signing officers.
- ▲ All investments will be appropriate for the school, consisting of federally insured certificates of deposit, therefore minimizing investment risk. All interest will be reported as receipts of revenue and as a result become a part of school funds.
- ▲ Bank reconciliations will be prepared monthly and a copy kept on file.
- ▲ A balance sheet and Income Statement will be prepared monthly, a printed copy reviewed by the Principal, Office Manager and ESP.
- ▲ Financial reports for all special interest groups (i.e., Yearbook, Student Government, etc.) will be prepared on a monthly or quarterly basis as determined by activity and distributed to the appropriate group advisor for review.
- ▲ Under no circumstances are school funds to be used for personal benefit or gain of administration or staff.

The internal control policy of ACA shall be guided by the following broad principles:

- ▲ Responsibility will be clearly established.
- ▲ Adequate records will be maintained.
- ▲ Assets will be insured and inventoried, and appropriate employees bonded.

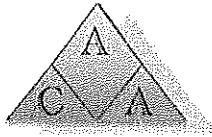
Adequate procedures for cash receipts, cash disbursements and record keeping will be in place.

Audit Procurement

On or before April 30, 2015, the School will issue a Request for Proposal for the services of a certified public accounting firm. The qualifications for the firm will include experience with audits of governmental and not-for-profit organizations in accordance with American Institute of Certified Public Accountants (AICPA), pursuant to yellow book and single audit act standards. The audits will be of assistance to the Board of Trustees in carrying out its responsibility to assure that its financial resources are properly managed.

ACA will adhere to the audit selection requirements per Florida Statute and the Auditor General Requirements and ensure that the Audit Report checklist (11.45(3)(a), Florida Statutes accompany the audit in a timely manner according agreed upon for audited and unaudited reports between the Sponsor and the Board in the Charter. The auditing firm shall be selected by competitive bid and only those firms experienced in governmental accounting including GASB 34 will be considered. The RFP shall include as a specification, the requirement included in HB55 (1002.33 (7)(10) that, *“if an internal audit reveals a deficit financial position, the auditors are required to notify the charter school governing boards, the sponsor, and the Department of Education. The internal auditor shall report such findings in the form of an exit interview to the principal or the principal administrator of the charter school and the chair of the governing board within 7 working days after finding the deficit position. A final report shall be provided to the entire governing board, the sponsor, the Department of Education within 14 days of the exit interview.”*

Financial Reporting



The Board will develop a unique and highly transparent method of making all financial documents, including but not limited to; transaction histories, bank reconciliations, general ledger detail, bank registers, purchase histories, credit card use, etc. available to the Principal, Office Manager and Board members.

All financial transactions and records area scanned to a secure document portal that is available to persons authorized by the Board. This document portal is organized to permit the view of each check's history including the purchase order and signed shipping invoice authorizing payment. A copy of monthly bank reconciliation and financial reports (ledger detail, balance sheet, P&L) are maintained on the document portal and the bank register is updated weekly and posted to the portal. Restricted persons are also permitted online confirmation of account balances and activity to facilitate the monitoring of school funds 24 hours, seven days a week.

Enrollment is monitored weekly through the Sponsor's Student Management System and the School's Registrar must inform the Principal and/or Office Manager before withdrawing a student to enable the Principal to conduct an exit interview with the family and stay abreast of school enrollment.

The school will provide an annual financial report and program cost report information in state-required formats for inclusion in the District's reporting in compliance with F.S.1011.60(1). In addition, the school will provide the Sponsor with reports sowing balance sheets, income statements, bank reconciliations, as agreed to and provided in the Charter.

C. Describe the method by which accounting records will be maintained.

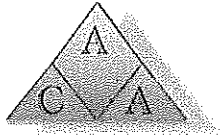
Financial records including personnel files will be maintained and kept for those periods required by law. Most Contracts, personnel records and other sensitive financial records will be copied and stored offsite in electronic form.

D. Describe how the school will store student and financial records.

ACA will maintain student and financial records consistent with Chapter 119, Florida Statutes. Student records will be secured in a rated fireproof cabinet and access to those records will only be granted to appropriate personnel. IEPs will be stored separately in a fireproof cabinet. Financial records including personnel files will be maintained and kept for those periods required by law.

E. Describe the insurance coverage the school will obtain, including applicable health, workers compensation, general liability, property insurance and directors and officers liability coverage.

ACA will provide evidence of insurance consistent with the Sponsor's requirements for insurance and in accordance with the time frame for providing that insurance as stated in the charter. ACA ill acquire insurance from an insurer (carrier) that is authorized by the Department of Insurance of the State of Florida, or an eligible surplus line insurer under the Florida Statutes. The insurer will have an AM Best rating of "A-" or better and financial size category of "IV" or better according to the latest edition of Best's key rating guide published by AM Best Company. The School Board of Broward County, Florida will be listed as an additional named insured.



Insurance coverage will be as follows, unless agreed to differently by the Sponsor and Board in the Charter Agreement:

School Leaders Professional Liability, Errors and Omission Insurance

One million dollars per claim/annual aggregate, maximum \$25,000 deductible.

Fidelity Bonds

ACA will carry fidelity bonds on all employees whose duties include receiving or disbursing cash.

Commercial General Liability Insurance

One million (\$1,000,000) per occurrence / Three million (\$3,000,000) annual aggregate. Property damage liability will be on a first dollar basis without deductible or self-insured retention. The maximum property damage liability shall be \$1,000.

Automobile Liability Insurance -- Hired and Non-Owned Vehicles

One million (\$1,000,000) per occurrence combined single limit, including all owned and non-owned automobiles.

Umbrella Liability Insurance

Three million (\$3,000,000) per occurrence and annual aggregate.

Worker's compensation Insurance

Part I as required in the Florida Statute and part II shall have the following limits:

- ▲ \$1,000,000 each accident
- ▲ \$1,000,000 Disease(s)
- ▲ \$1,000,000 Diseases, each employee; or as required by Florida Law

Property Coverage

Property coverage insurance will be carried on all real and tangible property with a value greater than \$500.

Health Insurance

ACA employees will be provided group health, dental, vision and short and long term disability insurance coverage through the School. The School will provide coverage including a prescription drug benefit with a major health care insurer. Employee dependents and spouses are eligible for coverage through the plan at the employee's expense.

Section 19: Action Plan

- A. Present a projected timetable for the school's start-up, including but not limited to the following key activities:**
- i. Identifying and securing facility**
 - ii. Recruiting and hiring staff**
 - iii. Staff training**
 - iv. Governing Board training**
 - v. Policy Adoption by Board (if necessary)**
 - vi. Lottery, if necessary**
 - vii. Student enrollment**



The activities included should align with the start-up budget described earlier in the application. If an activity will be paid for by a source of funding not included in the start-up budget, it should be clearly indicated. (This timetable is a projection and is not meant to be binding on the school or sponsor)

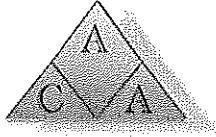
The approximate timetable for the start-up of Ascend Career Academy is included in **Table 9**. This represents the key activities involved in this process, but is not all-inclusive.

Table 9: Key Activities for ACA Start-up

Date	Activity/Action
August 1, 2013	Submission of charter application
October 1, 2013	Anticipated charter approval
October, 2013	Governing Board Training
October – November, 2013	Contract negotiations with Sponsor
November 2013 – August, 2014	Monthly Governing Board Meetings
November – December, 2013	Facilities Build/Lease Negotiations
November – December, 2013	Zoning and permitting (as required)
January, 2014	Hire Principal and Administrative Assistant
January – August, 2014	Marketing and student recruitment
January – March, 2014	Secure insurance and benefits
December, 2013 – March, 2014	Advertise Adm. Support and Instructional positions
February – April, 2014	Hire staff/secure contracts
February - May, 2014	Fingerprinting, drug testing and background screening
March, 2014	Advertise facilities, food service, clerical positions
April – June, 2014	Hire facilities, clerical and food service (as needed)
April – June, 2014	Fingerprinting, drug testing and background screening
April – August, 2014	Student/Parent Interviews and enrollment
June, 2014	Secure facility, complete fire/safety inspections
July, 2014	Install furniture and equipment
August, 2014	Staff orientation
July 1, 2014	Conduct Lottery for student placement (if needed)
August, 2014	Professional Development
August, 2014	Open School

School-Emergency Management and Recovery Plan - The Governing Board and ACA Administration will ensure that all provisions of the Jessica Lunsford Act (F.S.1012.465) are adhered to at the school in ensuring the safety of all faculty, staff and students on the property. The School will implement a Security Action Plan articulated in its Staff Handbook that prepares all staff for unanticipated events including but not limited to: medical, fire, hazardous, weather security, etc. The School will cooperate with the District to provide the safest school possible for the staff and students, and will incorporate all the applicable and appropriate District-approved emergency efforts in order to maintain a safe school environment. Accordingly, the School will adopt the emergency plans for fire, hurricane, tornado, and child safety currently in effect within the District.

All staff members will be trained regarding procedures for disaster preparedness plans outlining procedures for emergency situations and natural disasters. Staff will be trained to implement an action plan within an emergency situation. Both students and staff will be trained in planning for these events



through routine drills and practice. Procedures and plans will be provided to teachers and the staff through the employee handbook, and parents and community members will receive information regarding emergency procedures via newsletters and parent meetings.

Teacher Responsibilities:

In an emergency, teachers will be responsible for the supervision of students in their care, and shall remain with students until directed otherwise. They shall:

- ▲ Take steps deemed necessary to ensure the safety of students, staff, and other individuals in the implementation of Emergency Management Protocols.
- ▲ Direct students in their charge according to established Universal Emergency Procedures (to assembly area, Severe Weather Safe Area, etc.)
- ▲ Render first aid if necessary.
- ▲ Take roll book or attendance sheet with them for student accounting.
- ▲ Take roll when the class relocates in Assembly area
- ▲ Report missing students and staff to Principal (using color cards)
- ▲ Assist as directed by the Principal, or representative of the Emergency Management Team.

Universal Emergency Procedures

Universal Emergency Procedures are standard, clear directives that may be implemented across a variety of emergency situations. The Principal as School leader, or designee, will activate appropriate emergency procedures, based on the situation. There are five basic procedures, which can be utilized in responding to various emergencies. These will be outlined in the Staff Handbook and include:

- ▲ Evacuation – In case of fire or other emergency that warrants an evacuation of the facility
- ▲ Shelter – External conditions warrant any staff or students outside of the facility take immediate shelter within the facility
- ▲ Severe Weather – Take shelter in designated safe areas within the facility
- ▲ Lockdown – Securing the facility to protect occupants from potential dangers
- ▲ Drop and Cover – Immediate threat to building or surroundings that does not allow for movement; occupants take cover under any available structure, away from windows




IV. STATEMENT OF ASSURANCES

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

As the authorized representative of the applicant group, I hereby certify that the information submitted in this application for a charter for Ascend Career Academy, LLC is accurate and true to the best of my knowledge and belief; and further, I certify that, if awarded a charter, the school:

- Will be nonsectarian in its programs, admission policies, employment practices and operations.
- Will enroll any eligible student who submits a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case students will be admitted through a random selection process.
- Will adhere to the antidiscrimination provisions of section 1000.05, F.S.
- Will adhere to all applicable provision of state and federal law relating to the education of students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.
- Will adhere to all applicable provisions of federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974.
- Will participate in the statewide assessment program created under section 1008.22, F.S.
- Will comply with Florida statutes relating to public records and public meetings, including Chapter 119, Florida Statutes, and section 286.011, F.S., which are applicable to applicants even prior to being granted a charter.
- Will obtain and keep current all necessary permits, licenses and certifications related to fire, health and safety within the building and on school property.
- Will provide for an annual financial audit in accordance with section 218.39, F.S.

The governing board, at its discretion, allows Rafael Villalobos (name), Nonprofit Designee (title) to sign as the legal correspondent for the school.



Signature

8-08-13

Date

Rafael Villalobos

Printed Name

CHARTER SCHOOL APPLICATION



APPENDICES



Bibliography

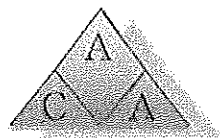
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WALK THROUGH FOR GRADES 6–12

READING INTERVENTION CLASSES

Date:	Course/Content:																						
Time:	Subject:																						
Grade:	Focus:																						
1. Focus on Curriculum																							
1a. What is the learning objective(s) for the lesson?																							
Objective(s):																							
1b. Learning objective(s) is evident to the students																							
<input type="checkbox"/> Evident	<input type="checkbox"/> Not evident																						
<input type="checkbox"/> Unable to determine																							
1c. Learning objective(s) on target for grade-level standards																							
<input type="checkbox"/> Yes	<input type="checkbox"/> No																						
<input type="checkbox"/> Unable to determine																							
2. Identify the Sunshine State Standard Strand																							
Reading/Language Arts																							
<input type="checkbox"/> Reading Process <input type="checkbox"/> Literary Analysis <input type="checkbox"/> Writing Process <input type="checkbox"/> Writing Applications <input type="checkbox"/> Communication <input type="checkbox"/> Information and Media Literacy																							
3. Focus on Instruction																							
3a. Identify instructional practices																							
<input type="checkbox"/> Coaching <input type="checkbox"/> Discussion <input type="checkbox"/> Hands-on experiences <input type="checkbox"/> Learning centers <input type="checkbox"/> Lecture	<input type="checkbox"/> Modeling <input type="checkbox"/> Presentation <input type="checkbox"/> Providing directions/instructions <input type="checkbox"/> Providing opportunities for practice																						
<input type="checkbox"/> Teacher-directed Q and A <input type="checkbox"/> Testing <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____																							
3b. Identify grouping format																							
<input type="checkbox"/> Whole group	<input type="checkbox"/> Small group																						
<input type="checkbox"/> Paired	<input type="checkbox"/> Individual																						
3c. Identify research-based instructional strategies																							
<table border="1" style="display: inline-table; vertical-align: top;"> <tr><th>T</th><th>S</th></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> </table> Identifying similarities and differences Summarizing/note-taking Reinforcing effort/recognition Homework/practice Nonlinguistic representations	T	S	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<table border="1" style="display: inline-table; vertical-align: top;"> <tr><th>T</th><th>S</th></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> </table> Cooperative learning Setting objectives/feedback Generating/testing hypotheses Cues/questions/advance organizers	T	S	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T	S																						
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<input type="checkbox"/>	<input type="checkbox"/>																						
<input type="checkbox"/>	<input type="checkbox"/>																						
<input type="checkbox"/>	<input type="checkbox"/>																						
3d. Identify research-based instructional strategies for reading																							
<input type="checkbox"/> Word reading accuracy (word analysis, phonics, multi-syllable analysis, morphemic analysis, use of contextual supports) <input type="checkbox"/> Explanation, support of reading comprehension strategy use (before, during, or after reading) <input type="checkbox"/> Reading fluency (repeated timed reading, readers theatre, shared reading) <input type="checkbox"/> Vocabulary work – definition, multiple contexts <input type="checkbox"/> Making connections between reading and writing (research projects)																							



WALK THROUGH FOR GRADES 6-12

READING INTERVENTION CLASSES

3e. Class size
 1-5 6-10 11-15 16-20 21-25 25-30 > 30

3f. Classroom configuration
 Rows facing front Tables Other
 Circle Groups
 Horseshoe Outside classroom

4. Focus on the Learner

4a. Identify student actions

<input type="checkbox"/> Participating in discussion	<input type="checkbox"/> Independent work
<input type="checkbox"/> Work in student groups	<input type="checkbox"/> Silent reading
<input type="checkbox"/> Responding to direct teacher instruction	<input type="checkbox"/> Answering questions
<input type="checkbox"/> Listening/note taking	<input type="checkbox"/> Individual practice activities
<input type="checkbox"/> Presenting or performing	<input type="checkbox"/> Research using information from multiple sources
<input type="checkbox"/> Test or quiz	<input type="checkbox"/> Writing activity

4b. Identify instructional materials

<input type="checkbox"/> Computer software	<input type="checkbox"/> Overhead/board/flip chart	<input type="checkbox"/> Video
<input type="checkbox"/> Content-specific manipulatives	<input type="checkbox"/> Published print materials	<input type="checkbox"/> Web sites
<input type="checkbox"/> Hand-held technology	<input type="checkbox"/> Real-world objects	<input type="checkbox"/> Worksheets
<input type="checkbox"/> Lab/activity sheet	<input type="checkbox"/> Student-created materials	<input type="checkbox"/> _____
<input type="checkbox"/> Oral	<input type="checkbox"/> Textbook	<input type="checkbox"/> _____

4c. Determine level(s) of student work

<input type="checkbox"/> Recalling information (Knowledge)	<input type="checkbox"/> Breaking down information into parts (Analysis)
<input type="checkbox"/> Understanding information (Comprehension)	<input type="checkbox"/> Putting information together in new ways (Synthesis)
<input type="checkbox"/> Using information in a new way (Application)	<input type="checkbox"/> Making judgments and justifying positions (Evaluation)

4d. Determine levels of class engagement

Highly engaged—Most students are authentically engaged.
 Well managed—Students are willingly compliant, ritually engaged.
 Dysfunctional—Many students actively reject the assigned task or substitute another activity.

4e. Identify the percentage of students that appear to be engaged

0-50% 51-75% 76-90% 91-100%

4f. Behavior management system that provides positive learning environment is in place

Yes No Unable to determine

5. Focus on Classroom Environment

<input type="checkbox"/> Materials are available in the classroom	<input type="checkbox"/> Students interact with classroom environment
<input type="checkbox"/> Models/exemplars of quality student work posted	<input type="checkbox"/> Student work displayed
<input type="checkbox"/> Routines and procedures are evident	<input type="checkbox"/> _____
<input type="checkbox"/> Scoring rubrics are displayed/provided	<input type="checkbox"/> _____

6. Do you see evidence that the teacher is responding to the different learning needs in the classroom?

A lot Some None Unable to determine



WALK THROUGH FOR GRADES 6–12

CONTENT AREA INTERVENTION CLASSES

Date:	Course/Content:																								
Time:	Subject:																								
Grade:	Focus:																								
1. Focus on Curriculum																									
1a. What is the learning objective(s) for the lesson? Objective(s):																									
1b. Learning objective(s) is evident to the students																									
<input type="checkbox"/> Evident	<input type="checkbox"/> Not evident																								
<input type="checkbox"/> Unable to determine																									
1c. Learning objective(s) on target for grade-level standards																									
<input type="checkbox"/> Yes	<input type="checkbox"/> No																								
<input type="checkbox"/> Unable to determine																									
2. Identify the Sunshine State Standard Strand																									
2a. Language Arts <input type="checkbox"/> Reading Process <input type="checkbox"/> Literary Analysis <input type="checkbox"/> Writing Process <input type="checkbox"/> Writing Applications <input type="checkbox"/> Communication <input type="checkbox"/> Information and Media Literacy	2c. Science <input type="checkbox"/> The Nature of Matter <input type="checkbox"/> Energy <input type="checkbox"/> Force and Motion <input type="checkbox"/> Processes that Shape the Earth <input type="checkbox"/> Earth and Space <input type="checkbox"/> Processes of Life <input type="checkbox"/> How Living Things Interact with Their Environment <input type="checkbox"/> The Nature of Science																								
2b. Mathematics <input type="checkbox"/> Number Sense, Concepts, and Operations <input type="checkbox"/> Measurement <input type="checkbox"/> Geometry and Spatial Sense <input type="checkbox"/> Algebraic Thinking <input type="checkbox"/> Data Analysis and Probability	2d. Social Studies <input type="checkbox"/> Time, Continuity, and Change [History] <input type="checkbox"/> People, Places, and Environments [Geography] <input type="checkbox"/> Government and the Citizen [Civics and Government] <input type="checkbox"/> Economics																								
3. Focus on Instruction																									
3a. Identify instructional practices																									
<input type="checkbox"/> Coaching	<input type="checkbox"/> Modeling																								
<input type="checkbox"/> Discussion	<input type="checkbox"/> Presentation																								
<input type="checkbox"/> Hands-on experiences	<input type="checkbox"/> Providing directions/instructions																								
<input type="checkbox"/> Learning centers	<input type="checkbox"/> Providing opportunities for practice																								
<input type="checkbox"/> Lecture	<input type="checkbox"/> Teacher-directed Q and A																								
<input type="checkbox"/> Testing																									
<input type="checkbox"/> _____																									
<input type="checkbox"/> _____																									
<input type="checkbox"/> _____																									
3b. Identify grouping format																									
<input type="checkbox"/> Whole group	<input type="checkbox"/> Small group																								
<input type="checkbox"/> Paired	<input type="checkbox"/> Individual																								
3c. Identify research-based instructional strategies																									
<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr><td>T</td><td>S</td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </table> Identifying similarities and differences Summarizing/note-taking Reinforcing effort/recognition Homework/practice Nonlinguistic representations	T	S											<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr><td>T</td><td>S</td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </table> Cooperative learning Setting objectives/feedback Generating/testing hypotheses Cues/questions/advance organizers	T	S										
T	S																								
T	S																								



WALK THROUGH FOR GRADES 6–12

CONTENT AREA INTERVENTION CLASSES

3d. Identify research-based instructional strategies for reading

Content knowledge, understanding, or facts – anything related to communicating information about content of class—this would include discussion of content

Explanation, support of reading strategy use – instruction in literacy related strategies

Vocabulary work – definition, multiple contexts – this is content information, but specifically about word meanings, and done explicitly through definitions, exercised to present words in multiple contexts.

Making connections between reading and writing (research projects)

3e. Class size

1–5 6–10 11–15 16–20 21–25 25–30 > 30

3f. Classroom configuration

Rows facing front Tables Other

Circle Groups

Horseshoe Outside classroom

4. Focus on the Learner

4a. Identify student actions

Participating in discussion of content

Work on experiments/working with hands-on materials

Work in collaborative student groups

Listening/note taking

Presenting or performing

Computer-based learning activities

Test or quiz

Independent work

Silent reading

Research using information from multiple sources – notetaking

Answering questions

Writing activity

4b. Identify instructional materials

Computer software Overhead/board/flip chart Video

Content-specific manipulatives Published print materials Web sites

Hand-held technology Real-world objects Worksheets

Lab/activity sheet Student-created materials _____

Oral Textbook _____

4c. Determine level(s) of student work

Recalling information (Knowledge) Breaking down information into parts (Analysis)

Understanding information (Comprehension) Putting information together in new ways (Synthesis)

Using information in a new way (Application) Making judgments and justifying positions (Evaluation)

4d. Determine levels of class engagement

Highly engaged—Most students are authentically engaged.

Well managed—Students are willingly compliant, ritually engaged.

Dysfunctional—Many students actively reject the assigned task or substitute another activity.

4e. Identify the percentage of students that appear to be engaged

0–50% 51–75% 76–90% 91–100%

4f. Behavior management system that provides positive learning environment is in place

Yes No Unable to determine

5. Focus on Classroom Environment

Materials are available in the classroom Students interact with classroom environment

Models/exemplars of quality student work posted Student work displayed

Routines and procedures are evident _____

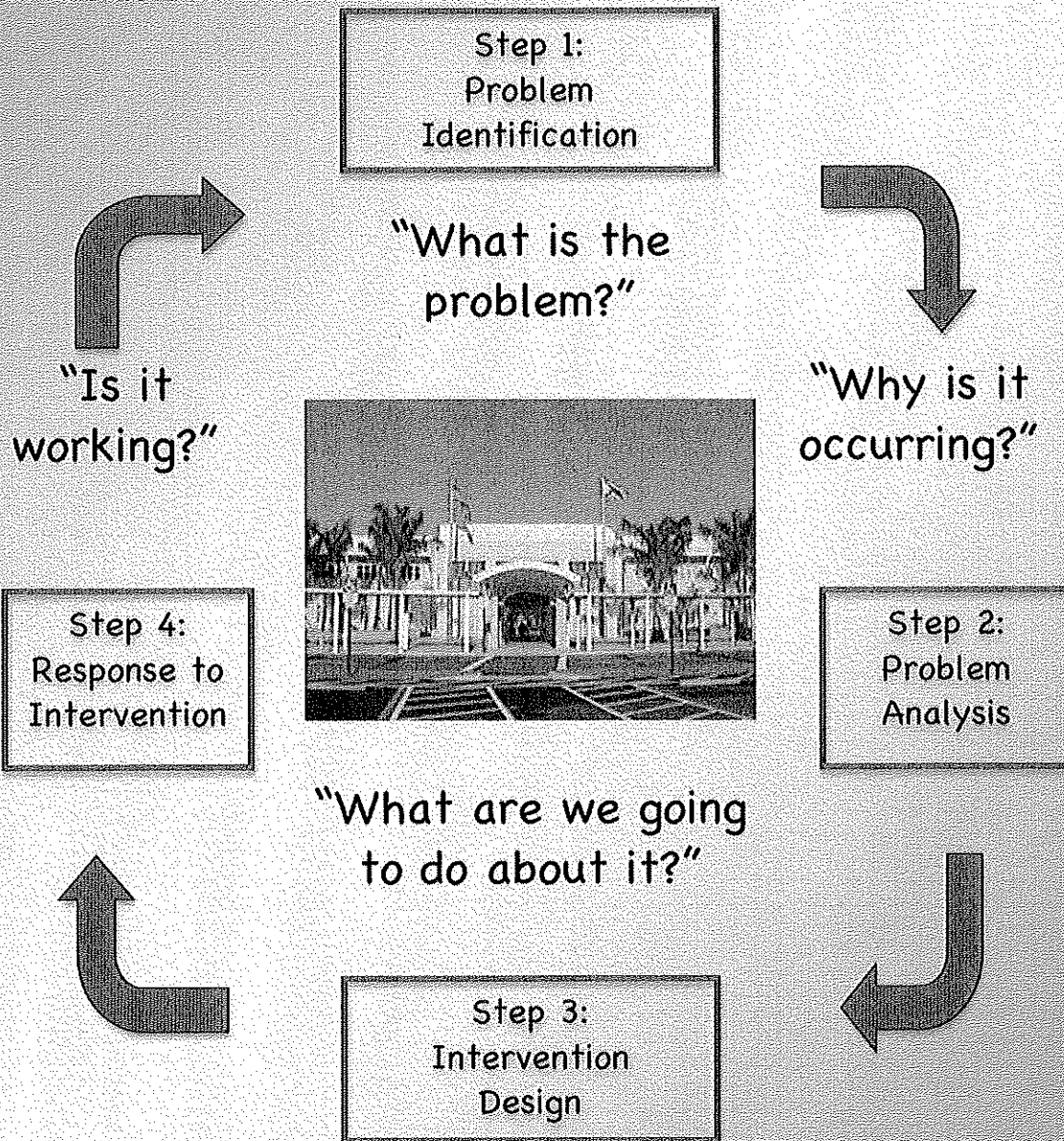
Scoring rubrics are displayed/provided _____

6. Do you see evidence that the teacher is responding to the different learning needs in the classroom?

A lot Some None Unable to determine



Secondary Struggling Reader Chart



2010-2011 School Year UPDATE: 06/01/10

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High School (Grades 9-10) Struggling Reader Chart

Comprehensive Intensive Reading Programs (CIRP)	Most Intensive Reading Wilson Reading (R.L. 0-3.0)	Intensive Reading Edge A with REWARDS (R.L. 4.0 – 5.0)	Intensive Reading Edge B (R.L. 6.0 – 7.0)
Areas Of Reading	Oral Language (OL) Phonemic Awareness (PA) Phonics (P) Fluency (F) Vocabulary (V) Comprehension (C)	Phonics (P) Fluency (F) Vocabulary (V) Comprehension (C)	Fluency (F) Vocabulary (V) Comprehension (C)
Program Purpose	Disfluent Level 1 Students needing this program have severe phonemic awareness and decoding deficits that impact all areas of reading.	Disfluent Level 1 or 2 Students needing this program have deficits in phonics, fluency, vocabulary, and comprehension.	Fluent Level 1 or 2 Students needing this program have deficits in vocabulary and comprehension, with some deficits in fluency and text reading efficiency.
Placement Criteria	Refer to the current Placement Chart for the cut scores for each assessment and criteria for placing students in Intensive Reading Intervention. Assessments used for placement are the Florida Oral Reading Fluency (FORF) and DAR word list OR The Florida Assessments for Instruction in Reading (FAIR) Reading Comprehension, Maze, and Word Analysis Percentile Rank Scores.		
Delivery Model	Extended Time Required: AB/4x4: 90 min - 180 days Rot 7: 110 min - 180 days Student Teacher Ratio: 15:1	Extended Time Required: AB/4x4: 90 min - 180 days Rot 7: 110 min - 180 days Student Teacher Ratio: 22:1	Extended Time NOT Required: AB/4x4: 90 min -- 90 days Rot 7: 55 min -- 180 days Student Teacher Ratio 25:1
Course Codes	1 st year 1000410 W 1000410 E 2 nd year 1000410 Y 1000410 F 3 rd year 1000410 R 1000410 G	9 th grade 1000410U 1000410A 10 th grade 1000410V 1000410B	9 th grade 1000410S 1000410C 10 th grade 1000410T 1000410D
Screening Assessments	<ul style="list-style-type: none"> DAR Word List Florida Oral Reading Fluency (FORF) Florida Assessment for Instruction in Reading (FAIR) In Program Assessments WADE 	<ul style="list-style-type: none"> DAR Word List Florida Oral Reading Fluency (FORF) Florida Assessment for Instruction in Reading (FAIR) In Program Assessments 	<ul style="list-style-type: none"> DAR Word List Florida Oral Reading Fluency (FORF) Florida Assessment for Instruction in Reading (FAIR) In Program Assessments
Progress Monitoring Assessments (3 times per year)	<ul style="list-style-type: none"> DAR Word List Florida Oral Reading Fluency (FORF) Florida Assessment for Instruction in Reading (FAIR) 	<ul style="list-style-type: none"> DAR Word List Florida Oral Reading Fluency (FORF) Florida Assessment for Instruction in Reading (FAIR) 	<ul style="list-style-type: none"> DAR Word List Florida Oral Reading Fluency (FORF) Florida Assessment for Instruction in Reading (FAIR)
Diagnostic Assessments	<ul style="list-style-type: none"> Diagnostic Assessment of Reading (DAR) Florida Assessment for Instruction in Reading (FAIR) WADE 	<ul style="list-style-type: none"> Diagnostic Assessment of Reading (DAR) Florida Assessment for Instruction in Reading (FAIR) In Program Assessments 	<ul style="list-style-type: none"> Diagnostic Assessment of Reading (DAR) Florida Assessment for Instruction in Reading (FAIR) In Program Assessments
Certification Requirements	<ul style="list-style-type: none"> Intensive Reading teachers must be Reading Endorsed, Reading Certified, or working towards Reading Endorsement. Teachers with ELLs must be ESOL Certified, ESOL Endorsed, or working towards ESOL Endorsement. 	<ul style="list-style-type: none"> Intensive Reading teachers must be Reading Endorsed, Reading Certified, or working towards Reading Endorsement. Teachers with ELLs must be ESOL Certified, ESOL Endorsed, or working towards ESOL Endorsement. 	<ul style="list-style-type: none"> Intensive Reading teachers must be Reading Endorsed, Reading Certified, or working towards Reading Endorsement. Teachers with ELLs must be ESOL Certified, ESOL Endorsed, or working towards ESOL Endorsement.
Instructional Focus	Provide extensive and intensive intervention in word study/recognition, applying decoding strategies to text, building fluency as accuracy increases, and focusing vocabulary and comprehension strategies.	Provide intensive intervention in word study/recognition with multisyllabic words, applying decoding strategies to text, building fluency as accuracy increases, and focusing on vocabulary and comprehension strategies.	Provide instruction with strong comprehension, reasoning, and vocabulary focus. Work on text reading efficiency (fluency and comprehension), automatically at the sentence and paragraph level, and practice with repeated readings.
Supplemental Intervention Reading Programs (SIRP)	Wilson Fluency (F) QRreads (P, F, V, C)	<ul style="list-style-type: none"> REWARDS (P, F, V) Jamestown Fluency (F) QRreads (F, V, C) Word Wisdom (V) Vocabulary through Morphemes (V) REWARDS Plus (V, C) Jamestown Signatures (V, C) 	<ul style="list-style-type: none"> Jamestown Fluency (F) QRreads (F, V, C) Word Wisdom (V) Vocabulary through Morphemes (V) REWARDS Plus (V, C) Jamestown Signatures (V, C) Jamestown Critical Reading (V, C)
Technology	<ul style="list-style-type: none"> Teen Biz News Currents 	<ul style="list-style-type: none"> Edge Online Coach Reading Plus Read On Read 180 Accelerated Reader Reading Assistant (Soliloquy) Teen Biz News Currents Compass Odyssey Jamestown Reading Navigator Lesson Plans in BEEP BEEP Online Resources 	<ul style="list-style-type: none"> Edge Online Coach Reading Plus Read On Read 180 Accelerated Reader Reading Assistant (Soliloquy) Teen Biz News Currents Compass Odyssey Jamestown Reading Navigator Lesson Plans in BEEP BEEP Online Resources



High School (Grades 9-10) Struggling Reader Chart

Intensive Reading Edge B (R.L. 6.0 – 7.0)	Intensive Reading/CAR-PD Edge C or Content Area Reading (R.L. 8.0+)	Developmental Language Arts Through ESOL Shining Star
Fluency (F) Vocabulary (V) Comprehension (C)	Vocabulary (V) Comprehension (C)	Oral Language (OL) Phonics (P) Vocabulary (V) Phonemic Awareness (PA) Fluency (F) Comprehension (C)
Level 1 or 2 Fluent	Level 2 Fluent	ELL
Students in this program need strategies to develop more advanced vocabulary, comprehension and critical thinking skills for reading more challenging texts. Students may need strategies for developing text reading efficiency.	Students in this program need strategies to develop more advanced vocabulary, comprehension and critical thinking skills for reading increasingly more challenging text. Students may need strategies for developing text reading efficiency.	Students in this program are non-English speaking or are at the beginning level of English Language proficiency. Students are given the opportunity to develop their oral and written English abilities while enhancing their language development.
Refer to the current Placement Chart for the cut scores for each assessment and criteria for placing students in Intensive Reading Intervention. Assessments used for placement are the Florida Oral Reading Fluency (FORF) and DAR word list OR The Florida Assessments for Instruction in Reading (FAIR) Reading Comprehension, Maze, and Word Analysis Percentile Rank Scores.		Place all English Language Learners (ELLs) classified as A1 or A2 with no FCAT data, or FCAT Level 1 or 2, in Developmental Language Arts through ESOL Visions
Extended Time NOT Required: AB/4x4: 90 min – 90 days Rot 7: 55 min – 180 days Student Teacher Ratio: 25:1	Extended Time NOT Required: AB/4x4: 90 min – 90 days Rot 7: 55 min – 180 days Student Teacher Ratio: 25:1	Extended Time Required Time: AB/4x4: 90 min - 180 days Rot 7: 110 min - 180 days Student Teacher Ratio 22:1
9 th Gr. 1000410S 1000410C 10 th Gr. 1000410T 1000410D	9 th Gr. 1000410H 10004103 10 th Gr. 1000410Q 10004104	1 st Yr. 100238R 1 100238R A 2 nd Yr. 100238R 2 100238R B 3 rd Yr. 100238R 3 100238R C
<ul style="list-style-type: none"> • DAR Word List • Florida Oral Reading Fluency (FORF) • Florida Assessment for Instruction in Reading (FAIR) • In Program Assessments 	<ul style="list-style-type: none"> • DAR Word List • Florida Oral Reading Fluency (FORF) • Florida Assessment for Instruction in Reading (FAIR) • In Program Assessments 	<ul style="list-style-type: none"> • Comprehensive English Language Learning Assessment (CELLA) • All English Language Learners must take the same assessments as non- English Language Learners
<ul style="list-style-type: none"> • DAR Word List • Florida Oral Reading Fluency (FORF) • Florida Assessment for Instruction in Reading (FAIR) 	<ul style="list-style-type: none"> • DAR Word List • Florida Oral Reading Fluency (FORF) • Florida Assessment for Instruction in Reading (FAIR) 	<ul style="list-style-type: none"> • All English Language Learners must take the same assessments as non- English Language Learners
<ul style="list-style-type: none"> • Diagnostic Assessment of Reading (DAR) • Florida Assessment for Instruction in Reading (FAIR) • WADE 	<ul style="list-style-type: none"> • Diagnostic Assessment of Reading (DAR) • Florida Assessment for Instruction in Reading (FAIR) • In Program Assessments 	<ul style="list-style-type: none"> • Comprehensive English Language Learning Assessment (CELLA) • All English Language Learners must take the same assessments as non- English Language Learners
<ul style="list-style-type: none"> • Intensive Reading teachers must be Reading Endorsed, Reading Certified, or working towards Reading Endorsement. • Teachers with ELLs must be ESOL Certified, ESOL Endorsed, or working towards ESOL Endorsement. 	<ul style="list-style-type: none"> • Intensive Reading teachers must be Reading Endorsed, Reading Certified, or working towards Reading Endorsement. • Teachers with ELLs must be ESOL Certified, ESOL Endorsed, or working towards ESOL Endorsement. 	<ul style="list-style-type: none"> • Intensive Reading teachers must be Reading Endorsed, Reading Certified, or working towards Reading Endorsement. • Teachers with ELLs must be ESOL Certified, ESOL Endorsed, or working towards ESOL Endorsement.
Provide instruction with strong comprehension, reasoning, and vocabulary focus. Work on text reading efficiency (fluency and comprehension), automaticity at the sentence and paragraph level, and practice with repeated readings. Enhance instruction with SSS strategies using grade level informational text.	Provide enhanced instruction in comprehension strategies, high-level reasoning, and vocabulary. Work on fluency at paragraph and passage level and practice with repeated readings if needed. Enhance instruction with SSS strategies using grade level informational text.	Provide Intensive Reading instruction for the development of listening, speaking, reading, and writing skills for English Language Learners.
<ul style="list-style-type: none"> • Impact (F, V, C) • Jamestown Fluency (F) • QReads (F, V, C) • Word Wisdom (V) • Vocabulary through Morphemes (V) • REWARDS Plus (V, C) • Jamestown Signatures (V, C) • Jamestown Critical Reading (V, C) 	<ul style="list-style-type: none"> • Impact (F, V, C) • Word Wisdom (V) • Vocabulary through Morphemes (V) • REWARDS Plus (V, C) • Jamestown Signatures (V, C) • Jamestown Critical Reading (V, C) 	<ul style="list-style-type: none"> • Pearson, Shining Star Series, Intro • Pearson, AGS Globe Be a Better Reader, Starting Out, A • Sundance, BC: Illustrated Classics Library Set • Pearson, Focus on Grammar, 1, 2, and 3 • Oxford University Press, Oxford Picture Dictionary
<ul style="list-style-type: none"> • Edge Online Coach • Reading Plus • Read On • Read 180 • Accelerated Reader • Teen Biz • News Currents • Compass Odyssey • Jamestown Reading Navigator • Lesson Plans in BEEP • BEEP Online Resources 	<ul style="list-style-type: none"> • Edge Online Coach • Reading Plus • Read On • Read 180 • Accelerated Reader • Teen Biz • News Currents • Compass Odyssey • Jamestown Reading Navigator • Lesson Plans in BEEP • BEEP Online Resources 	<ul style="list-style-type: none"> • Lesson Plans in BEEP • BEEP Online Resources



High School 11th and 12th Grade Struggling Reader Chart

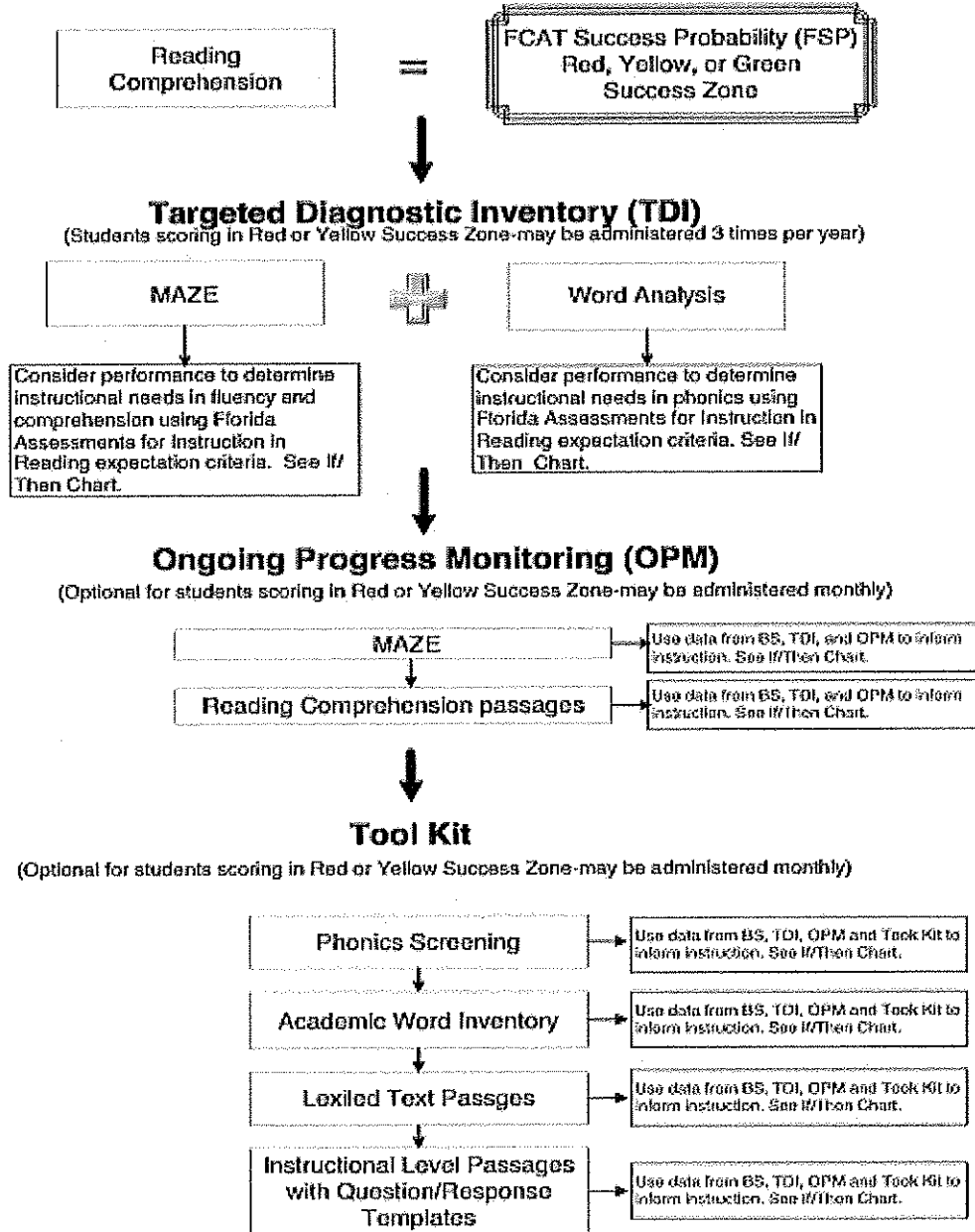
Comprehensive Intensive Reading Programs (CIRP)	Intensive Reading 11 th Grade FCAT RETAKERS IMPACT 3/4 Topics from the Restless	Intensive Reading 12 th Grade FCAT RETAKERS IMPACT 4/5 The Real ACT	Intensive Reading 11 th /12 th Grade Content Area Coursework Option	Developmental Language through ESOL Shining Star
Areas Of Reading	Vocabulary (V) Comprehension (C)	Vocabulary (V) Comprehension (C)	Vocabulary (V) Comprehension (C)	Oral Language (OL) Phonemic Awareness (PA) Phonics (P) Fluency (F) Vocabulary (V) Comprehension (C)
Program Purpose	11 th graders who have NOT passed the FCAT must be served in Intensive Reading Coursework until they pass the FCAT or meet graduation requirements with a concordant score on the SAT or ACT.	12 th graders who have NOT passed the FCAT must be served in Intensive Reading Coursework until they pass the FCAT or meet graduation requirements with a concordant score on the SAT or ACT.	11 th and 12 th graders who have PASSED the FCAT but are still Level 2 Reading must receive reading instruction. Fluent Level 2 students who have met graduation requirements with a concordant score on the SAT or ACT may be served in reading OR content area coursework.	Developmental Language Arts through ESOL provides Intensive Reading instruction for the development of listening, speaking, reading, and writing skills for English Language Learners that are non-English speaking or at the beginning level of English Language proficiency.
Placement Criteria	Students who have not passed the FCAT must be placed in Intensive Reading FCAT Retakes. Refer to the current placement chart for the FCAT cut scores for determining placement.	Students who have not passed the FCAT must be placed in Intensive Reading FCAT Retakes. Refer to the current placement chart for the FCAT cut scores for determining placement.	Students who have passed the FCAT but are still Level 2 may be served with Content Area Reading Intervention. Refer to the current placement chart for the FCAT cut scores for determining placement.	English Language Learners Classified as A1 or A2 with no FCAT data or ELLs at FCAT Reading Level 1 or 2
Delivery Model	Extended Time NOT Required: 90 minutes 90 days or 55 minutes 180 days Student Teacher Ratio: 25:1			
Course Codes	1000410 L 1000410 N	11 th 1000410 5 12 th 1000410 6	1000410 7 1000410 8	1000410 M 1000410 P
Screening Assessments	<ul style="list-style-type: none"> DAR Word List and Florida Oral Reading Fluency (FORF) Florida Assessment for Instruction in Reading (FAIR) In Program Assessments 			<ul style="list-style-type: none"> Comprehensive English Language Learning Assessment (CELLA) All English Language Learners must take the same assessments as non-English Language Learners
Progress Monitoring Assessments	<ul style="list-style-type: none"> Florida Oral Reading Fluency (FORF) Florida Assessment for Instruction in Reading (FAIR) In Program Assessments 			
Diagnostic Assessments	<ul style="list-style-type: none"> Florida Oral Reading Fluency (FORF) Florida Assessment for Instruction in Reading (FAIR) In Program Assessments 			
Certification Requirements	FCAT Retake courses must be taught by teachers who are Reading Certified, Reading Endorsed OR who have completed Content Area Reading Professional Development (CAR-PD).	FCAT Retake courses must be taught by teachers who are Reading Certified, Reading Endorsed OR who have completed Content Area Reading Professional Development (CAR-PD).	Content area students that have met graduation requirements but are still Level 2 Reading must be taught by teachers who are Reading Certified, Reading Endorsed or that have completed CAR-PD, CRISS, or McRel.	All Developmental Language Arts through ESOL teachers must be Reading Endorsed or Reading Certified. All ESOL Teachers must be ESOL Certified, ESOL Endorsed, or working towards ESOL Endorsement.
Instructional Focus	Provide instruction with strong comprehension, reasoning, critical thinking and vocabulary focus. Infuse SSS and ACT/SAT strategies with challenging informational text.	Provide instruction with strong comprehension, reasoning, critical thinking and vocabulary focus. Infuse SSS and ACT/SAT strategies with challenging informational text.	Provide instruction with strong comprehension, reasoning, critical thinking and vocabulary focus. Infuse scientifically based reading strategies and literacy instruction across the content areas.	Provide Intensive Reading instruction for the development of listening, speaking, reading, and writing skills for English Language Learners.
Supplemental Intensive Reading Programs (SIRP)	Refer to the SRC and BEEP lesson plans for additional supplemental resources to meet specific needs	Refer to SRC and BEEP lesson plans for additional supplemental resources to meet specific needs	Refer to 9 th & 10 th Grade SRC and BEEP lesson plans for additional supplemental resources to meet specific needs	Refer to 9 th & 10 th Grade SRC and BEEP lesson plans for additional supplemental resources to meet specific needs
Technology	<ul style="list-style-type: none"> Teen Biz News Currents Lesson Plans in BEEP BEEP Online Resources 	<ul style="list-style-type: none"> Teen Biz News Currents Lesson Plans in BEEP BEEP Online Resources 	<ul style="list-style-type: none"> Teen Biz News Currents Lesson Plans in BEEP BEEP Online Resources 	<ul style="list-style-type: none"> Teen Biz News Currents Lesson Plans in BEEP BEEP Online Resources



Grades 9-12 Assessment/Curriculum Decision Tree

Broad Screen/Progress Monitoring Tool (BS/PMT)

(Administered 3 times per year)





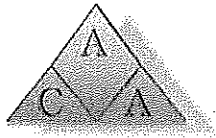
Graduation Requirements for Students Who Entered 9th Grade in 2012-13 Earning a Traditional 24-Credit Standard Diploma		
Requirements	Required Credits	Additional Information
English	4	Major concentration in Composition, Reading for Information, and Literature
Mathematics	4	One of which must be Algebra 1 or its equivalent, or a higher-level mathematics course, one of which must be Geometry or its equivalent and one of which must be Algebra II or its equivalent.
Science	3	Credits in Natural Science, one of which must be Biology I or its equivalent, and two of which must have a laboratory component.
Social Studies	3	1 credit World History; 1 credit United States History; 0.5 credit United States Government, 0.5 credit Economics
World Languages	0	Not required for high school graduation, but required for State University System admission. (Two credits of the same language are recommended.)
Fine Arts	1	One credit in fine or performing arts, speech and debate or practical arts. (Eligible courses are specified in the Course Code Directory.)
HOPE (Health Options Through Physical Education)	1	See policy for possible HOPE waivers.
Electives	8	
Total Credits	24	
State Assessment Requirements		-Passing score (Level 3) on the Grade 10 FCAT 2.0 Reading or score on a standardized test that is concordant with a passing score on the FCAT (ACT or SAT). -Passing score (Level 3) on the End-of-Course (EOC) Assessments in Algebra I, Geometry and Biology unless credit in these areas was earned in middle school prior to school year 2011-12 for Algebra I or prior to 2012-13 for Geometry or Biology.
Grade Point Average (GPA)		Cumulative unweighted grade point average of 2.0 on a 4.0 scale.
Service Learning Hours		40 Required



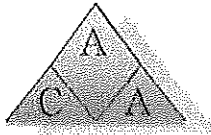
Graduation Requirements for Students Who Entered 9th Grade in 2011-12 Earning a Traditional 24-Credit Standard Diploma						
Requirements	Required Credits	Additional Information				
English	4	Major concentration in Composition, Reading for Information, and Literature				
Mathematics	4	One of which must be Algebra 1 or its equivalent, or a higher-level mathematics course, one of which must be Geometry or its equivalent.				
Science	3	Credits in Natural Science, one of which must be Biology I or its equivalent, and two of which must have a laboratory component.				
Social Studies	3	1 credit World History; 1 credit United States History; 0.5 credit United States Government, 0.5 credit Economics				
World Languages	0	Not required for high school graduation, but required for State University System admission. (Two credits of the same language are recommended.)				
Fine Arts	1	One credit in fine or performing arts, speech and debate or practical arts. (Eligible courses are specified in the Course Code Directory.)				
HOPE (Health Options Through Physical Education)	<table border="1"> <tr> <td>option 1</td> <td>option 2</td> </tr> <tr> <td>1.5</td> <td>1</td> </tr> </table>	option 1	option 2	1.5	1	Schools may choose from one of two options to allow students to meet the Physical Education requirement. Option 1: .5 Health/Life Management + 5. Personal Fitness + .5 Physical Education Elective. Option 2: HOPE- One full credit of Physical Education to include the integration of Health/Life Management Skills.
option 1	option 2					
1.5	1					
Electives	<table border="1"> <tr> <td>7.5</td> <td>8</td> </tr> </table>	7.5	8	The Physical Education option chosen will affect the number of elective credits required for graduation.		
7.5	8					
Total Credits	24					
State Assessment Requirements		<ul style="list-style-type: none"> -Passing score (Level 3) on the Grade 10 FCAT 2.0 Reading or scores on a standardized test that is concordant with the passing scores on the FCAT (ACT or SAT) -Passing score (Level 3) on the End-of-Course (EOC) Assessments in Algebra I. (This is true unless the student had previously earned credit for Algebra I in middle school.) - Students are required to take the End-of-Course assessment in Geometry. The results of this assessment will count as 30% of the student's final grade for Geometry. (This is true unless the student had previously earned credit for Geometry in middle school.) -Students are required to take the End-of-Course assessment in Biology. The results of this assessment will count as 30% of the student's final grade for Biology. (This is true unless the student had previously earned credit for Biology in middle school.) 				
Grade Point Average (GPA)		Cumulative unweighted grade point average of 2.0 on a 4.0 scale.				
Service Learning Hours		40 Required				
Online Learning		One or one half credit of the 24 graduation credits shall be met via Virtual Education.				



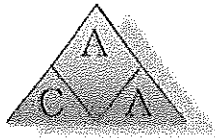
Graduation Requirements for Students Who Entered 9th Grade in 2010-11 Earning a Traditional 24-Credit Standard Diploma						
Requirements	Required Credits	Additional Information				
English	4	Major concentration in Composition, Reading for Information, and Literature				
Mathematics	4	One of which must be Algebra 1 or its equivalent, or a higher-level mathematics course, one of which must be Geometry or its equivalent.				
Science	3	Credits in Natural Science, two of which must have a laboratory component.				
Social Studies	3	1 credit World History; 1 credit United States History; 0.5 credit United States Government, 0.5 credit Economics				
World Languages	0	Not required for high school graduation, but required for State University System admission. (Two credits of the same language are recommended.)				
Fine Arts	1	One credit in fine or performing arts, speech and debate or practical arts. (Eligible courses are specified in the Course Code Directory.)				
Physical Education	<table border="1"> <tr> <td>option 1</td> <td>option 2</td> </tr> <tr> <td>1.5</td> <td>1</td> </tr> </table>	option 1	option 2	1.5	1	Schools may choose from one of two options to allow students to meet the Physical Education requirement: Option 1: .5 Health/Life Management + 5. Personal Fitness + .5 Physical Education Elective. Option 2: HOPE- One full credit of Physical Education to include the integration of Health/Life Management Skills.
option 1	option 2					
1.5	1					
Electives	<table border="1"> <tr> <td>7.5</td> <td>8</td> </tr> </table>	7.5	8	The Physical Education option chosen will affect the number of elective credits required for graduation.		
7.5	8					
Total Credits	24					
State Assessment Requirements		-Passing score (Level 3) on the Grade 10 FCAT 2.0 Reading or score on a standardized test that is concordant with a passing score on the FCAT (ACT or SAT). -Students are required to take the End-of-Course assessment in Algebra I. The results of this assessment will count as 30% of the student's final Algebra I grade. (This is true unless the student had previously earned credit for Algebra I in middle school.)				
Computer Competency		Completion of one course from the approved list meeting NETS Standards or Demonstration of competency in a core course integrating technology or Demonstration of competency through a GLIDES project.				
Grade Point Average (GPA)		Cumulative unweighted grade point average of 2.0 on a 4.0 scale.				
Service Learning Hours		40 Required				



Graduation Requirements for Students Who Entered 9th Grade in 2008-09 or 2009-10 Earning a Traditional 24-Credit Standard Diploma						
Requirements	Required Credits	Additional Information				
English	4	Major concentration in Composition, Reading for Information, and Literature				
Mathematics	4	One of which must be Algebra 1 or its equivalent, or a higher-level mathematics course.				
Science	3	Credits in Natural Science, two of which must have a laboratory component.				
Social Studies	3	1 credit World History; 1 credit United States History; 0.5 credit United States Government, 0.5 credit Economics				
World Languages	0	Not required for high school graduation, but required for State University System admission. (Two credits of the same language are recommended.)				
Fine Arts	1	One credit in fine or performing arts, speech and debate or practical arts. (Eligible courses are specified in the Course Code Directory.)				
Physical Education	<table border="1"> <tr> <td>option 1</td> <td>option 2</td> </tr> <tr> <td>1.5</td> <td>1</td> </tr> </table>	option 1	option 2	1.5	1	<p>Schools may choose from one of two options to allow students to meet the Physical Education requirement.</p> <p>Option 1: .5 Health/Life Management + 5. Personal Fitness + .5 Physical Education Elective.</p> <p>Option 2: HOPE- One full credit of Physical Education to include the integration of Health/Life Management Skills.</p>
option 1	option 2					
1.5	1					
Electives	<table border="1"> <tr> <td>7.5</td> <td>8</td> </tr> </table>	7.5	8	The Physical Education option chosen will affect the number of elective credits required for graduation.		
7.5	8					
Total Credits	24					
State Assessment Requirements		Passing scores on the Grade 10 FCAT Reading and Math or scores on standardized tests that are concordant with the passing scores on the FCAT (ACT or SAT)				
Computer Competency		Completion of one course from the approved list meeting NETS Standards or Demonstration of competency in a core course integrating technology or Demonstration of competency through a GLIDES project.				
Grade Point Average (GPA)		Cumulative unweighted grade point average of 2.0 on a 4.0 scale.				
Service Learning Hours		40 Required				



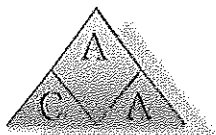
Graduation Requirements for Students Who Entered 9th Grade in 2012-13 Earning an Adult Standard Diploma		
Requirements	Required Credits	Additional Information
English	4	Major concentration in Composition, Reading for Information, and Literature
Mathematics	4	One of which must be Algebra I or its equivalent, or a higher-level mathematics course, one of which must be Geometry or its equivalent and one of which must be Algebra II or its equivalent.
Science	3	Credits in Natural Science, one of which must be Biology I or its equivalent, and two of which must have a laboratory component.
Social Studies	3	1 credit World History; 1 credit United States History; 0.5 credit United States Government, 0.5 credit Economics
World Languages	0	Not required for high school graduation, but required for State University System admission. (Two credits of the same language are recommended.)
Fine Arts	1	One credit in fine or performing arts, speech and debate or practical arts. (Eligible courses are specified in the Course Code Directory.)
Health/Life Management	0.5	
Physical Education	0	Not required
Electives	8.5	
Total Credits	24	
State Assessment Requirements		Passing score (Level 3) on the Grade 10 FCAT 2.0 Reading or score on a standardized test that is concordant with a passing score on the FCAT (ACT or SAT). Passing score (Level 3) on the End-of-Course (EOC) Assessments in Algebra I, Geometry and Biology unless credit in these areas was earned in middle school prior to school year 2011-12 for Algebra I or prior to 2012-13 for Geometry or Biology.
Grade Point Average (GPA)		Cumulative unweighted grade point average of 2.0 on a 4.0 scale.
Service Learning Hours		40 Required
Online Learning		One or one half credit of the 24 graduation credits shall be met via Virtual Education.



Graduation Requirements for Students Who Entered 9th Grade in 2011-12 Earning an Adult Standard Diploma		
Requirements	Required Credits	Additional Information
English	4	Major concentration in Composition, Reading for Information, and Literature
Mathematics	4	One of which must be Algebra 1 or its equivalent, or a higher-level mathematics course, one of which must be Geometry or its equivalent.
Science	3	Credits in Natural Science, one of which must be Biology I or its equivalent, and two of which must have a laboratory component.
Social Studies	3	1 credit World History; 1 credit United States History; 0.5 credit United States Government, 0.5 credit Economics
World Languages	0	Not required for high school graduation, but required for State University System admission. (Two credits of the same language are recommended.)
Fine Arts	1	One credit in fine or performing arts, speech and debate or practical arts. (Eligible courses are specified in the Course Code Directory.)
Health/Life Management	0.5	
Physical Education	0	Not required
Electives	8.5	The Physical Education option chosen will affect the number of elective credits required for graduation.
Total Credits	24	
State Assessment Requirements		<ul style="list-style-type: none"> -Passing score (Level 3) on the Grade 10 FCAT 2.0 Reading or scores on a standardized test that is concordant with the passing scores on the FCAT (ACT or SAT) -Passing score (Level 3) on the End-of-Course (EOC) Assessments in Algebra I, Geometry and Biology unless credit in these areas was earned in middle school prior to school year 2011-12 for Algebra I or prior to 2012-13 for Geometry or Biology. -Passing score (Level 3) on the End-of-Course (EOC) Assessments in Algebra I, Geometry and Biology I unless credit in these areas was earned in middle school prior to school year 2011-12 for Algebra I or prior to 2012-13 for Geometry or Biology.
Grade Point Average (GPA)		Cumulative unweighted grade point average of 2.0 on a 4.0 scale.
Service Learning Hours		40 Required
Online Learning		One or one half credit of the 24 graduation credits shall be met via Virtual Education.



Graduation Requirements for Students Who Entered 9th Grade in 2010-11 Earning an Adult Standard Diploma		
Requirements	Required Credits	Additional Information
English	4	Major concentration in Composition, Reading for Information, and Literature
Mathematics	4	One of which must be Algebra 1 or its equivalent, or a higher-level mathematics course, one of which must be Geometry or its equivalent.
Science	3	Credits in Natural Science, two of which must have a laboratory component.
Social Studies	3	1 credit World History; 1 credit United States History; 0.5 credit United States Government, 0.5 credit Economics
World Languages	0	Not required for high school graduation, but required for State University System admission. (Two credits of the same language are recommended.)
Fine Arts	1	One credit in fine or performing arts, speech and debate or practical arts. (Eligible courses are specified in the Course Code Directory.)
Health/Life Management	0.5	
Physical Education	0	Not required
Electives	8.5	
Total Credits	24	
State Assessment Requirements		<p>Passing score (Level 3) on the Grade 10 FCAT 2.0 Reading or score on a standardized test that is concordant with a passing score on the FCAT (ACT or SAT).</p> <p>Students are required to take the End-of-Course assessment in Algebra I. The results of this assessment will count as 30% of the student's final Algebra I grade. (This is true unless the student had previously earned credit for Algebra I in middle school.)</p>
Computer Competency		Completion of one course from the approved list meeting NETS Standards or Demonstration of competency in a core course integrating technology or Demonstration of competency through a GLIDES project.
Grade Point Average (GPA)		Cumulative unweighted grade point average of 2.0 on a 4.0 scale.
Service Learning Hours		40 Required



Graduation Requirements for Students Who Entered 9th Grade in 2008-09 or 2009-10 Earning an Adult Standard Diploma		
Requirements	Required Credits	Additional Information
English	4	Major concentration in Composition, Reading for Information, and Literature
Mathematics	4	One of which must be Algebra 1 or its equivalent, or a higher-level mathematics course.
Science	3	Credits in Natural Science, two of which must have a laboratory component.
Social Studies	3	1 credit World History; 1 credit United States History; 0.5 credit United States Government, 0.5 credit Economics
World Languages	0	Not required for high school graduation, but required for State University System admission. (Two credits of the same language are recommended.)
Fine Arts	1	One credit in fine or performing arts, speech and debate or practical arts. (Eligible courses are specified in the Course Code Directory.)
Health/Life Management	0.5	
Physical Education	0	Not required
Electives	8.5	
Total Credits	24	
State Assessment Requirements		Passing scores on the Grade 10 FCAT Reading and Math or scores on standardized tests that are concordant with the passing scores on the FCAT (ACT or SAT)
Computer Competency		Completion of one course from the approved list meeting NETS Standards or Demonstration of competency in a core course integrating technology or Demonstration of competency through a GLIDES project.
Grade Point Average (GPA)		Cumulative unweighted grade point average of 2.0 on a 4.0 scale.
Service Learning Hours		40 Required



Graduation Requirements for Students Who Entered 9th Grade in 2012-13 Earning a Three-Year, 18-Credit Career Preparatory Diploma		
Requirements	Required Credits	Additional Information
English	4	Major concentration in Composition, Reading for Information, and Literature
Mathematics	4	One of which must be Algebra I or its equivalent, or a higher level mathematics course, one of which must be Geometry or its equivalent and one of which must be Algebra II or its equivalent, or a high level mathematics from the list of courses that qualify for state university admission (SUS)
Science	3	Credits in Natural Science, one of which must be Biology I or its equivalent, and two of which must have a laboratory component.
Social Studies	3	1 credit World History; 1 credit United States History; .5 credit United States Government, .5 credit Economics
World Languages	0	Not required for high school graduation, but required for state university system admission (Two credits of the same Foreign Language are recommended.)
Fine Arts	0	Not required
Physical Education	0	Not required
Electives	4	3 credits in single vocational/career education program and one elective credit OR 3 credits in single career/technical certificate dual enrollment and one elective credit OR 4 credits in vocational/career education (including 3 credits in one sequential career and technical education program.
Total Credits	18	
State Assessment Requirements		-Passing score (Level 3) on the Grade 10 FCAT 2.0 Reading or scores on a standardized test that is concordant with the passing scores on the FCAT (ACT or SAT) -Passing score (Level 3) on the End-of-Course (EOC) Assessments in Algebra I, Geometry and Biology unless credit in these areas was earned in middle school prior to school year 2011-12 for Algebra I or prior to 2012-13 for Geometry or Biology. -Passing score (Level 3) on the End-of-Course (EOC) Assessments in Algebra I, Geometry and Biology I unless credit in these areas was earned in middle school prior to school year 2011-12 for Algebra I or prior to 2012-13 for Geometry or Biology.
Grade Point Average (GPA)		Cumulative GPA of 3.5 on a 4.0 scale in required courses and a weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 credits.



Graduation Requirements for Students Who Entered 9th Grade in 2011-12 Earning a Three-Year, 18-Credit Career Preparatory Diploma		
Requirements	Required Credits	Additional Information
English	4	Major concentration in Composition, Reading for Information, and Literature
Mathematics	4	One of which must be Algebra I or its equivalent, or a higher level mathematics course, one of which must be Geometry or its equivalent.
Science	3	Credits in Natural Science, one of which must be Biology I or its equivalent, and two of which must have a laboratory component.
Social Studies	3	1 credit World History; 1 credit United States History; .5 credit United States Government, .5 credit Economics
World Languages	0	Not required for high school graduation, but required for state university system admission (Two credits of the same Foreign Language are recommended.)
Fine Arts	0	Not required
Physical Education	0	Not required
Electives	4	3 credits in single vocational/career education program and one elective credit OR 3 credits in single career/technical certificate dual enrollment and one elective credit OR 4 credits in vocational/career education (including 3 credits in one sequential career and technical education program.
Total Credits	18	
State Assessment Requirements		-Passing score (Level 3) on the Grade 10 FCAT 2.0 Reading or scores on a standardized test that is concordant with the passing scores on the FCAT (ACT or SAT) -Passing score (Level 3) on the End-of-Course (EOC) Assessments in Algebra I, Geometry and Biology unless credit in these areas was earned in middle school prior to school year 2011-12 for Algebra I or prior to 2012-13 for Geometry or Biology. -Passing score (Level 3) on the End-of-Course (EOC) Assessments in Algebra I, Geometry and Biology I unless credit in these areas was earned in middle school prior to school year 2011-12 for Algebra I or prior to 2012-13 for Geometry or Biology.
Grade Point Average (GPA)		Cumulative GPA of 3.5 on a 4.0 scale in required courses and a weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 credits.



Graduation Requirements for Students Who Entered 9th Grade in 2010-11 Earning a Three-Year, 18-Credit Career Preparatory Diploma		
Requirements	Required Credits	Additional Information
English	4	Major concentration in Composition, Reading for Information, and Literature
Mathematics	4	One of which must be Algebra I or its equivalent, or a higher-level mathematics course, one of which must be Geometry or its equivalent.
Science	3	Credits in Natural Science, one of which must be Biology I or its equivalent, and two of which must have a laboratory component.
Social Studies	3	1 credit World History; 1 credit United States History; .5 credit United States Government, .5 credit Economics
World Languages	0	Not required for high school graduation, but required for state university system admission (Two credits of the same Foreign Language are recommended.)
Fine Arts	0	Not required
Physical Education	0	Not required
Electives	4	3 credits in single vocational/career education program and one elective credit OR 3 credits in single career/technical certificate dual enrollment and one elective credit OR 4 credits in vocational/career education (including 3 credits in one sequential career and technical education program).
Total Credits	18	
State Assessment Requirements		-Passing score (Level 3) on the Grade 10 FCAT 2.0 Reading or score on a standardized test that is concordant with a passing score on the FCAT (ACT or SAT). -Students are required to take the End-of-Course assessment in Algebra I. The results of this assessment will count as 30% of the student's final Algebra I grade. (This is true unless the student had previously earned credit for Algebra I in middle school.)
Grade Point Average (GPA)		Cumulative GPA of 3.5 on a 4.0 scale in required courses and a weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 credits.



Graduation Requirements for Students Who Entered 9th Grade in 2008-09 or 2009-10 Earning a Three-Year, 18-Credit Career Preparatory Diploma		
Requirements	Required Credits	Additional Information
English	4	Major concentration in Composition, Reading for Information, and Literature
Mathematics	3	One of which must be Algebra I or its equivalent, or a higher-level mathematics course.
Science	3	Credits in Natural Science, one of which must be Biology I or its equivalent, and two of which must have a laboratory component.
Social Studies	3	1 credit World History; 1 credit United States History; .5 credit United States Government, .5 credit Economics
World Languages	0	Not required for high school graduation, but required for state university system admission (Two credits of the same Foreign Language are recommended.)
Practical Arts/Performing Fine Arts	3 or 5	3 credits in a single vocational/career education program or 3 credits in a single career/technical certificate or dual enrollment courses or 5 credits in vocational/career education courses (including 3 credits in one sequential career and technical education courses.
Physical Education	0	Not required
Electives	0 or 2	2 credits unless 5 credits in career/technical education.
Total Credits	18	3 credits in single vocational/career education program and one elective credit OR
State Assessment Requirements		Passing scores on the Grade 10 FCAT Reading and Math or scores on standardized tests that are concordant with the passing scores on the FCAT (ACT or SAT)
Grade Point Average (GPA)		Cumulative GPA of 3.5 on a 4.0 scale in required courses and a weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 credits.



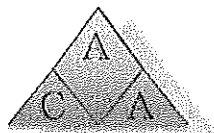
For Students Who Entered 9th Grade in 2011-2012 and 2012-13 Special Diploma Option I		
Requirements	Required Credits	Additional Information
English	4	Credits may include a combination of English and Reading
Mathematics	4	
Science	3	
Social Studies	3	
Foreign Language	0	
Fine Arts	0	
Vocational	1	
Physical Education	1	Credit may include one half (.5) credit in health and one-half (.5) credit in physical education, or one (1) credit in physical education to include the integration of health.
Electives	8	
Total Credits	24	
Computer Competency		Not Required
State Assessment Requirements		Students must participate in state assessments. However, passing scores on the FCAT or FAA are not required for graduation with a special diploma.
Grade Point Average (GPA) Requirements		Cumulative GPA of 2.0 on a 4.0 Scale
Service Learning Hours		Not Required; students have the option to participate.



For Students Who Entered 9th Grade in 2011-2012 and 2012-13 Special Diploma Option II		
Requirements	Required Credits	Additional Information
English	2	
Mathematics	2	
Science	0	
Social Studies	0	
Foreign Language	0	
Fine Arts	0	
Physical Education	0	
Vocational/Career	1	
Electives	3	
Total Credits	8	
Computer Competency		Not Required
State Assessment Requirements		Students must participate in state assessments. However, passing scores on the FCAT or FAA are not required for graduation with a special diploma.
Grade Point Average (GPA) Requirements		2.0 GPA Documented mastery of the academic, employment, and community competencies specified on the student's Graduation Training Plan. Paid employment at or above minimum wage full-time (based upon industry standards) for 200 days.
Service Learning Hours		Not Required

Notes relating to Special Diploma Options:

- a. Physical Education requirements for Special Diploma Option I may include one half (.5) credit in health and one-half (.5) credit in physical education, or one (1) credit in physical education to include the integration of health.
- b. Service Learning Hours are not required for graduation with a special diploma. However, students on Special Diploma Option I may opt to participate in Service Learning Hours.
- c. The employer, student, parent, and instructor develop the Graduation Training Plan. The plan specifies the academic, employment, and community competencies the student is expected to master in order to graduate with a Special Diploma Option II. The Graduation Training Plan template is available on Easy IEP.
- d. The student's employer, job coach, and/or instructor must verify documented mastery of academic, employment, and community competencies in the Graduation Training Plan in order for student to earn a Special Diploma Option II.
- e. Student must be employed in the community at a site where the employer:
 - (1) Has a Federal Employer Identification Number;
 - (2) Provides opportunities for the student to interact with non-disabled co-workers;
 - (3) Adheres to child labor laws and the Fair Labor Standards Act; and
 - (4) Provides an opportunity for advancement.
- f. The Transition IEP committee may modify the full-time employment standard by decreasing the number of hours per week to be worked for an individual exceptional student if it is determined that the modification would be in the best interest of the student. The modification must be recorded on the student's Graduation Training Plan.
- g. Transition IEP committee members must verify that the student has met all criteria outlined in the student's Graduation Training Plan by completing the assurance section of the Graduation Training Plan prior to awarding the student an a special diploma under Option II (F.S. 1003.438).



**ARTICLES OF INCORPORATION
FOR DENOVO, INC.
A FLORIDA NOT FOR PROFIT CORPORATION**

ARTICLE I

The name of the not for profit corporation is:
DENOVO, INC.

ARTICLE II

The street address and mailing address of the principal office of the not for profit corporation is:
13727 S.W. 152 Street #408
Miami, FL 33177

ARTICLE III

The purpose for which the not for profit corporation is organized is: Any and all lawful purposes.

ARTICLE IV

The name and Florida street address of the registered agent is:
Rafael Villalobos
13727 S.W. 152 Street #408
Miami, FL 33177

Having been named as registered agent and to accept service for the above stated not for profit corporation at the place designated in this certificate, I hereby accept the appointment as registered agent and agree to act in this capacity. I further agree to comply with the provisions of all statutes relating to the proper and complete performance of all my duties, and I am familiar with and accept the obligations of my position as registered agent.

Registered Agent Signature: RAFAEL VILLALOBOS

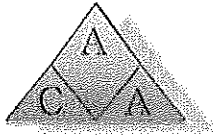
ARTICLE V

The method of election of directors of the not for profit corporation is as stated in the bylaws.

ARTICLE VI

The name and address of each incorporator:
Rafael Villalobos
13727 S.W. 152 Street
#408
Miami, FL 33177

Dated July 30, 2013



BYLAWS OF
 DENOVO, INC. DBA ASCEND CAREER ACADEMY
 A Florida Nonprofit Corporation
ARTICLE I
PROVISIONS

Section 1.1. Authority to Adopt. These Bylaws have been adopted pursuant to authority evidenced by the Articles of Incorporation issued by the State of Florida.

Section 1.2. Name. The name of this Corporation is _____, Inc. (the “Corporation”).

Section 1.3. Offices. The corporation’s principal office shall be fixed and located at such place within the boundaries of the County of Miami-Dade or Broward, Florida, as the Board of Directors (“Board”) shall determine. The Board is granted full power and authority to change the principal office from one location to another.

Section 1.4. Purpose. This Corporation is organized and to be operated exclusively for educational and charitable purposes. It is not organized for profit nor shall any of its net earnings inure in whole or in part to the benefit of private stockholders, members, or individuals. Specifically, this Corporation is organized to establish and operate a career-focused high school in Broward County, Florida (the “School”).

Section 1.5. Prohibited. No substantial part of the activities of this Corporation shall attempt to influence legislation by propaganda or otherwise, nor participate in any political campaign on behalf of any candidates for public office.

Section 1.6. Corporate Seal. This corporation shall have a common seal being a circular seal of the following description: _____, Inc. around the circle, and the date of organization in the inner circle. The seal shall be in the custody of the Secretary or the Secretary’s designate.

ARTICLE II
ORGANIZATION

Section 2.1. Statement of Purposes. The purpose of this Corporation, as expressed in its Articles of Incorporation, shall be to operate the School, and to distribute the whole or any part of the income therefrom and the principal thereof exclusively for such purposes, either directly or by contributions to other educational organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code and the Regulations issued pursuant thereto (the “Code”), as they now exist or as they may hereafter be amended.

Section 2.2. Dissolution In the event of the dissolution of the Corporation, the Board shall, after paying or making provision for the payment of all of the liabilities of the Corporation, and after disposing of all remaining assets according to applicable Florida law, shall dispose of all remaining assets of the Corporation, exclusively for charitable, educational, religious or scientific purposes, as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provisions of any future United States Internal Revenue Law), as the Board shall determine. Any of such assets not so disposed of shall be disposed of by the court having proper jurisdiction in the country where the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

ARTICLE III
MEMBERSHIP

Section 3.1. Members. This corporation is a non-profit, non-stock corporation, and shall have a membership consisting of the Board of this corporation serving from time to time. Any action, which would otherwise; by law require approval by a majority of all members or approval by the



members shall require only approval of the Board. All rights, which would otherwise by law vest in the members, shall vest in the Board.

ARTICLE IV **BOARD OF DIRECTORS**

Section 4.1. Management. All powers of the Corporation shall be exercised by and under the authority of the Board, and the property, business and affairs of the Corporation shall be managed under the Board's direction. The Board shall comply with and carry out the duties of the governing board as set forth in Section 1002.33, Florida Statutes. Except as specifically set forth to the contrary herein, the Board may not take any action except upon the approval thereof by the affirmative vote of a majority of the Board present at a meeting at which a quorum is present.

Section 4.2 Initial Members of the Board. The initial members of the Board who will each serve as officers and directors of the founding board are:
Director, Sayra Hughes shall be Chairperson and President of the Board of the Corporation serving a one-year term;

Director, Armando Coscio shall be Vice-Chairperson of the Board of the Corporation serving a two-year term; and

Director, Donnie Carter shall be Secretary and Treasurer of the Board of the Corporation serving a three-year term.

Section 4.3. Number of Directors. The Board shall consist of no less than three and no more than five Directors. Directors shall be elected by a majority vote of the Board.

Section 4.4. Nomination of Directors. Not less than one month prior to a regular meeting, the Board may appoint a nomination committee to consist of no fewer than two Directors. The nomination committee will compile and submit to the Board a slate of candidates for the directorships to be filled at the upcoming meeting. These submissions shall be deemed to be nominations of each person named.

Section 4.5. Election of Directors. Directors shall be elected by a majority vote of the Board at any regular or special meeting where a quorum is present.

Section 4.6. Limits of Term. Directors shall be eligible to serve an unlimited number of three-year terms. Directors shall hold staggered terms of office with elections three years from the time of their election and thereafter until their respective successors are chosen and qualified; provided however that one third of the initial Directors were elected initially for a one-year term; one-third of the Directors were elected initially for a two-year term, and; one-third of the Directors were elected initially for a full three-year term. There will be no term limits imposed upon a Director, but each will stand for re-election within no more than a three-year period.

Section 4.7. Vacancies. Vacancies occurring during the term of an elected directorship, however caused, shall be filled as soon as practicable by election in accordance with Section 4.5 above. A Director so elected to fill a vacancy shall hold office for the remainder of his predecessor's term.

Section 4.8. Resignation of Removal of Directors. A Director of the Corporation may resign at any time by tendering his or her resignation in writing to the Chairperson of the Board or to the President of the Corporation, which resignation shall become effective upon the date specified therein, or if no date is specified, upon receipt by the Corporation at its principal place of business. Any Director may be removed from office with or without cause by an affirmative vote of at least two-thirds of the Board then in office. A Director may be removed for cause only after reasonable notice and an opportunity to be heard by the Board of Directors.

Section 4.9. Compensation of Directors. Directors will not receive compensation for services rendered in their capacities as Directors. However, nothing herein contained shall be constructed



to preclude any Director from receiving compensation from the Corporation for other services actually rendered or for expenses incurred for serving the Corporation as a Director or in any other capacity.

Section 4.10. Annual Meetings of the Board. The Board shall meet annually at the principal office of the School, or at such place within Broward County, Florida, and at such time as the Board shall determine, except that such date shall not be a legal holiday. If the annual meeting is not held on the specific day, the Board may hold a special meeting in place thereof, and any business transacted or elections held at such meeting shall have the same force and effect as if transacted or held at the annual meeting. The Board shall set the date of the annual meeting approximately ninety days after the end of each fiscal year so that financial statements of the immediately prior fiscal year may be available for review at the annual meeting. All meetings of the Board of Directors and its committees are subject to the "Sunshine Law" Chapter 286, Florida Statutes. All meetings will be advertised as public meetings in a local paper and will be posted on the School's website and at the School's main office.

Section 4.11. Special Meetings. Special meetings of the Board may be called at any time by the Chairperson of the Corporation. Further, special meetings of the Board must be called by the Chairperson within fourteen days of receipt of a written request of any two or more Directors. Written notice of special meetings shall be given to each Director not less than two days prior to such meetings. The notice shall set forth the time, place, and purpose of the meeting. The business to be transacted at any special meeting shall be limited to those items set forth in the notice or waiver thereof.

Section 4.12. Regular Meetings. The Board shall meet at least four times each year with such meetings to be held on the first Thursday of each quarter unless it is a legal holiday unless the meeting date is changed by the Chairperson.

Section 4.13. Quorum and Action of the Board. A majority of Directors equal to two persons in the case of a three member Board or three persons in the case of a five member Board must be present in person at a meeting to constitute a quorum for the transaction of business at such meetings. Except as specifically set forth to the contrary herein, the Board may not take any action except upon the approval thereof by the affirmative vote of a majority of the Board present at a meeting at which a quorum is present.

Section 4.14. Duties of the Board of Directors.

- a. Establish and approve all policies which implement the objectives for the Corporation,
- b. Keep and maintain a membership book containing the names and addresses of each Director. Termination of each Director must be recorded in this book,
- c. Keep and maintain a Corporate Minute Book and Books of Accounts including any and all records of account including the minutes of the proceedings of its Directors and committees having any of the authority of the Board of Directors,
- d. Submission of the annual report to the Department of State,
- e. Elect the Officers of the Corporation as provided as provided in these bylaws,
- f. Review and approve all fund-raising plans and budgets,
- g. Approve the selection of all institutions with which Corporation funds may be entrusted, including any policies for the investment funds,
- h. Approve the selection of a certified public accountant to perform an independent annual audit of the funds of the Corporation,
- i. Insure that the Corporation carried out the fiduciary responsibility of a not-for-profit tax exempt recipient of funds in order to accomplish the objectives of the Corporation provided in these bylaws,
- j. Consider and act on any matter presented by a Director, and



- k. Carry out any other duties set forth in Section 1002.33, Florida Statutes, Rule 6A-6.0784, Florida Administrative Code and Chapter 617, Florida Statutes.

ARTICLE V OFFICERS

Section 5.1. Number. The Corporation may have a Chairperson, Vice Chairperson, Secretary and Treasurer, each of whom shall be elected by the Board. Such other officers and assistant officers may be deemed necessary may be elected or appointed by the Board. Any two or more offices may be held by the same person. The failure to elect an officer shall not affect the existence of the Corporation. The Chairperson/Director, if appointed, shall serve as the Chief Executive Officer.

Section 5.2. Election and Term of Office. All officers of the Corporation shall be elected by a vote of the Board as set forth in Section 4.5 hereinabove at the Annual Meeting of the Board. A duly elected officer shall hold office for a term of one year, commencing August 1st, and until their earlier death, resignation or removal. All officers shall hold office until others are chosen and qualified in their stead. The offices of Chairperson and Vice Chairperson will be subject to term limits except as otherwise provided by law, the Chairperson and Vice Chairperson shall hold office until the next Annual Meeting of the Board or the Special Meeting held in lieu thereof, and thereafter until their respective successors are chosen and qualified, unless a shorter term is specified in electing or appointing them. The Chairperson and Vice-Chairperson may not serve in such capacity for more than three consecutive one-year terms; provided, however, that the Chairperson and Vice-Chairperson may serve additional, non-consecutive terms.

Section 5.3. Vacancies. A vacancy is any office because of death, resignation, removal, disqualification or otherwise (including removal in the event an officer is not reelected during his term in office) shall be filled by an election by the Board as set forth in Section 4.7 for the remaining unexpired term of such office.

Section 5.4. Resignation or Removal of officers. An officer of the Corporation may resign at any time by tendering his resignation in writing to the Chairperson or the Secretary. Resignations shall become effective upon the date specified therein or, if not date is specified, upon receipt by the Corporation. The Directors may remove any officer, with or without cause, by a vote of two-thirds of the Directors then in office. An officer may be removed for cause only after reasonable notice and an opportunity to be heard by the Board.

Section 5.5. Chairperson. The Chairperson shall establish the agenda for all meetings of the Board in consultation with the other officers and as appropriate in the discretion of the Chairperson, with other members of the Board. The Chairperson shall preside over all meetings of the Board and shall have other powers, as the Board shall determine, such as determining the need for and appointing members to various committees and attending such committee meetings as deemed necessary or appropriate, serving as signatory on financial accounts and all official school business, and acting as spokesperson for the Board, all of these responsibilities fall under the Chairperson's duties of office.

Section 5.6. Vice-Chairperson. In the absence of the Chairperson, or in the event of his/her inability, or refusal to act, the Vice Chairperson shall perform the duties of the Chairperson and when so acting shall have all the powers of and subject to all restrictions upon the Chairperson. Any action taken by the Vice Chairperson in the performance of the duties of the Chairperson shall be conclusive evidence of the absence or inability to act by the Chairperson at the time such action was taken. From time to time, the Vice Chairperson shall perform such other duties as may be assigned to him/her by the Chairperson or by the Board.

Section 5.7. Secretary. The Secretary shall maintain records of all action items at all meetings of the Board in a book or series of books kept for that purpose. The Secretary, or designee, shall give such notices of Board meetings as are required by the Charter, these By-Laws, or state law. No longer than five days before any meeting of the Board, the Secretary, or designee, shall distribute to the



members of the Board copies of any minutes of the prior meetings of the Board that have not been approved by the Board. The Secretary shall have such other powers and duties as are usually included as part of that office and as may be vested in that office by these By-Laws or by the Board. In the absence of the Secretary from any meeting of the Board, a temporary Secretary designated by the person presiding at the meeting shall perform the duties of the Secretary at such meeting. The Secretary shall oversee the person designated by the Board to record the minutes of all action items taken by the Board at any meeting. The Secretary is empowered to act as Chairperson in the absence of the Chairperson and Vice Chairperson.

Section 5.8. Treasurer. The Treasurer shall chair a finance committee composed of Directors appointed by the Chairperson, and appropriate school staff and consultants, and serve as signatory on financial accounts. The committee shall meet at least monthly to review and assess the financial condition of the school. The Treasurer shall present a report on the financial condition and affairs of the Academy, along with any recommendations for Board action at each meeting of the Board. The Treasurer shall review all financial filings required by the Sponsor, State of Florida, the Internal Revenue Service and any other government agency. The Treasurer shall have such other powers and duties as are usually incidental to that office and may be vested in that office by these By-Laws or by the Board.

5.10. Other Officers. Other officers elected by the Board shall have such duties and responsibilities as the Board deems advisable.

5.11. Salaries. Officers will not receive compensation for services rendered as officers of the Corporation. However, nothing herein contained shall be constructed to preclude any officer from receiving compensation from the Corporation for other services actually rendered or for expenses incurred for serving the Corporation as an officer or in any other capacity unless otherwise prohibited by law or Agreement with the Sponsor.

ARTICLE VI **COMMITTEES OF THE BOARD**

Section 6.1. Committees of the Board. The Board may, by resolution, establish standing committees and special committees of the Board. Unless otherwise specified by resolution of the Board or these Bylaws, the Chairperson shall annually appoint the members and the chairmen of the standing committees and shall fill vacancies on any standing committee. Appointments by the Chairperson shall be made at the annual meeting of the Board. In addition, the Chairperson may, if so authorized by the Board, appoint the members and chairmen of such special committees as the Board may create, which members and chairmen may include persons who are not members of the Board. All committee appointments and chairmen appointments must be approved by the Board.

Section 6.2. Standing Committees. Standing committees may be created by resolution of the Board. The purpose, duties, number of members and reporting requirements of each standing committee shall be specified in the resolution creating the committee.

Section 6.3. Special Committees. Special committees may be created by resolution of the Board. The purpose, duties, number of members and reporting requirements of each special committee shall be specified in the resolution creating the committee.

Section 6.4. Committee Members' Term of Office. Unless otherwise specified by resolution of the Board, members of each committee shall continue in office until the next annual meeting of the Board and until their successors are appointed, unless the committee of which they are members shall be sooner terminated by resolution of the Board or until their earlier death, resignation or removal as committee members.

Section 6.5. Committee Meetings. Meetings of any committee may be called by the Chairperson of such committee or upon the written request of one-third of the committee members. Unless otherwise provided in these Bylaws, a majority of the members of any committee shall constitute a quorum for the transaction of business. After a quorum has been established at a committee meeting, the subsequent withdrawal of committee members from the meeting so as to reduce the number of committee



members present to fewer than the number required for a quorum shall not affect the validity of any action taken at the meeting. Each committee shall keep minutes of its meetings and report to the Board as necessary with recommendations.

Section 6.6. Resignation or Removal of Committee Members. A member of any committee may resign at any time by tendering his resignation in writing to the Chairperson of the Board. The Board, by a majority vote, may remove, with or without cause, any member from a committee and specifically, but not by way of limitation, may remove any member from a committee for failing to attend three consecutive meetings of the committee.

ARTICLE VII

INDEMNIFICATION OF DIRECTORS AND OFFICERS

Section 7.1. Indemnification. The Corporation shall indemnify to the fullest extent permitted by law each of its officers, Directors, whether or not then in office (and his executor, administrator and/or heirs) or any person who may have served at its request as a Director or officer, against all reasonable expenses (including attorneys' fees), judgments, fines and amounts paid in settlement actually and necessarily incurred by him or her in connection with any threatened, pending or completed action, suit, proceeding or arbitration, whether civil or criminal, administrative or investigative (including any appeal thereof), to which he or she is or is threatened to be made a party because he or she is or was a Director, officer, employee or agent of this Corporation. He or she shall have no right to reimbursement, however, in relation to matters as to which he or she has been adjudged liable to the Corporation for gross negligence or willful misconduct in the performance of his or her duties to the Corporation. The foregoing right of indemnification shall be in addition to and not exclusive of all other rights to which such Director, officer, employee or agent may be entitled.

Section 7.2. Insurance. The Corporation may purchase and maintain insurance on behalf of any person who is or was a Director, officer, employee or agent of the Corporation or who is or was serving at the request of the Corporation as a Director, officer, employee or agent against any liability asserted against him or her and incurred by him or her in any such capacity or arising out of his or her status as such, whether or not the Corporation would have the power to indemnify him/her against such liability under the provisions of this Article VII.

ARTICLE VIII

CONTRACTS, CHECKS, DEPOSIT BOOKS AND RECORDS

Section 8.1. Contracts. The Board may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

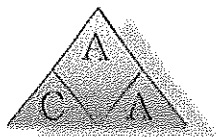
Section 8.2. Loans. No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board, which authority may be general or confined to specific instances.

Section 8.3. Checks, Drafts, Etc. All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation shall be signed by such officer or officers, agent or agents of the Corporation and in such manner as shall from time to time be determined by resolution of the Board.

Section 8.4. Deposits. All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Board may select.

Section 8.5. Gifts. The Board may accept, on behalf of the Corporation, any contributions, gifts, bequests or devise.

Section 8.6. Books and Records. The Corporation shall keep correct and complete books and records of account and shall keep minutes of the proceedings of its Board and committees of the Board. Any books, records and minutes may be in written form or in any other form capable of being converted into written form within a reasonable time.



ARTICLE IX
FISCAL YEAR

Section 9.1. Fiscal Year. The fiscal year of the Corporation shall begin July 1 and end on June 30 each year.

ARTICLE X
NOTICE

Section 10.1. General. Whenever, under the provisions of any statute, the Articles of Incorporation or these Bylaws, notice is required to be given to any Director or officer, it shall not be constructed to require personal notice; rather, such notice may be given, unless otherwise required by these Bylaws, either personally or by depositing the same in a post office box in a postpaid envelope or by electronic transmission, in either case addressed to such Director or officer at his address as the same appears in the records of the Corporation; and three days after the same shall be so mailed or delivered to the Director or officer shall be deemed to be the time of the giving of such notice.

Section 10.2. Waiver. Whenever by law, the Articles of Incorporation or these Bylaws notice is required to be given to any Director or officer, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be equivalent to the giving of such notice. Attendance of a person at a meeting shall constitute a waiver of notice of such meeting, except when the person attends a meeting for the express purpose of objecting at the beginning of the meeting to the transaction of any business because the meeting is not lawfully called or convened.

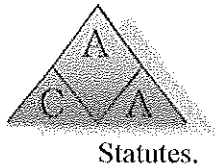
ARTICLE XI
AMENDMENTS

Section 11.1. Directors. These Bylaws may be amended or repealed wholly or in part, consistent with any bylaws adopted by the Board, at any meeting by an election of two-thirds of the current membership of the entire Board.

ARTICLE XII
CONFLICT OF INTEREST

Section 12.1. Conflict of Interest Policies. The Board has adopted the following policies specifically for avoidance of conflict of interest:

- a. The School shall not enter into any contract or transact any business in which any part of the assets or net earnings, if any, of the School shall inure to the benefit of, or be distributable to, any Director or officer of the Corporation, except that the School may pay reasonable compensation for services rendered or goods provided, and may make payments and distributions in furtherance of its purpose as set forth in the Charter;
- b. The Board shall follow all applicable laws pertaining to conflicts of interest. The Chairperson of the Board may appoint a committee to review and establish a separate conflict of interest policy, which will manage matters of conflict of interest coming before the Board; and
- c. A conflict of interest is defined as an actual or perceived interest by a Director and/or officer in any action, which results or has the appearance of resulting in personal, organizational, or professional gain. This actual or perceived appearance of a bias in the decision making process is based upon the dual role a Director and/or officer, who in addition to serving on the Board, may be affiliated with other organizations, either as an employee (or), a member, or in some other capacity.
- d. The Board will adopt a comprehensive policy on Conflicts of Interest, which is consistent with Florida Statutes. In the event a Director and/or officer has a voting conflict, the Director or officer will be required to complete the requisite disclosures in compliance with Florida



CERTIFICATE OF ADOPTION OF BYLAWS

I certify that I am the elected and acting Secretary of _____, Inc., a Florida nonprofit corporation, and that the foregoing Bylaws constitute the Bylaws of such corporation as adopted by the Board of Directors.

Signature of Secretary

Date

Printed name of Secretary



**ASCEND CAREER ACADEMY, INC. MEMORANDUM OF VOTING
CONFLICT**

Conflict of Interest Policy

Gifts, gratuities – Board members are not to accept gifts, gratuities, free trips, personal property or any other item of value from any outside person or organization as an inducement to do business or provide services.

Outside business – We recognize that board members have outside business or professional interest. Board members, however, may not make a profit in any way in their outside employment or business interests from their association with this nonprofit. During Board meetings, members must disclose any conflict of interest involving an issue before the Board, and abstain from discussion or voting on that issue.

Personal beliefs – We recognize that Board members may hold a wide range of personal beliefs, values and commitments. These beliefs, values and commitments are a conflict of interest if they prevent board members from carrying out their job responsibilities, if board members attempt to use this nonprofit’s time and facilities for furthering them, or if board members attempt to convince other board members, the administrators or staffers of their personal beliefs after those individuals have asked them to stop.

Disclosure of Interest:

.....
.....

.....
Board Member Signature

.....
Date



ASCEND CAREER ACADEMY BOARD MEMBER CODE OF ETHICS AND BOARD SERVICE COMMITMENT PLEDGE

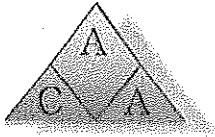
Directions: As a Board member, you need to be aware that more is expected of those in leadership roles. Review the following statements. Signing this Code of Ethics solidifies your commitment to honest Board service.

As a member of Ascend Career Academy Preparatory Academy Governing Board, I will:

- ▲ Represent the interests of all people served Ascend Career Academy, and not favor special interests inside or outside of this nonprofit institution.
- ▲ Keep confidential information confidential.
- ▲ Respect and support the majority decisions of the Board.
- ▲ Approach all Board issues with an open mind, prepared to make the best decision for everyone involved.
- ▲ Do nothing to violate the trust of those who elected or appointed me to the Board, or those we serve.
- ▲ Focus my efforts on the mission of the School and not on my personal goals.
- ▲ Never exercise authority as a Board member except when acting in a meeting of the full Board, or as delegated by the Board.
- ▲ Consider myself a trustee of this Academy and do my best to ensure it is well maintained, financially secure, growing, and always operating in the best interests of those we serve.
- ▲ Never solicit or accept anything of value (including payment, gift, loan, reward, promise of future employment, and favor) based upon any understanding that my votes, official actions or judgment would be influenced thereby.
- ▲ Never corruptly use or attempt to use my official positions to secure a special privilege, benefit or exemption for myself or someone else.
- ▲ At all times exercise a duty of loyalty to Ascend Career Academy, Inc. I pledge to:
 1. Establish my attendance at all meetings of the Governing Board as a high priority.
 2. Come prepared to discuss the issues and business to be addressed at scheduled meetings, having read the agenda, and all the background material relevant to the topics at hand.
 3. Observe the parliamentary procedures and display courteous conduct in all Governing Board and committee meetings.

Board Member Signature

Date



Florida Department of Education

Office of Professional Practices

Code of Ethics – Education Profession

6B-1.006 Principles of Professional Conduct for the Education Profession in Florida

6B-1.001 Code of Ethics of the Education Profession in Florida.

1. The educator values the worth and dignity of every person, the pursuit of truth, devotion to excellence, acquisition of knowledge, and the nurture of democratic citizenship. Essential to the achievement of these standards are the freedom to learn and to teach and the guarantee of equal opportunity for all.
2. The educator's primary professional concern will always be for the student and for the development of the student's potential. The educator will therefore strive for professional growth and will seek to exercise the best professional judgment and integrity.
3. Aware of the importance of maintaining the respect and confidence of one's colleagues, of students, of parents, and of other members of the community, the educator strives to achieve and sustain the highest degree of ethical conduct.

Specific Authority 229.053(1), 231.546(2)(b) FS. Law Implemented 231.546(2)(b) FS. History - New 3-24-65, Amended 8-9-69, Repromulgated 12-5-74, Amended 8-12-81, 7-6-82, Formerly 6B-1.01.

6B-1.006 Principles of Professional Conduct for the Education Profession in Florida.

1. The following disciplinary rule shall constitute the Principles of Professional Conduct for the Education Profession in Florida.
2. Violation of any of these principles shall subject the individual to revocation or suspension of the individual educator's certificate, or the other penalties as provided by law.
3. Obligation to the student requires that the individual:
 - a. Shall make reasonable effort to protect the student from conditions harmful to learning and/or to the student's mental and/or physical health and/or safety.
 - b. Shall not unreasonably restrain a student from independent action in pursuit



- of learning.
- c. Shall not unreasonably deny a student access to diverse points of view.
 - d. Shall not intentionally suppress or distort subject matter relevant to a student's academic program.
 - e. Shall not intentionally expose a student to unnecessary embarrassment or disparagement.
 - f. Shall not intentionally violate or deny a student's legal rights.
 - g. Shall not harass or discriminate against any student on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition, sexual orientation, or social and family background and shall make reasonable effort to assure that each student is protected from harassment or discrimination.
 - h. Shall not exploit a relationship with a student for personal gain or advantage.
 - i. Shall keep in confidence personally identifiable information obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.
4. Obligation to the public requires that the individual:
- a. Shall take reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated.
 - b. Shall not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression.
 - c. Shall not use institutional privileges for personal gain or advantage.
 - d. Shall accept no gratuity, gift, or favor that might influence professional judgment.
 - e. Shall offer no gratuity, gift, or favor to obtain special advantages.
5. Obligation to the profession of education requires that the individual:
- a. Shall maintain honesty in all professional dealings.
 - b. Shall not on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, or social and family background deny to a colleague professional benefits or advantages or participation in any professional organization.
 - c. Shall not interfere with a colleague's exercise of political or civil rights and responsibilities.
 - d. Shall not engage in harassment or discriminatory conduct which unreasonably interferes with an individual's performance of professional or work responsibilities or with the orderly processes of education or which creates a hostile, intimidating, abusive, offensive, or oppressive environment; and, further, shall make reasonable effort to assure that each individual is protected from such harassment or discrimination.
 - e. Shall not make malicious or intentionally false statements about a colleague.
 - f. Shall not use coercive means or promise special treatment to influence



- professional judgments of colleagues.
- g. Shall not misrepresent one's own professional qualifications.
 - h. Shall not submit fraudulent information on any document in connection with professional activities.
 - i. Shall not make any fraudulent statement or fail to disclose a material fact in one's own or another's application for a professional position.
 - j. Shall not withhold information regarding a position from an applicant or misrepresent an assignment or conditions of employment.
 - k. Shall provide upon the request of the certificated individual a written statement of specific reason for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.
 - l. Shall not assist entry into or continuance in the profession of any person known to be unqualified in accordance with these Principles of Professional Conduct for the Education Profession in Florida and other applicable Florida Statutes and State Board of Education Rules.
 - m. Shall self-report within forty-eight (48) hours to appropriate authorities (as determined by district) any arrests/charges involving the abuse of a child or the sale and/or possession of a controlled substance. Such notice shall not be considered an admission of guilt nor shall such notice be admissible for any purpose in any proceeding, civil or criminal, administrative or judicial, investigatory or adjudicatory. In addition, shall self-report any conviction, finding of guilt, withholding of adjudication, commitment to a pretrial diversion program, or entering of a plea of guilty or Nolo Contendere for any criminal offense other than a minor traffic violation within forty-eight (48) hours after the final judgment. When handling sealed and expunged records disclosed under this rule, school districts shall comply with the confidentiality provisions of Sections 943.0585(4)(c) and 943.059(4)(c), Florida Statutes.
 - n. Shall report to appropriate authorities any known allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 1012.795(1), Florida Statutes.
 - o. Shall seek no reprisal against any individual who has reported any allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 1012.795(1), Florida Statutes.
 - p. Shall comply with the conditions of an order of the Education Practices Commission.
 - q. Shall, as the supervising administrator, cooperate with the Education Practices Commission in monitoring the probation of a subordinate.

Specific Authority 229.053(1), 231.546(2)(b) FS. Law Implemented 231.546(2), 231.28 FS. History - New 7-6-82, Amended 12-20-83, Formerly 6B-1.06, Amended 8-10-92, 12-29-98.



Founding Board Member Resumes

Donnie A. Carter
7921 W. Orleans Street
Miramar, FL 33023
Telephone: (954) 962-3049
carter_donnie@bellsouth.net

PROFESSIONAL PROFILE

Retired senior operations executive with comprehensive experience in business management, facilities maintenance, policies and procedures development, and strategic planning. Has excellent history of progressive advancement with broad cross-functional background.

WORK EXPERIENCE

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA 2001-2012

Interim Superintendent of Schools July 2011 – October 2011

Chief Operations Officer (2007), Promotion

- Designee for Superintendent of Schools;
- Member of the Executive Leadership Team;
- Works directly with the Superintendent of Schools, on the oversight of major operating systems and services, to leverage the effectiveness of resources, programs, and services throughout the District; and
- Senior administrator for Physical Plant Operations, Transportation Services, Supply Management and Logistics (Purchasing), Food and Nutrition Services, Safety, Building Department, Educational Technology Services, Risk Management, Broward Education Communication Network (BECON), Broward Education Foundation and Support Operations.

Deputy Superintendent, Operations (2004), Promotion

- Senior administrator for Maintenance, Transportation, Supply Management and Logistics (Purchasing), Food and Nutrition Services, Safety, Building Department, and Risk Management functions; and
- Member of the Executive Leadership Team.

Director, Purchasing (2001)

- Supervised all employees of Purchasing, Warehouse, Maintenance Stockroom, Mail Services, Minority/Women Business Enterprise (M/WBE), and Furniture Fixture and Equipment departments. Directed all supply management and logistics functions.

JM FAMILY ENTERPRISES, INC

1997-2000

Corporate Purchasing Director

- Developed/implemented corporate policies/procedures manual;
- Administered purchasing activities for the 22nd largest privately held corporation in the nation;
- Developed cost-saving strategies;
- Developed and administered supplier diversity program;
- Developed/managed corporate contracts; and
- Developed and implemented an electronic purchasing system.

**DONNIE A. CARTER**

Page 2

1987-1997

DADE COUNTY PUBLIC SCHOOLS**Executive Director, Department of Transportation (1997), Reorganization**

- Assisted in overall administration of student transportation services.

Deputy Superintendent and Chief Business Officer, Business Management (1996-1997), Promotion

- Executive Management Team Member;
- Superintendent designee as determined;
- Chief administrator for food service and student transportation programs;
- Chief administrator for purchasing program;
- Chief administrator for maintenance support services and warehouse facilities;
- Chief administrator for M/WBE program;
- Developed and implemented policies and procedures; and
- School operations.

Associate Superintendent, Bureau of Procurement and Materials Management (1991-1996), Promotion

- Chief administrator for purchasing program;
- Chief administrator for maintenance support services and warehouse facilities;
- Managed M/WBE program;
- Managed surplus property disposition; and
- Developed and implemented policies/procedures.

Assistant Superintendent, Office of Procurement Management (1990-1991), Promotion

- Chief administrator for purchasing program;
- Chief administrator for maintenance support services;
- Managed M/WBE program;
- Managed surplus property disposition; and
- Developed and implemented policies/procedures.

Executive Director, Division of Procurement Management (1987-1990)

- Directed purchasing program (implemented MSA on-line system);
- Developed and managed M/WBE program;
- Managed surplus property disposition; and
- Developed and implemented policies/procedures.

BURDINES-DIVISION OF FEDERATED DEPARTMENT STORES

1967-1987

Divisional Sales Support Manager and Director of Purchasing (1981-1987), Promotion

- Chief purchasing administrator;
- Served on Federated Department Stores National Purchasing Committee;
- Computerized purchasing function;
- Developed/managed M/WBE program;
- Developed policies/procedures; and
- Managed surplus property disposition.

**DONNIE A. CARTER**

Page 3

Divisional Merchandise Manager for Burdines Downtown Store (1978-1980),**Promotion**

- Chief administrator for multiple departments;
- Responsible for staffing;
- Determined merchandise assortment;
- Supervised department managers;
- Planned and managed sale events;
- Determined prices for merchandise; and
- Store manager designee.

Buyer for Men's Gifts, Accessories and Basic Furnishings (1972-1978), Promotion

- Developed international buying program (traveled to five European countries three consecutive years);
- Selected and priced merchandise;
- Managed inventory;
- Developed/managed buying plan and budget;
- Planned sale events; and
- Responsible for overall profit and loss.

Assistant Buyer for Men's and Boy's Department (1968-1971), Promotion

- Member of Federated Department Stores National Buying Committee;
- Provided clerical assistance for buyers;
- Received and verified merchandise shipments;
- Assisted with merchandise set-up and display; and
- Assisted with merchandise selection.

Department Manager for Young Men's at Burdines Dadeland (1967-1968),**Promotion**

- Administrator for the department;
- Staffing;
- Selling;
- Merchandise display;
- Merchandise selection;
- Customer services; and
- Responsible for overall profit and loss.

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

1966-1967

EDUCATION**Bachelor of Arts: St. Augustine's University -- Raleigh, North Carolina**

1966

- Reorganized Physical Plant Operations (Maintenance);
- Developed district ethics web site;
- Automated Procurement Management
- Implemented revised Workers' Compensation program, which improved employee service and reduced program cost;
- Received multiple Achievement of Excellence in Procurement Awards (National Procurement Institute);
- Received National Energy Efficiency/Conservation Award;
- Implemented energy reduction program with shared savings for schools;
- Developed district-wide lockdown procedures for schools;
- Transitioned Food and Nutrition Services from a deficit to a multi-million dollar profit dept.



Sayra Vélez-Hughes

Profile:

Veteran educator with over 25 years of experience in the teaching field. Has worked for the Public Schools Educational System as a Classroom Teacher, School Principal, Curriculum Coordinator, Director of Federal Programs, and Executive Director of Curriculum & Instruction. Has served as Consultant for various recognized educational entities. Active member of numerous community organizations. Deeply committed to ensuring the academic success of all students.

Education:

Masters Degree, 2000
Nova Southeastern University, Davie, FL
Degree in Educational Leadership

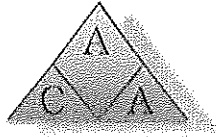
Bachelors Degree, 1988
Boston College, Boston, MA
Major in Early Childhood Education, Minor in Spanish and a
Concentration in Bilingual Education

Experience:

July 2013 – Present

Educational Consultant, Fort Lauderdale, FL

- Grant writing, Request for Proposals and Request for Quotations Submissions
- Product Evaluation: Assessment of curriculum programs to determine their merit and effectiveness
- Process Evaluation: Identification, during implementation, of any defects in the design or potential sources of failure of a project.
- Organizational Structure Reviews: Analysis of hierarchical arrangement of lines of authority, communications, rights and duties of school districts/departments to ensure productivity.
- Needs Assessments: Using both quantitative and qualitative data from a variety of sources to plan and deliver services that meet the specific needs of students
- Curriculum Audits: Systematic evaluations of the curriculum structures, processes, and products that frame the educational practices in school districts, and provide useful data for prioritizing curricular needs and identifying curricular strengths and weaknesses.



SAYRA HUGHES

Resume

Page 2 of 3

February 2005 – June 2012

Executive Director, Early Learning, ESOL & CTACE Departments, School Board of Broward County, Fort Lauderdale, FL

- Responsible for overseeing the Pre-K-2 Department; Career, Technical & Adult/Community Education Department; and Multicultural & ESOL Department
- Responsible for overseeing the curriculum support and professional development of teachers and administrators who work directly with students in grades Pre Kindergarten to 2nd grade, English Language Learners (ELLs) in grades K-12, secondary level students who have chosen technical and/or vocational career paths, and Broward County's adult learners
- Responsible for management of general and federal funds for all abovementioned Departments
- Responsible for parent/community outreach as well as cultural awareness and sensitivity

March 2004 - February 2005

Director, Federal & Categorical Programs, Metropolitan Nashville Public Schools System, Nashville, TN

- Responsible for the District's compliance with State and Federal Regulations
- Responsible for the District's Consolidated Application for funds under No Child Left Behind
- Responsible for overseeing all grants awarded to the District, which included creating line item budgets and securing contracts between all parties
- Responsible for the management of all District federal and categorical funds – over \$26 million from federal and \$54 million from categorical

August 2001 – March 2004

Coordinator, English Language Learners and Foreign Languages, Metropolitan Nashville Public Schools System, Nashville, TN

- Responsible for the curriculum development, professional development and textbook/materials adoption for ELLs and FL students in grades K-12
- Responsible for all aspects of English language assessments of ELLs
- Responsible for the staffing of all instructional positions in collaboration with Human Resources

July 2000 – August 2001

Principal, Elementary School, Browning Public Schools District, Browning, MT

- Responsible for academic achievement of all students and the professional development of all instructional and non- instructional staff
- Responsible for implementation of *Success for ALL* Reading Program
- Active Participant in District's Leadership Academy, and in the Curriculum Development, Writing, and Assessment Committees



SAYRA HUGHES
 Resume
 Page 3 of 3

September 1988 – June 2000

Teacher, Elementary School, School Board of Broward County, Fort Lauderdale, FL

- Responsible for content instruction to all students in grade level
- Provided instruction to ELLs in a self-contained environment
- Provided instruction through a Dual Language Program

Community Involvement & Recognitions:

- Member of Children's Home Society
- Member of Hispanic Chamber of Commerce
- Outstanding Leader Award, American Association of University Women
- Member of Manchester's Who's Who

Professional Affiliations:

- The Council of the Great City Schools
- Florida Association of Bilingual/ESOL Supervisors
- Southeast and International TESOL

National Consultant & Presenter:

- International Center for Leadership in Education
- Houghton Mifflin Harcourt
- Center for Applied Linguistics
- Florida Department of Education
- State of Ohio Department of Education
- Puerto Rico Department of Education

**Armando M. Cosio**

7435 SW 86 Court, Miami, FL 33143 786.255.3963 acosio@karlarabee.com

- Experience**
- KAR & LARRABEE Mechanical Contractors, President/Owner
Miami, FL; 2009
- Purchased 100% of shares in 2010
 - 2013 Projected Sales: \$ 20 Million
 - Strategic growth strategy geared toward institutional, health-related Projects & Casinos
- Tropic Mechanical Contractors, Owner
Miami, FL; 2004-2009
- Purchased 50% of shares in 2004
 - Increased company sales from \$1.1 Million to \$12 Million
 - Created an industry leader in South Florida
 - Sold 50% interest in company in June 2009
- Weatherrol Maintenance Corporation, Director of Business Development
Miami, FL; 1995-2004
- Increased sales from \$3 Million to \$15 Million
 - Assisted in all aspects of Business Development and operations
- Major Projects**
- Miami Jai Alai Casino
 - Miami Dade College Student Support Complex
 - Baptist Health Systems
 - South Miami Hospital
 - Miami Children's Hospital
 - Miami Gardens City Hall and Police Station
 - Mount Sinai Medical Center
 - University of Miami
 - Miami International Airport
 - Four Seasons Hotel & Tower
 - The Palace Assisted Living Facility
 - Jackson Memorial Hospital
 - Florida International Academic Health Building
 - Oasis on the Bay
- Organizations**
- Association of Builders and Contractors, Kiwanis Club of Little Havana, ASHRAE, ABC, Latin Builders
- References**
- Tim Sterling, Vice President, Coastal Construction, 305-559-4900
 - Mickey Cerra, Owner, Link Construction 305-986-3678
 - Luis Fernandez de Castro Baptist Health Systems 786-662-4661
 - Allen Messer, Director of Preconstruction, SKANSKA USA 954-378-2026
 - Dago Diaz, Sr. Vice President, Suffolk Construction 561-832-1616



JOB DESCRIPTION

POSITION TITLE: School Principal

QUALIFICATIONS

EDUCATION: An earned master's Degree from an accredited college or university and State of Florida Certification in Educational Leadership Administration, Administration & Supervision, School Principal or Professional School Principal at the appropriate grade level for the school.

EXPERIENCE

REQUIRED: A total of five (5) years of school experience is required; which includes a minimum of three (3) years of required experience as a high school Principal/Assistant Principal. Valid State of Florida Certification in Educational Leadership.

REPORTS TO: School Governing Board

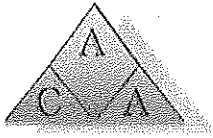
SUPERVISES: All Administrative, Instructional, and Non-Instructional staff at the School.

POSITION GOAL: To provide the leadership and management necessary to administer and implement all programs, activities and policies essential to ensure high quality educational experiences and services for all students in a safe, nurturing, and enriching learning environment.

ESSENTIAL PERFORMANCE RESPONSIBILITIES OF THE PRINCIPAL:

LEADERSHIP

- ▲ Administer, control, and supervise the instructional program of the school operations and school personnel.
- ▲ Encourage teachers and pupils to perform to the best of their ability.
- ▲ Interpret the educational program of the school and school system to the community, sponsor, regulators and accrediting bodies, as applicable.
- ▲ Provide leadership and direction for all aspects of the school's operation.
- ▲ Facilitate frequent communication with parents of the school community.
- ▲ Coordinate and adapt school curricular programs and policies to meet learner needs.
- ▲ Assume Responsibility for the buildings, grounds, equipment, and supplies of the School, supervise the work of the custodians and maintenance staff; report to the governing board the conditions and needs of the School.
- ▲ Develop, implement, and evaluate the School Improvement Plan.
- ▲ Keep accurate account of all money paid to the school and record the purpose for which it was paid.
- ▲ Supervise and coordinate the budgetary process.
- ▲ Coordinate and conduct the interview process and make hiring and termination decisions for all staff.
- ▲ Develop and supervise New Teacher programs.
- ▲ Compile and prepare all student achievement outcomes.



- ▲ Report directly to the Governing Board for all purposes.
- ▲ Coordinate, supervise, and conduct the evaluations of all staff.
- ▲ Oversee the School Advisory Council.
- ▲ Maintain a positive and productive relationship with the Parent-Teacher Association.
- ▲ Supervise all students and staff.
- ▲ Coordinate and supervise the testing and assessment program.
- ▲ Enforce the discipline plan and assist teachers with all concerns and issues related to student behavior.
- ▲ Serve as final arbitrator for serious discipline problems in accordance with Sponsor and Board's policy and state statutes.
- ▲ Establish, actively pursue, and monitor a school mission, vision and goals in collaboration with staff, parents, students, and other stakeholders that are aligned with the Board's mission and goals.
- ▲ Supervise and coordinate school-wide programs, curricula and course options, including the implementation, maintenance and use of appropriate Learning Management and Student Information systems.
- ▲ Supervise and coordinate student registration, scheduling, and master scheduling construction.
- ▲ Oversee the grade reporting system.
- ▲ Monitor substitute teachers and the class coverage process.
- ▲ Supervise school activities and special events, and initiate fundraising activities.
- ▲ Establish business partnerships and positive relationships with community leaders.
- ▲ Maintain a master schedule of all school activities and events, including extracurricular trips.
- ▲ Implement and enforce attendance and tardy policies and procedures for all students in accordance with district and state requirements for school attendance.
- ▲ Exercise proactive leadership in promoting the vision and mission of the school.
- ▲ Model and maintain high standards of professional conduct.
- ▲ Set high standards and expectations for self, others, and School.
- ▲ Demonstrate satisfactory or above performance on the Florida Principal Competencies while performing all duties required by the job description.
- ▲ Provide leadership in the implementation of the NG Sunshine State Standards, Florida Comprehensive
- ▲ Assessment Test (FCAT), EOC exams and other tests designed and adapted to measure student achievement.
- ▲ Maintain active involvement in the school improvement planning process with the School Advisory Council by providing resources for decision-making and priority setting.
- ▲ Use quality improvement principles and process in daily administration of school.
- ▲ Implement procedures and policies that ensure a safe and orderly learning environment.
- ▲ Anticipate difficult situations and develop plans to handle them.
- ▲ Manage and administer the development, implementation and assessment of the instructional program at the assigned school so as to ensure student growth and achievement is continuous and appropriate.
- ▲ Use collaborative leadership style and quality processes to involve stakeholders in establishing and achieving the school's mission and goals.
- ▲ Provide leadership and direction for all aspects of the school's operation.
- ▲ Build teams to accomplish plans, goals and priorities.
- ▲ Conduct staff meetings to discuss policy changes, instructional programs, potential problems and resolution of existing problems.
- ▲ Use appropriate interpersonal styles and methods to guide individuals or groups to task accomplishment.



- ▲ Act quickly to stop possible breaches of safety, ineffective procedures, or interference with operations.
- ▲ Communicate effectively both orally and in writing with parents, students, teachers and the community.
- ▲ Communicate school information, goals, student learning and behavior expectations to stakeholders.
- ▲ Develop and maintain a school atmosphere conducive to learning and student achievement.
- ▲ Maintain visibility and accessibility on the School campus and at school related activities and events
- ▲ Establish procedures in the event of school crisis and/or civil disobedience and provide leadership in the event of such incidents.
- ▲ Provide leadership to involve the school in quality initiatives.
- ▲ Establish procedures for an accreditation program and monitor standards to ensure they are met.
- ▲ Provide for the articulation of the school's instructional program among school personnel.
- ▲ Use effective communication techniques with students, teachers, parents and stakeholders.
- ▲ Communicate, through proper channels, to keep Board of Directors informed of impending problems or events of an unusual nature.

INFORMATION & ANALYSIS

- ▲ Address the diverse needs of the school population consistent with the Board's Strategic Plan.
- ▲ Use current research, performance data, and feedback from students, teachers, parents and community to make decisions related to improvement of instruction.
- ▲ Provide leadership and direction for the implementation and evaluation of curriculum and instruction at the school.
- ▲ Analyze and use data for decision-making to improve actions, plans, and processes.
- ▲ Access, analyze, interpret and use data in decision-making.
- ▲ Use key information such as benchmarks and comparison data in the analysis of results to effectively measure performance.
- ▲ Make data accessible to all stakeholders

STRATEGIC PLANNING

- ▲ Develop long and short- term plans and goals within the School Improvement Plan, aligned with the strategic plan of the Board.
- ▲ Collaborate and provide resources to ensure the development of the School's Improvement Plan.
- ▲ Communicate overall School Improvement Plan requirements to all staff so each employee can understand how the goals and plans relate to his/her work.
- ▲ Allocate resources consistent with implementation of the School Improvement Plans.
- ▲ Utilize a systematic process for collecting input from stakeholders and incorporates customer requirements in development of School Improvement Plan.
- ▲ Establish procedures to monitor processes, activities and responsibilities and respond to feedback.
- ▲ Establish and coordinate procedures for student, teacher, parent and community evaluation of curriculum.
- ▲ Direct the development of the master schedule and assign teachers according to identified needs.
- ▲ Facilitate the horizontal and vertical articulation of curriculum within the school as well as between the school and its feeder system.
- ▲ Oversee the selection and acquisition of instructional materials and equipment
- ▲ Collect input and analyze data to develop goals.
- ▲ Set high goals and standards for self, others and the organization.
- ▲ Provide recognition and celebration for student, staff, and school accomplishments.



COMMUNITY ENGAGEMENT

- ▲ Facilitate a program of family and community involvement.
- ▲ Develop positive relationships with students, parents, teachers, and the community.
- ▲ Work with parents to resolve complaints or concerns.
- ▲ Develop and maintain positive school/community relations and act as liaison between the two.
- ▲ Promote/market the school and its priorities to the community
- ▲ Establish processes and methods to respond to valid customer requirements.
- ▲ Facilitate, coordinate, and monitor the implementation of Student Education programs and services.
- ▲ Implement procedures to ensure that rights of children with disabilities and parents of such children are protected.
- ▲ Interact with government and service agencies relative to student welfare.
- ▲ Establish processes to determine customer needs and level of satisfaction.
- ▲ Establish guidelines for desirable student conduct and follow suspension and expulsion policies and procedures.
- ▲ Supervise the implementation of the school's student services plan, including guidance, dropout prevention, health services, attendance and related areas.
- ▲ Take appropriate reporting and/or referral action whenever abuse situations are recognized.
- ▲ Provide leadership support for community involvement programs and business partnerships at the school level.
- ▲ Direct and develop the recruitment of Business Partners to benefit the school and community.
- ▲ Develop activities with business partners that promote student achievement.

HUMAN RESOURCES

- ▲ Manage appropriately and professionally personnel issues, including hiring, evaluation, staff deficiencies and retention and provide feedback on professional performance and offer assistance to strengthen weaknesses in performance.
- ▲ Interview and select qualified personnel.
- ▲ Establish job assignments, supervise all assigned personnel, and conduct performance assessments.
- ▲ Delegate responsibilities to appropriate staff members.
- ▲ Make difficult personnel decisions according to policy when necessary including dealing with ineffective teacher or other staff performance concerns.
- ▲ Establish and maintain individual professional development plans for each instructional employee that is linked to student achievement.
- ▲ Assign tasks and supervise personnel in task accomplishment including special projects.
- ▲ Analyze data and information to plan staff development and to accomplish school goals.
- ▲ Complete annual Needs Assessment to determine staff development needs.
- ▲ Lead and manage development of personnel through staff development, in-service and other developmental activities that are linked to student achievement gains and the school improvement plan.
- ▲ Facilitate the development and implementation of an effective staff development program.
- ▲ Participate, successfully, in the staff development programs offered to increase the individual's skill and proficiency related to the assignment
- ▲ Build a school community and environment, which supports learning and growth for everyone toward realization of the school's mission.
- ▲ Participate in Governing Board management meetings and other activities to enhance professional development.

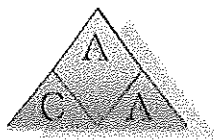


- ▲ Serve as a coach/mentor to assistant principals or others who are preparing for School Principal certification.
- ▲ Review current developments, literature and technical sources of information related to job responsibility.
- ▲ Use team approaches in solving problems and improving processes and providing frequent feedback to those involved in improvement efforts.
- ▲ Consider data and results from action research when solving problems and improving processes.
- ▲ Contribute to positive staff morale through flexibility, support and recognition of groups and individuals working toward school improvement.
- ▲ Consider the aspirations of self and others in relation to the jobs and tasks assigned when assessing expertise and developmental needs.

OPERATIONS

- ▲ Identify quality requirements of materials/services and communicate this information to parents, community and suppliers.
- ▲ Access Sponsor and community resources to meet school needs.
- ▲ Demonstrate readiness and confidence in making and/or sharing decisions in a timely fashion.
- ▲ Employ an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action.
- ▲ Show positive trends in the achievement of improvement goal results in the areas of Operation, business practices (efficiency) and customer satisfaction.
- ▲ Manage and supervise the school's financial resources including the preparation and disbursement of the school's budget and internal accounts.
- ▲ Establish and manage student accounting and attendance procedures at the assigned school.
- ▲ Supervise and monitor the accurate completion of data collection and submit resulting reports according to timelines.
- ▲ Write and disseminate newsletters, memos, letters, press releases, agendas, and other materials using proper grammar and punctuation.
- ▲ Coordinate and manage the extracurricular student activities and funds at the assigned school.
- ▲ Provide leadership in the effective use of technology in the classroom and in school administration.
- ▲ Coordinate school maintenance and facility needs and monitor progress toward meeting those needs.
- ▲ Monitor the custodial program at the school to ensure a safe, clean, and healthy, learning environment.
- ▲ Coordinate plant safety and facility inspections at the assigned school
- ▲ Supervise transportation services at the assigned school.
- ▲ Coordinate the school food service program at the assigned school including the free and reduced food service requirements.

TERMS OF EMPLOYMENT: 12-month (246 days) salary and benefits shall be paid consistent with the School's compensation plan.



JOB DESCRIPTION

POSITION TITLE: Assistant Principal

QUALIFICATIONS

EDUCATION: An earned master's degree from an accredited institution.

Certifications: Valid Florida Certification in Educational Leadership, Administration, Administration & Supervision, School Principal or Professional School Principal at the appropriate grade level for the school.

EXPERIENCE

REQUIRED: Three (3) years teaching experience at a high school site, demonstrated ability to communicate effectively in both oral and written forms.

PREFERRED: Three (3) years of leadership experience at a high school site.

REPORTS TO: School Principal

SUPERVISES: Instructional and Non-instructional Personnel as assigned by the principal.

POSITION GOAL: To assist the principal in providing vision and leadership to develop, administer and monitor educational programs that optimize the human and material resources available for a successful and safe school program for students, staff and community.

SKILLS AND ABILITIES: The Assistant School Principal will effectively perform the performance responsibilities using the following skills and abilities:

- ▲ Demonstrate the knowledge and practice of current educational trends, research and technology
- ▲ Understand the unique needs, growth problems and characteristics of school students
- ▲ Read, interpret and implement the appropriate state and federal statutes and policies, Sponsor's Policies and school board policies and procedures
- ▲ Train, supervise and evaluate personnel
- ▲ Demonstrate effective communication and interaction skills with all stakeholders
- ▲ Use group dynamics within the context of cultural diversity and be knowledgeable of Florida educational reform, accountability and effective school concepts.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Assistant School Principal shall:

LEADERSHIP

- ▲ Assist the principal in providing leadership and direction for all aspects of the school's operation.
- ▲ Assist in establishing and monitoring a school mission and goals that are aligned with the board's mission and goals.
- ▲ Exercise proactive leadership in promoting the vision and mission of the Board's Strategic Plan
- ▲ Model and maintain high standards of professional conduct while setting high standards and



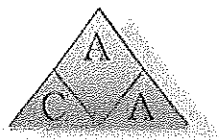
- expectations for self, others, and school.
- ▲ Maintain an active involvement in the school improvement planning process.
 - ▲ Use quality improvement principles and processes in daily administration of school.
 - ▲ Anticipate difficult situations and develop plans to handle them.
 - ▲ Assist in the managing and developing the implementation and assessment of the instructional program at the assigned school so as to ensure all students the opportunity to learn.
 - ▲ Use collaborative leadership style and quality process to involve stakeholders in establishing and achieving the school's mission and goals.
 - ▲ Build teams to accomplish plans, goals and priorities.
 - ▲ Assist in conducting staff meetings to discuss policy changes, instructional programs, potential problems and resolution of existing problems.
 - ▲ Use appropriate interpersonal styles and methods to guide individuals or groups to task accomplishment.
 - ▲ Assist in developing and maintaining a safe school atmosphere conducive to learning and student achievement.
 - ▲ Maintain visibility and accessibility on the school campus and at school related activities and events.
 - ▲ Assist in the establishment of procedures used in the event of school crisis and/or civil disobedience and provide leadership in the event of such incidents.
 - ▲ Act quickly to stop possible breaches of safety, ineffective procedures, or interference with operations.
 - ▲ Assist with establishing and monitoring procedures for an accreditation program and monitor standards to ensure they are met.
 - ▲ Provide for the articulation of the school's instructional program among school personnel.
 - ▲ Communicate effectively both orally and in writing with supervisors, parents, students, teachers and the community.

INFORMATION & ANALYSIS

- ▲ Assist in providing leadership and direction for the implementation and evaluation of curriculum and instruction at the assigned school.
- ▲ Address the diverse needs of the school population consistent with the Board's Strategic Plan.
- ▲ Analyze and use data for decision-making or to improve actions, plans and process.
- ▲ Use current research, performance data, and feedback from students, teachers, parents and community to assist in making decisions related to improvement of instruction.
- ▲ Access, analyze, interpret and use data in decision-making.
- ▲ Use benchmarks and comparison data in the analysis of results and make data accessible to all stakeholders.

OPERATIONS

- ▲ Assist with establishing and managing student accounting and attendance procedures at the school.
- ▲ Assist with managing and supervising the school's financial resources including the school's internal accounts.
- ▲ Supervise and monitor the accurate completion of data collection and submit resulting reports according to timelines.
- ▲ Assist with the writing and dissemination of newsletters, memos, letters, press releases, agendas, and other materials using proper grammar and punctuation.
- ▲ Provide leadership in the effective use of technology in the classroom and in school



administration.

- ▲ Assist with the coordination of school maintenance and facility needs and monitor progress toward meeting those needs.
- ▲ Assist with coordinating plant safety and facility inspections at the school.
- ▲ Assist with the supervision of all extracurricular programs at the assigned school.
- ▲ Assist in coordinating the school food service program at the assigned school including the free and reduced food service requirements.
- ▲ Perform other tasks consistent with the goals and objectives of this position as assigned by the principal.

STRATEGIC PLANNING

- ▲ Assist with facilitating and coordinating the development of the School's Improvement Plan.
- ▲ Set high goals and standards for self, others and the organization.
- ▲ Assist in communicating overall School Improvement Plan requirements to all staff so they can describe how the goals and plans relate to their work.
- ▲ Assist in the selection and acquisition of instructional materials and equipment.
- ▲ Collect input and analyze data to develop goals.
- ▲ Develop the master schedule and assign teachers according to identified needs.
- ▲ Assist in allocating resources consistent with the implementation of the School Improvement Plan.
- ▲ Assist with establishing and coordinating procedures for student, teacher, parent and community evaluation of curriculum.
- ▲ Assist with facilitating the horizontal and vertical articulation of curriculum within the school.
- ▲ Assist with providing recognition and celebration for student, staff, and school accomplishments.

COMMUNITY ENGAGEMENT

- ▲ Develop positive relationships with all stakeholders (students, parents, teachers, community)
- ▲ Assist with facilitating a program of family and community involvement.
- ▲ Serve as arbitrator for serious discipline problems in accordance with School policies, board and Sponsor's policies and state statutes.
- ▲ Develop and maintain positive school/community relations and act as liaison between the two.
- ▲ Assist in promoting/marketing the school and its priorities to the community.
- ▲ Assist in facilitating, coordinating, and monitoring the implementation of Student Education programs and services.
- ▲ Work with parents to resolve complaints or concerns.
- ▲ Interact with government and service agencies relative to student welfare.
- ▲ Assist in supervising the implementation of the school's student services (including guidance, health services, and attendance) and related areas.
- ▲ Take appropriate reporting and/or referral actions whenever abuse situations are recognized.
- ▲ Assist in providing leadership to support community involvement programs and business partnerships at the school level.
- ▲ Assist in directing and developing the recruitment of Business Partners to benefit the school and community.
- ▲ Assist with the development of activities with business partners that promote student achievement.

HUMAN RESOURCES

- ▲ Assist in analyzing data and information to plan staff development to accomplish school goals.
- ▲ Assist with providing staff development opportunities and feedback to school personnel.



- ▲ Assist with the development and implementation of an effective staff development program.
- ▲ Participate, successfully, in the staff development programs offered to increase the individual's skill and proficiency related to the assignment.
- ▲ Review current developments, literature and technical sources of information related to job responsibility.
- ▲ Use team approaches in solving problems and improving processes and provides frequent feedback to those involved in improvement efforts.
- ▲ Delegate responsibilities to appropriate staff members.
- ▲ Contribute to positive staff morale through flexibility, support and recognition of groups and individuals working toward school improvement.
- ▲ Assign tasks and supervise personnel in task accomplishment including special projects.
- ▲ Manage appropriately and professionally personnel issues, including hiring, evaluation, staff deficiencies and retention;
- ▲ Provide feedback on professional performance and offer assistance to strengthen weaknesses in performance.
- ▲ Assist with interviewing and selection of qualified personnel to be recommended for appointment.
- ▲ Assist with difficult personnel decisions when necessary including dealing with ineffective teacher or staff performance.

TERMS OF EMPLOYMENT: 11-month (216 days) salary and benefits shall be paid consistent with the School's compensation plan.



JOB DESCRIPTION

POSITION TITLE: Secondary Guidance Director

QUALIFICATIONS

EDUCATION: An earned bachelor's degree from an accredited institution.
Certifications: Valid Florida Certification in Guidance and Counseling.

EXPERIENCE

REQUIRED: Three (3) years experience as a high school guidance counselor, demonstrated ability to communicate effectively in both oral and written forms and computer skills as required for the position.

PREFERRED: A master's degree with two (2) years of teaching experience at a high school site and bilingual skills.

REPORTS TO: School Principal

SUPERVISES: Guidance Counselors as assigned by the principal.

POSITION GOAL: To implement a process to help students discover and develop their best talents leading to attainment of a high school diploma and career opportunities for personal happiness and social usefulness.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The School Guidance Director shall:

- ▲ Conduct weekly meetings with the guidance counselors and occupational specialists (as hired).
- ▲ Coordinate the school level pupil personnel services with community and employment services.
- ▲ Coordinate the school standardized testing program, orientation program for new students, school surveys, graduation requirements and articulation programs.
- ▲ Administer evaluation instruments to research the effectiveness of an on-going guidance program; administer a guidance counselor work schedule with facilitates parents, student and teacher conferences.
- ▲ Serves as guidance and instructional liaison between students/parents and instructional staff
- ▲ Select, distribute and provide professional development materials to teachers and guidance counselors for use in-group guidance activities.
- ▲ Act as a resource person to all curriculum areas including career education and drug education.
- ▲ Organize a counseling schedule, which provides for educational counseling for course selection and other needs by students
- ▲ Assemble and maintain up-to-date information concerning educational and occupational possibilities.
- ▲ Publish a curriculum guide for all students and parents on course selections.
- ▲ Organize periodic parenting education and support sessions.
- ▲ Provide professional development for the register.
- ▲ Assists in dispute resolution with students and/or their parents



- ▲ Serves as School's BRACE advisor
- ▲ Coordinate the exceptional education program with regard to staffing and placement of students.
- ▲ Review current developments, literature and technical sources of information related to job responsibility.
- ▲ Ensure adherence to good safety procedures.
- ▲ Perform other duties as assigned by the Principal.
- ▲ Follow federal and state laws, as well as Governing Board policies.

TERMS OF EMPLOYMENT: 11-month (216 days) salary and benefits shall be paid consistent with the School's compensation plan.



JOB DESCRIPTION

POSITION TITLE: Secondary Guidance Counselor

QUALIFICATIONS

EDUCATION: An earned bachelor's degree from an accredited institution.
Certifications: Valid Florida Certification in Guidance and Counseling.

EXPERIENCE

REQUIRED: One (1) year of successful experience as a high school guidance counselor, demonstrated ability to communicate effectively in both oral and written forms and computer skills as required for the position.

PREFERRED: Two (2) years of teaching experience at a high school site and bilingual skills.

REPORTS TO: School Principal via Guidance Director

POSITION GOAL: To implement a process to help students discover and develop their best talents leading to attainment of a high school diploma and career opportunities for personal happiness and social usefulness.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The School Guidance Director shall:

- ▲ Meet with teachers to present and explain the results of various testing programs.
- ▲ Assist teachers in effective utilization of test results.
- ▲ Counsel students on personal, academic and vocational problems and notify parents as necessary.
- ▲ Establish small group counseling sessions.
- ▲ Provide materials and suggestions for classroom oriented guidance activities.
- ▲ Identify community and school system resources and when advisable, refer student situations to the proper agencies.
- ▲ Arrange student, parent and teacher conferences.
- ▲ Keep records of conferences and send reports, within the limits of confidentiality, to the principal.
- ▲ Provide educational counseling to students prior to the scheduling of classes.
- ▲ Gather information from all faculty members having contact a student being considered for referral.
- ▲ Assemble and maintain up-to-date information concerning educational and occupational possibilities.
- ▲ Monitor academic performance of those students that have been assigned
- ▲ Review current developments, literature and technical sources of information related to job responsibility.
- ▲ Ensure adherence to good safety procedures.
- ▲ Perform other duties as assigned by the Principal.
- ▲ Follow federal and state laws, as well as Governing Board policies.



TERMS OF EMPLOYMENT: 10-month (196 days) salary and benefits shall be paid consistent with the School's compensation plan.



JOB DESCRIPTION

POSITION TITLE: Exceptional Student Education (ESE) Program Specialist

QUALIFICATIONS

EDUCATION: An earned master's degree from an accredited institution and Appropriate State of Florida Teaching Certifications in Exceptional Student Education.

EXPERIENCE REQUIRED: A minimum of five (5) years of combined successful work experience, which includes a minimum of two (2) years teaching experience in the field of Exceptional Student Education. Computer skills as required for the position.

PREFERRED: Preferred master's degree major in Secondary Education, or related field.

SUPERVISES: Teachers and clerical personnel, as assigned.

POSITION GOAL: To develop, implement, coordinate and monitor Exceptional Student Education curriculum and Individual Educational Plans (IEP) and/or Gifted Student Educational Plans (EP) for students who have been assigned to the Special Education/Gifted program.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The ESE Program Specialist shall:

- ▲ Coordinate the development of ESE Program curriculum guides and performance objectives for all grades at the school.
- ▲ Coordinate the identification, assessment and placement of students in the Special Education/Gifted program.
- ▲ Coordinate the ordering of materials, software and equipment needed to implement the Special Education/Gifted program.
- ▲ Develop and assist the implementation the school's Special Education/Gifted program.
- ▲ Facilitate Annual Reviews of the IEP including a review of student progress within the existing IEP and creation of new IEP goals
- ▲ Coordinate and attend SST and IEP meetings and communicate with parents.
- ▲ Coordinate testing for Special Education/Gifted program and monitor student IEPs.
- ▲ Update student files as necessary
- ▲ Work with principals, teachers and personnel in the Special Education/Gifted program.
- ▲ Coordinate the internal and external evaluation to maintain an effective feedback monitoring system in coordination with Program Evaluation.
- ▲ Coordinate activities with early intervention programs to provide services for special education students.
- ▲ Serve as a consultant on the matters pertinent to the Special Education/Gifted program.
- ▲ Assist with interviews of potential Special Education/Gifted program teachers.
- ▲ Participate successfully, in the training programs offered to increase the individual's skill and proficiency related to the assignment.



- ▲ Review current developments, literature and technical sources of information related to job responsibility.
- ▲ Perform other duties as assigned by the Principal.

TERMS OF EMPLOYMENT: Ten (10) month (196 days) salary and benefits shall be paid consistent with the Board's compensation plan. Length of work year and hours of employment shall be those established by the Board as stipulated in employee's annual contract with possible opportunities to extend the work calendar if requested.



JOB DESCRIPTION

POSITION TITLE: English for Speakers of Other Languages (ESOL) Teacher/Coordinator

QUALIFICATIONS

EDUCATION: An earned Bachelor's degree from an accredited institution and Appropriate State of Florida Teaching Certifications in ESOL.

EXPERIENCE REQUIRED: Two (2) years teaching experience in the field of ESOL and/or bilingual education. Computer skills as required for the position.

PREFERRED: Preferred master's degree major in Secondary Education, or related field.

SUPERVISES: ESOL Teachers, teachers and clerical personnel, as assigned.

POSITION GOAL: To develop, implement, coordinate and monitor ESOL curriculum and ELL Plans for students assigned to the ESOL program.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

- ▲ Serve as staff contact person for the ESOL program.
- ▲ Work with administration, teachers and personnel in the ESOL program, as directed.
- ▲ Oversee/assist staff, as directed, in meeting the needs of the School's ELL population
- ▲ Coordinate the ordering of materials and equipment needed to implement the ESOL program, as directed.
- ▲ Assist to implement the school's ESOL program.
- ▲ Assist with coordination of identification, assessment and placement of students in the ESOL program.
- ▲ Assist with the coordination of the CELLA testing.
- ▲ Be responsible for developing and updating Student ELL Plans, as directed.
- ▲ Maintain a record of parental contact and ESOL Program Records Folder.
- ▲ Convene LEP Committee meeting, as applicable, including to determine the reason(s) for the student's lack of progress.
- ▲ Convene an ELL Committee to recommend appropriate alternative interventions, including, but not limited to discussion over possible re-entry into the ESOL Program, as applicable.
- ▲ Coordinate, with input from classroom teacher(s) and any other applicable staff, Post program reviews to follow-up on former ELLs once they have exited the program.
- ▲ Update student LEP folders
- ▲ Coordinate activities with early intervention programs to provide services for limited-English proficient students.
- ▲ Participate, successfully, in the training programs offered to increase the individual's skill and proficiency related to the assignment.

TERMS OF EMPLOYMENT: Ten (10) month (196 days) salary and benefits shall be paid consistent with the Board's compensation plan. Length of work year and hours of employment shall be those



established by the Board as stipulated in employee's annual contract with possible opportunities to extend the work calendar if requested.



JOB DESCRIPTION

POSITION TITLE: Reading Resource teacher/Reading Coach

QUALIFICATIONS

EDUCATION: An earned bachelor's degree from an accredited institution and Appropriate State of Florida Teaching Certifications in elementary and/or secondary education, ESE, or reading; must hold a Reading Endorsement.

EXPERIENCE REQUIRED: A minimum of three (3) years of combined successful work experience, which includes a minimum of two (2) years teaching experience as a reading teacher/coach. Computer skills as required for the position.

PREFERRED: Preferred master's degree in reading and bilingual skills.

POSITION GOAL: Meet the educational needs of Ascend Career Academy students by assisting secondary level teachers and students in the implementation of the Secondary Reading Programs.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Reading Resource Teacher/Reading Coach shall:

- ▲ Contribute the expertise needed to prepare the school's reading program.
- ▲ Work with the school's curriculum person in planning and implementing the basic skills remediation program as determined by the Florida State Assessment Accountability Act of 1976.
- ▲ Provide individual diagnostic testing to enable better prescriptive approaches for classroom instruction.
- ▲ Assist the school staff in organizing and managing reading skills as an integral part of all subject areas.
- ▲ Provide professional development for school staff by modeling and coaching in the area of reading and on effective reading strategies for content area instruction.
- ▲ Participate in Professional Learning Community effort with classroom teachers.
- ▲ Interpret the reading program for both parents and the community.
- ▲ Ensure student and teacher needs are being met by analyzing data regarding student reading and teacher training and recommend steps to address those needs.
- ▲ Ensure that site initiatives align with School, District and State initiatives by meeting regularly with District and site personnel and communicating initiatives to all stakeholders for continuous training and feedback.
- ▲ Meet with and tutor small groups of students as needed during advisement time.
- ▲ Perform and promote all activities in compliance with equal employment and nondiscrimination policies of the Governing Board.
- ▲ Participate successfully in the training programs offered to increase the individual's skill and proficiency related to the assignments.
- ▲ Review current developments, literature and technical sources of information related to job responsibility.



- ▲ Perform other duties as assigned by the principal or designee.

TERMS OF EMPLOYMENT: Ten (10) month (196 days) salary and benefits shall be paid consistent with the Board's compensation plan. Length of work year and hours of employment shall be those established by the Board as stipulated in employee's annual contract with possible opportunities to extend the work calendar if requested.



JOB DESCRIPTION

POSITION TITLE: Teacher

QUALIFICATIONS

EDUCATION: Bachelor's degree from an accredited college or university;
Certifications: Valid Florida certification in the assigned subject area(s).

PREFERRED: Two (2) years of successful classroom teaching experience in the appropriate subject area(s). Master's degree in the subject area(s) assigned. ESOL certification or endorsement.

REPORTS TO: Principal

POSITION GOAL: To create and maintain a positive online classroom environment that generates high expectations and enthusiasm for learning by infusing critical thinking skills, application skills, interpersonal skills, and the use of technology into an aligned curriculum and assessment process, resulting in measurable student achievement gains for all students.

SKILLS AND ABILITIES: The teacher shall:

- ▲ Possess knowledge of curriculum and Common Core State Standards and/or Next Generation Sunshine State Standards (as appropriate) for the assigned subject area.
- ▲ Be able to adapt, design and implement online curriculum to meet the needs of the individual students.
- ▲ Be able to suggest online educational and classroom management strategies, materials and techniques to parents and other support personnel working with students.
- ▲ Be able to use observation techniques for identification, ongoing re-evaluation and planning for students.

ESSENTIAL PERFORMANCE RESPONSIBILITIES - The teacher shall:

DEMONSTRATE PROFICIENCY

- ▲ Demonstrate mastery of all state competencies
- ▲ Demonstrate mastery of all twelve of the teacher practices benchmarks for the 21st century at the professional and eventually the accomplished level
- ▲ Demonstrate knowledge and understanding of the subject matter
- ▲ Foster students' achievement gains from baseline assessment levels to be evident in pre/post test comparison results, standardized test scores, and portfolios
- ▲ Assist the administration and staff to develop and implement a school-wide behavior management system aligned to the Board's policies and procedures.
- ▲ Provide supportive classroom management and academic strategies to teachers, students, and parents.
- ▲ Demonstrate oral and written proficiency and adhere to standards of etiquette of online communications in adherence with school policies.



DEMONSTRATE INITIATIVE

- ▲ Demonstrate efficiency.
- ▲ Demonstrate punctuality.
- ▲ Demonstrate consistent attendance.
- ▲ Review current developments, literature and technical sources of information related to job responsibility.
- ▲ Initiate and present innovative ideas for special projects, school functions, field trips, extracurricular activities, and clubs.
- ▲ Initiate opportunities for professional development.
- ▲ Provide supplemental and differentiated instruction and intervention as-is necessary.
- ▲ Respond to all teacher, parent and student communications within 24 hours.
- ▲ Follow through on commitments made to teachers, parents and students.
- ▲ Ensure that student records (e.g. grades in electronic grade book) are accurate and updated and that parents have timely access to this information.
- ▲ Ensure that parents are kept updated through interim reports, phone calls, announcement boards and emails.
- ▲ Document parent phone calls, conversations, conferences and electronic communications.

PARTICIPATE IN CONTINUED PROFESSIONAL DEVELOPMENT

- ▲ Participate, successfully, in the training programs offered to increase the individual's skill and proficiency related to work assignments.
- ▲ Pursue further education and supplemental credentials.

UNDERSTAND AND EMPLOY A VARIETY OF EDUCATIONAL TECHNOLOGIES, STRATEGIES, AND TEACHING STYLES

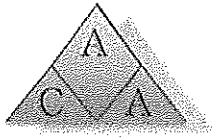
- ▲ Employ differentiated instructional strategies to maximize learning.
- ▲ Deliver content in a blended learning approach.
- ▲ Use student data to help inform instructional strategies
- ▲ Consistently maintain portfolios (dating and ordering each piece).
- ▲ Demonstrate mastery in effective teaching and learning strategies.

SERVE AS ROLE MODELS FOR STUDENTS AND FUTURE TEACHERS

- ▲ Adhere to The Code of Ethics of the Education Professional in Florida as defined in State Board of Education Rule 6B – 1.001, FAC
- ▲ Serve as Role model using the state competency checklist.
- ▲ Administer student surveys twice yearly.
- ▲ Promote problem-solving skills and character education.
- ▲ Promote and enforce school policies and rules
- ▲ Demonstrate oral and written proficiency
- ▲ Demonstrate oral and written proficiency and adhere to standards of etiquette of online communications in adherence with school policies.

ADVISE PARENTS

- ▲ Keep parents updated through interim reports, report cards, phone calls, and notes home.
- ▲ Encourage and facilitate parental and community involvement promoting student achievement.
- ▲ Document parent phone calls, conversations, and conferences.
- ▲ Work as partners to create behavior modification plans and create Progress Monitoring Plans (PMP) for students.
- ▲ Maintain flexibility and frequent contact with parents about student progress and school events.



DEMONSTRATE AWARENESS OF EACH STUDENT'S EDUCATIONAL NEEDS

- ▲ Continually assess students' development (psychological and academic) through clearly defined rubrics and available student data.
- ▲ Establish, maintain, assess, and (if needed) modify individual student progression plans.
- ▲ Identify those students who exhibit exceptional thinking styles and behaviors and implement and/or accommodate those exceptional needs.
- ▲ Assist in data collection and preparation of reports including individualized educational plans of instruction for students.
- ▲ Provide individual, or small group tutoring and/or other academic assistance as assigned.

WORK COOPERATIVELY AND PRODUCTIVELY WITH CO-WORKERS, STUDENTS AND PARENT/GUARDIANS

- ▲ Interact with maturity and professionalism among administration, staff, students, parents/guardians at all times.
- ▲ Take initiative to implement projects, programs, and/or compensate for shortcomings within your classroom and/or the school environment.
- ▲ Take an active role as a leader or member of a Professional Learning Community (PLC).
- ▲ Exhibit congeniality among co-workers, students, and parents.
- ▲ Communicate effectively and professionally both orally and in writing and adhere to standards of etiquette of online communications in adherence with school policies.
- ▲ Show assertiveness - delegate when necessary to help others help you.
- ▲ Be a team player while respecting others differences.
- ▲ Separate professional and personal spheres.
- ▲ Be flexible - always have a back-up plan.
- ▲ Be willing to help where help is needed.
- ▲ Proactively keep parents updated through interim reports, phone calls, announcement boards and emails.
- ▲ Document parent phone calls, conversations, conferences and electronic communications.

FOLLOW GUIDELINES REGARDING SAFETY AND EDUCATION

- ▲ Complete and maintain accident reports (keeping one in permanent file and sending one home to parents)
- ▲ Complete, distribute, and maintain files of all behavior and homework referrals as required
- ▲ Maintain up-to-date lesson plans within the guidelines of the school's curriculum.
- ▲ Complete and maintain files of all report cards, interim reports, and county test records.
- ▲ Take immediate action if there is any question that a student has violated any of the schools policies or rules, and notify the Principal immediately if bullying or cyber-bullying is suspected
- ▲ Follow safety requirements of the School at all times.
- ▲ Keep dangerous objects/all toxic substances (e.g. knives, ammonias, medicines, etc.) out of the reach of students at all times
- ▲ Follow appropriate medication guidelines for all students
- ▲ Participate in fire and other such safety drills as applicable

PARTICIPATE ACTIVELY IN SCHOOL FUNCTIONS

- ▲ Attend parent/teacher meetings, conferences and orientations.
- ▲ Plan and participate in special events.
- ▲ Perform other duties as assigned by the Principal.



TERMS OF EMPLOYMENT: Ten (10) month (196 days) salary and benefits shall be paid consistent with the Board's compensation plan. Length of work year and hours of employment shall be those established by the Board as stipulated in employee's annual contract with possible opportunities to extend the work calendar if requested.



JOB DESCRIPTION

POSITION TITLE: Registrar

QUALIFICATIONS

EDUCATION: Standard high school diploma or satisfactory completion of an approved General Educational Development (GED) Testing Program. A well-rounded knowledge of clerical methods, procedures, and business office practice; must be computer literate. Bilingual skills preferred. Computer skills as required for the position. The hiring administrator may specify preferred, appropriate additional qualifications as may be related to the job.

EXPERIENCE: One (1) year of previous school and/or work experience with demonstrated expertise and ability to perform various procedures and applications of a repetitive and routine nature following standard practices.

REPORTS TO: Administrator/Principal or designee

POSITION GOAL: To perform a wide variety of clerical duties with respect to registering students, processing and maintaining student records, and otherwise working with student schedules and data in a responsible and accurate manner.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Registrar shall:

- ▲ Follow instructions and established policies and procedures to perform specialized registrar duties referring questionable matters to the Guidance Director.
- ▲ Process required forms and information to enroll new students and discuss the process with students and parents.
- ▲ Maintain cumulative folders and permanent record cards in a secure manner.
- ▲ Prepare various lists and reports in regard to student ranking, grade averages, graduation, reassignments, etc.
- ▲ Receive and mail transcripts and other requested records, as authorized, and prepare related correspondence.
- ▲ Process withdrawal and transfer of students and verify that student obligations are settled.
- ▲ Assist in determining credits and corresponding grade levels.
- ▲ Review students' immunization forms to verify adherence to governmental requirements.
- ▲ Interact effectively with the general public, staff members, students, teachers, parents, and administrators, using tact and good judgment.
- ▲ Operate standard office equipment such as any generation of typewriter, calculator, microcomputer, word processor, etc., as well as equipment developed or advanced from future technology as required by the job.
- ▲ Participate, successfully, in the training programs offered to increase the individual's skill and proficiency related to the assignment.
- ▲ Perform other duties as assigned by the administrator/principal or designee.

TERMS OF EMPLOYMENT: Nine (9) to Eleven (11) months, hourly



JOB DESCRIPTION

POSITION TITLE: Administrative Assistant

QUALIFICATIONS

EDUCATION: A high school diploma or satisfactory completion of any General Educational Development (GED) Testing Program. Supplemental coursework in business, computer skills and other related coursework is preferred. Previous working knowledge within a school system, to include terminology, acronyms, laws that affect students, and organizational structures, is highly desirable.

EXPERIENCE REQUIRED: A minimum of two (2) years previous related work experience and/or training is also required, with three to five years preferred.

REPORTS TO: Principal and/or Assistant Principal

POSITION GOAL: To support the Principal in performing clerical and administrative functions for the school.

ESSENTIAL PERFORMANCE RESPONSIBILITIES: The Administrative Assistant:

- ▲ Composes and types correspondence, meeting agendas and subsequent minutes, makes copies, prepares packets and information for Principal and meeting participants.
- ▲ Organizes and maintains electronic filing systems for retrieval and historical storage.
- ▲ Prepares complex reports and summaries requiring specialized knowledge and strict confidentiality.
- ▲ Conducts research, compiles data and prepares documents for consideration by Principal and others as requested.
- ▲ Answers and screens telephone calls, arranges conference calls and online meetings and presentations and takes and delivers messages.
- ▲ Reads, analyzes and routes mail, including emails, faxes, and other documents.
- ▲ Arranges and coordinates travel schedules and reservations.

SKILLS AND ABILITIES: The Administrative Assistant shall:

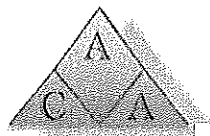
- ▲ Be proficient in spreadsheet, word processing, presentation, email, and data management software packages in a Microsoft Office environment.
- ▲ Have the ability to perform work accurately and thoroughly within time-sensitive deadlines.
- ▲ Maintain the ability to deal proactively with work-related problems.
- ▲ Possess the ability to demonstrate conduct conforming to a set of values and accepted standards and in alignment with the schools policies and procedures.
- ▲ Have organizational skills and be able to follow a systematic method of performing most functions.
- ▲ Demonstrate strong time-management skills.
- ▲ Have the ability to read and comprehend instructions, correspondence, and memos.
- ▲ Possess strong verbal and written communication skills.
- ▲ Be able to maintain confidentiality and handle sensitive materials and information.
- ▲ Have the ability to listen well, get clarification, and respond positively to questions and directions



and treat everyone in a courteous and professional manner.

- ▲ Maintain the willingness to follow policies and procedures.

TERMS OF EMPLOYMENT: 11-month (216 days) salary and benefits shall be paid consistent with the School's compensation plan with the School's option to extend to 12-month (246 days).



CHARTER SCHOOL MANAGEMENT AGREEMENT
BETWEEN
DRAFT, INC.
AND
ASCEND CAREER ACADEMY, LLC

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CHARTER SCHOOL MANAGEMENT AGREEMENT

This is an Agreement for the management and administration of a Charter School by and between _____, INC. ("Charter School Corp") and ASCEND CAREER ACADEMY, LLC, an educational service provider, ("ESP") entered into this ___ day of July 2013.

WHERE AS, Charter School Corp has a contract ("the Charter") with Broward County Public Schools (the "Sponsor") to operate a charter school, known as (the "School");

WHERE AS, the School is governed by the Governing Board of Directors of Charter School Corp (the "Board");

WHERE AS, academic control and freedom are integral to the success of the School and the Board must have complete autonomy and control over its academic program, staffing needs, and curriculum;

WHERE AS, Charter School Corp desires to ensure that its School is professionally managed and operated in accordance with the requirements of its Charter and the requirements of all State and Federal laws as well as the requirements of local municipal and or county ordinances, which may be applicable to the operation of the School or its facilities;

WHERE AS, ESP is an educational service provider established to provide professional planning, accountability, compliance, management and support services to the School;

WHERE AS, it is ESP's mission to ensure that the vision of the School's Board is faithfully and effectively implemented;

WHERE AS, ESP's officials are familiar with the governmental agencies and requirements needed to establish and operate a public charter school as well as the requirements of the Charter, all State and Federal authorities, and the local municipal and or county government, which may be applicable to the operation of the School or its facilities;

WHERE AS, ESP's officials are familiar with the various local, state and federal funding sources for charter school programs and have successfully obtained grants, other forms of revenue and financing for charter school programs in Florida;

WHERE AS, ESP's officials have attended and will continue to attend local, state, and federal meetings and conferences for charter school operators and consultants;

WHERE AS, the School's mission is to serve a very specific and normally underserved population such that Charter School Corp has retained an ESP whose officials have institutional experience in the area of 9-12 career focused high schools; and

WHERE AS, Charter School Corp and ESP desire to enter into this Agreement for the purpose of having ESP provide professional planning, accountability, compliance, management and support services;

NOW THEREFORE, the parties to this Agreement agree as follows:

1. RECITALS



The forgoing recitals are true, correct and incorporated herein.

2. ENGAGEMENT

Charter School Corp engages ESP to provide management and administrative services to the School as more fully set forth herein. ESP accepts such engagement pursuant to the terms of this Agreement.

DUTIES OF ESP

3. MANAGEMENT AND ADMINISTRATIVE DUTIES

ESP will coordinate the management and administrative duties required to operate the School. In connection with this, ESP will report to the Board and advise it of the systems established for administrative duties, including those related to initial setup and the ongoing operational budget. In providing services, ESP will comply with all Board and School policies and procedures, the Charter, and with all applicable state and federal rules and regulations. ESP's services will include, but not be limited to: identification, design and procurement of facilities; staffing recommendations; and, human resource coordination. In addition, ESP's services shall include services required for the day to day administration of the School such as regulatory compliance, legal and corporate upkeep, and the maintenance of the books and records of the School as well as the bookkeeping, budgeting and financial forecasting that is required by the governing Board for its oversight. The Board will review the recommendations made by ESP and act upon them in the manner the Board decides.

4. BOARD OF DIRECTORS MEETINGS

ESP will assist in the coordination of and attend the meetings of the Board of the School. Unless otherwise instructed by the Board, ESP shall maintain the minutes and records of those meetings and ensure that the School complies with the requirements of State law and the Charter regarding such meetings and record keeping.

5. RECORD KEEPING

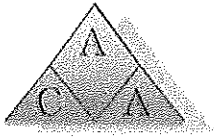
ESP will maintain the records of the School at the location designated by the Board. ESP will ensure compliance with the State and Charter requirements for record keeping. In addition, ESP will ensure that designated on site staff receives proper training by the Sponsor's appropriate departments for student school record keeping through its designated Management Information Services (MIS) programs.

6. BOOKKEEPING

ESP will coordinate with the accounting firms selected by the Board and serve as liaison with them to ensure the accuracy and timeliness of financial reporting, record keeping, and audits as may be required by the Charter and State law.

7. STAFF ADMINISTRATION

ESP will identify and propose for employment by or on behalf of Charter School Corp qualified principals, teachers, paraprofessionals, administrators and other staff members and education professionals for positions in the School. The teachers employed for the School will be certified as required by Chapter 1002.33, Florida Statutes. Charter School Corp may employ or contract with skilled selected non-certified personnel to assist instructional staff members as teachers' aides in the same manner as defined in Chapter 1002.33, Florida Statutes and Florida Charter School Legislation. ESP will coordinate with the Board or the Hiring Committee established by the Board to identify, recruit and select individuals for School-based positions. The Board will make all hiring decisions in its discretion and in



accordance with law. All employees selected by the Board shall be Charter School Corp employees or employees leased to Charter School Corp, and will not be employees of ESP. ESP will prepare employment contracts for approval by the Board that are to be used for the purpose of hiring employees. ESP will propose a professional employee management company to the Board, which can perform the human resource services for the School. Once the Board approves a human resource provider, ESP will coordinate such services. The Board will have complete discretion to decide which professional employee management company and its method of human resource management to use, if any. ESP agrees to act as the liaison for the School vis-à-vis the human resource services provider. All School-based employees will be assigned to the School and may only be removed, dismissed, or transferred by Board approval.

8. FINANCIAL PROJECTIONS AND FINANCIAL STATEMENTS

ESP will prepare annual budgets and financial forecasts for the School to present to the Board for review and approval or disapproval. The School will utilize the standard state codification of accounts as contained in the Financial and Program Cost Accounting and Reporting for Florida Schools, or shall utilize GAAP Accounting at the direction of the Board, as a means of codifying all transactions pertaining to its operations. The Board shall annually adopt and maintain an operating budget. The Board, based on recommendations made by a certified public accounting firm, will adopt accounting policies and procedures. ESP will prepare, with the review and approval of the Board, regular unaudited financial statements as required to be delivered to the Sponsor, which will include a statement of revenues and expenditures and changes in fund balances in accordance with generally accepted accounting principals. These statements will be provided in advance of the deadline for submission of such reports to the Sponsor. Charter School Corp will provide the Sponsor with annual audited financial reports as required by the Charter. These reports will be prepared by a qualified independent, certified public accounting firm. ESP will provide the regular unaudited financial statements, books and records to the auditor for review in connection with the preparation of the reports. The reports shall include a complete set of financial statements and notes thereto prepared in accordance with the Charter and generally accepted accounting principals for inclusion into the School's financial statements annually, formatted by revenue source and expenditures and detailed by function and object, no later than August 31 of each year.

9. DESIGNATED CONTACT PERSON

The designated contact person of ESP shall be Rafael Villalobos on behalf of Edutopia Management & Consulting, Inc., the Secretary of Ascend Career Academy LLC. An alternate contact person shall be Gordon Crozier on behalf of Metzco, LLC, the Treasurer of Ascend Career Academy LLC.

10. GRANT SOLICITATION

In consultation and with Board approval, ESP will solicit grants available for the funding of the School from the various government and private and institutional sources that may be available. Such grants will include, but are not limited to federal grants programs and various continuation grants for charter schools.

11. FINANCING SOLICITATION AND COORDINATION

ESP will coordinate obtaining financing from private and public sources for loans desired by the Board.

12. OTHER FUNDING SOURCES

ESP will coordinate the solicitation of capital outlay funds, if available, from the appropriate state or local agencies. Similarly, ESP will coordinate the solicitation of other state, federal, or local government funds earmarked for school facilities development, improvement, or acquisition as well as other sources of funding that may become available to charter schools from time to time.



13. ANNUAL REPORTING

ESP will coordinate the preparation of the Annual Report required by the Charter School legislation for the School. The Report will be submitted to the Board for approval, and ESP will coordinate the delivery and review process established by the Sponsor and Charter School legislation for the Annual Report.

14. STUDENT ASSESSMENT

ESP will coordinate a student assessment methodology and retain on behalf of Charter School Corp professionals to administer and evaluate results. ESP will provide the Board with proposals from professionals offering to provide assessment and student evaluation services for the Board either to approve or reject.

15. SCHOOL BOARD REPRESENTATION

ESP will serve as primary liaison with the Broward County Public School Board and its officials on behalf of the School. In connection therewith, ESP's representatives will attend required meetings and public hearings.

16. GOVERNMENTAL COMPLIANCE

ESP will ensure compliance with state regulations and reporting requirements of the Charter School. ESP will ensure the School's compliance with the Sponsor's Disclosure Verification and Affirmation of Fulfillment of Board Requirements Form, a copy of which is incorporated herein by reference and attached hereto as Exhibit A. ESP will also ensure the School's compliance with its Charter with the Sponsor, a copy of which is incorporated herein by reference.

17. CHARTER RENEWAL COORDINATION

ESP will coordinate with the Sponsor for the renewal of the School's Charter on a timely basis. On behalf and with the direction of the Board, ESP will negotiate the terms of the renewal Charter with the Sponsor and provide the Board with notice and seek Board approval of any renewal provisions, which modify or alter the terms of the original Charter between the School and the Sponsor.

18. CURRICULUM DEVELOPMENT

ESP shall identify and or develop curricula in connection with the operations of the School and the vision of the Board in a manner that complies with applicable federal, state and local laws and regulations. All curricula shall be approved by the Board prior to use.

19. FACILITIES IDENTIFICATION EXPANSION, DESIGN AND DEVELOPMENT

ESP shall coordinate with the Board for the purpose of identifying the facilities needs of the School from year to year. In connection therewith, ESP shall assist the School in identifying, procuring and planning the design of new facilities or in the expansion of existing ones. ESP may identify and solicit investors to acquire and develop facilities for lease or use by the school. Where such investors are related to ESP or its principles, that relationship will be disclosed to the Board. Further, ESP shall recommend and retain on behalf of the School qualified professionals in the fields of school design and architecture and engineering as well as in the area of development and construction for the expansion, design, development, and construction of new or existing facilities.

20. SYSTEMS DEVELOPMENT

ESP will identify and develop a school information system to be used in connection with the administration and reporting system for the School. This includes, but is not limited to, accounting documentation filing systems, student records systems, computer systems, and telecommunications services.



TERM OF AGREEMENT

21. INITIAL TERM

The term of the Agreement shall commence on the start of the 2014-15 school year. The commencement date shall be deemed to be July 1, 2014, although the parties recognize that ESP has provided services to the Board in connection with the School and Charter before this date.

The initial term of this Agreement shall be five (5) years unless the Board for cause terminates this Agreement per section 24 of this Agreement. At the conclusion of the term of this Agreement, Charter School Corp shall have the option to renew this contract with ESP.

22. RENEWAL

Unless terminated by the Board, the terms of this Agreement shall be renewed along with any renewals to the Charter Agreement. ESP agrees to renew this Agreement at Charter School Corp's option on the then-current terms and conditions unless there has been an uncured material breach hereunder by Charter School Corp, after thirty (30) days written notice of such breach and demand for cure.

23. TERMINATION

In the event of a breach of this Agreement by ESP, Charter School Corp shall give ESP written notice of such breach and sixty (60) days to cure such breach from the date of giving such notice to ESP. "Breach" shall be defined as a material breach of this Agreement by ESP, the failure of ESP to provide educational support and management services sufficient to operate the School in a manner that complies with the standards of the Sponsor, any debarment of or similar action against ESP by any governmental entity or any action or conduct by ESP or its principals that may bring disrepute to the School or Board (e.g., any arrest or conviction for a crime of moral turpitude or any felony) or that may endanger or materially lessen the safety of students. If the Sponsor terminates or materially changes its Charter Agreement with the School or Board for the operation of the School, the School or Board and/or ESP may upon thirty (30) days written notice terminate this Agreement without penalty or liability of any kind to either party.

COMPENSATION

24. BASE COMPENSATION

Charter School Corp shall pay ESP a management fee of Ten Percent (10.0%) of Total Gross Revenue per annum during the term of this Agreement, unless terminated, provided Charter School Corp receives such funds. The fee shall be payable in equal monthly installments, provided that Charter School Corp shall have no obligation to pay such fee before receiving its FTE funding from the Sponsor or the State of Florida, in which event the monthly installments shall accrue until funding is received. The fee may be adjusted annually at each anniversary of this Agreement. For purposes of the section, Total Gross revenue shall include, but not be limited to, FEFP Revenue, CSP and other Grant Revenue, Lunch Fees and NSLP Reimbursements, and any other revenue generated by the School.

25. ADDITIONAL SERVICES

ESP will provide additional services not covered under this Agreement to the Board as requested by the Board by proposal to the Board and subject to Board approval. This may include services that are not within the regular course of running the School, including but not limited to, special projects, litigation coordination, and land use coordination. Such projects may include the engagement, at the expense of Charter School Corp, of other professionals or consultants who may be independent from ESP or part of ESP's network of consulting professionals.



26. REIMBURSEMENT OF COSTS

ESP shall be reimbursed for actual costs incurred in connection with travel, lodging, and food, attending required conferences and other events on behalf of the School, provided that the Board shall give prior written approval for such cost.

27. INCURRED EXPENSES

Pursuant to the agreement of the Board and ESP, ESP may defer some or all of the management fees and/or costs for additional services and/or reimbursements due hereunder from one fiscal year to the next, which will be duly noted in the School's financial records.

OTHER MATTERS

28. CONFLICTS OF INTEREST

No officer, shareholder, employee or director of ESP may serve on the Board. ESP will comply with the Conflicts of Interest rules set out in the Charter. In addition, if there exists some relationship between ESP, its officers, directors or principals and any other person or entity providing goods or services to the School, ESP agrees to disclose the relationship to the Board.

29. INSURANCE AND INDEMNIFICATION

ESP shall carry liability insurance and indemnify the School for acts or omissions of ESP. ESP agrees to provide, upon request of the Board, certificates of insurance with carriers, in amounts and for terms reasonably acceptable to the Board. ESP hereby agrees to indemnify, hold harmless and protect Charter School Corp, the Board, the School and their successors and assigns, from and against any and all liabilities, claims, forfeitures, suits, penalties, punitive, liquidated, or exemplary damages, fines, losses, causes of action, or voluntary settlement payments, of whatever kind and nature, and the cost and expenses incident thereto (including the costs of defense and settlement and reasonable attorney's fees) (hereinafter collectively referred to as "claims") which such party may incur, become responsible for, or pay out as a result of claims connected to the acts, services, conduct or omissions of ESP, its employees or agents.

30. MISCELLANEOUS

(1) Neither party shall be considered in default of this Agreement if the performance of any part or all if this Agreement is prevented, delayed, hindered or otherwise made impracticable or impossible by reason of any strike, flood, hurricane, riot, fire, explosion, war, act of God, sabotage, accident or any other casualty or cause beyond either party's control, and which cannot be overcome by reasonable diligence and without unusual expense.

(2) This Agreement shall constitute the full, entire and complete agreement between the parties hereto. All prior representations, understandings and agreements are superseded and replaced by this Agreement. This Agreement may be altered, changed, added to, deleted from or modified only through the voluntary, mutual consent of the parties in writing, and said written modification(s) shall be executed by both parties. Any amendment to this Agreement shall require approval of the Board.

(3) Neither party shall assign this Agreement without the written consent of the other party;

(4) No waiver of any provision of or default under this Agreement shall be deemed or shall constitute a waiver of any other provision or default unless expressly stated in writing.

(5) If any provision or any part of this Agreement is determined to be unlawful, void or invalid, that determination shall not affect any other provision or any part of any other provision of this Agreement and all such provisions shall remain in full force and effect.



- (6) This Agreement is not intended to create any rights of a third party beneficiary.
- (7) This Agreement is made and entered into in the State of Florida and shall be interpreted according to and governed by the laws of that state. Any action arising from this Agreement shall be brought in a court in Miami-Dade or Broward County, Florida.
- (8) In the event of a dispute arising from this Agreement, the prevailing party shall be awarded reasonable attorneys' fees and costs.
- (9) Every notice, approval, consent or other communication authorized or required by this Agreement shall not be effective unless same shall be in writing and sent postage prepaid by United States mail, directed to the other party at its address hereinafter provided or such other address as either party may designate by notice from time to time in accordance herewith:

IF TO ESP:
 DENOVO, Inc. DBA Ascend Career Academy

 Attn: Rafael Villalobos

IF TO CHARTER SCHOOL CORP:

- (10) The headings in the Agreement are for convenience and reference only and in no way define, limit or describe the scope of the Agreement and shall not be considered in the interpretation of the Agreement or any provision hereof.
- (11) This Agreement may be executed in any number of counterparts, each of which shall be an original, but all of which together shall constitute one Agreement.
- (12) Each of the persons executing this Agreement warrants that such person has the full power and authority to execute the Agreement on behalf of the party for whom he or she signs.

THIS AGREEMENT was approved at a meeting of the Board of Directors of _____, Inc., held on the day of _____, 2013. At that meeting, the undersigned Director of _____ was authorized by the Board to execute a copy of this Agreement.

IN WITNESS WHEREOF, the parties hereto have executed this Contract as of the day and year first above written.

_____, INC.
 By:
 Its: Chairperson / President

 ASCEND CAREER ACADEMY, LLC
 By: Rafael Villalobos
 Its: Nonprofit Designee



Ascend Career Academy
Sample PARENT CONTRACT 2014-2015

I (We) the parent(s)/guardian(s) of _____ have read and agree to abide by the Code of Conduct and the Dress Code of Ascend Career Academy (hereinafter "ACA").

I (We) understand that my (our) child is a Broward County Public School student.

WHEREAS, in order to provide my (our) child with a unique educational opportunity;

WHEREAS, choosing to enroll my (our) child at the ACA is a decision of my (our) personal choice and not a privilege;

WHEREAS, my (our) desire to enroll my (our) child at ACA is premised upon my (our) desire to become an active partner in the education of my (our) child;

NOW, THEREFORE, in consideration of the foregoing:

1. As a parent of a student at ACA, my (our) commitment is to abide by the following resolutions:
 - A. To recognize and embrace my role as an educator of my child.
 - B. To provide daily transportation for my child to and from school.
 - C. To abide by the attendance policies, which will be enforced and as a result, I (we) understand that for the benefit of my child's education, he/she may be required to transfer to a school that is more accessible for my (our) child.
 - D. To abide by and support all school rules and regulations stated in the Parent/Student Handbook. For example; morning and afternoon drop-off/pick-up procedures, parking procedures, entering and exiting the school building appropriately, students will not pick-up lunch, homework, school projects, etc. from the front office after the school day has begun. For more rules and regulations, please refer to the Parent/Student Handbook.
 - E. To participate in all parenting workshops as provided by ACA.
 - F. To attend all conferences scheduled with any member of ACA staff.
 - G. To participate in the Parent Service Hours, including volunteering as agreed upon.
 - H. To supply lunch each day to my (our) child, either from home or purchased from an ACA approved vendor.
 - I. To be responsible for timely payment of any fees accrued at ACA.
 - J. To participate in the ACA functions.
 - K. To participate in the school fundraisers as approved by the Governing Board and School Principal.
 - L. To adhere to all school policies and procedures.
2. To do the following things to enhance my (our) child's academic growth, I (we) agree to do the following:
 - A. To read and use the information sent home by the school to keep parents informed of the academic topics to be introduced and studied in the classroom.
 - B. To provide a suitable time and place within the home for home learning.
 - C. To limit television, video games, and phone usage during the week and allow more time for reading, studying and family time.
 - D. To check my (our) child's home learning and sign the agenda nightly.

I (we) understand that by not fulfilling my contractual obligation to the School and to my (our) child, this may result in my (our) child being withdrawn from ACA at the sole discretion of the Principal as approved by the ACA Governing Board.

Parent Signature

Date

Acknowledged

Date



Ascend Career Academy: Facility Acquisition & Development Budget

Student Stations **1,000**
 Charter Size **1,000 FTE**

Development Assumptions

Building Sq Ft per FTE		60.0
Building Square Footage		60,000
Project Cost	\$175.00	10,500,000
Debt Finance LTC	70%	7,350,000
Debt Interest Rate	5.25%	385,875
Equity Requirement	30%	3,150,000
Equity Pref Return	16.32%	514,125
Annual Interest Only		900,000

Lease Structure

Lease Term	15	year
Option Terms - 2	5	year
Base Rent Yr1	\$15.00	NNN/SF
Rent Escalator	2.0%	annual
NNN Charges		
Insurance	\$42,000	
RE Taxes	\$1,000	non-advalorem
CAM	\$60,000	
Total	\$103,000	\$1.72
NNN Escalator	3.0%	

Facility Rent

Lease Commencement Date: October 1, 2014

Lease Year	Base	NNN	Total
Year 1	\$900,000	\$103,000	\$1,003,000
Year 2	\$918,000	\$106,090	\$1,024,090
Year 3	\$936,360	\$109,273	\$1,045,633
Year 4	\$955,087	\$112,551	\$1,067,638
Year 5	\$974,189	\$115,927	\$1,090,116
Year 6	\$993,673	\$119,405	\$1,113,078
Year 7	\$1,013,546	\$122,987	\$1,136,534
Year 8	\$1,033,817	\$126,677	\$1,160,494
Year 9	\$1,054,493	\$130,477	\$1,184,971
Year 10	\$1,075,583	\$134,392	\$1,209,975
Year 11	\$1,097,095	\$138,423	\$1,235,518
Year 12	\$1,119,037	\$142,576	\$1,261,613
Year 13	\$1,141,418	\$146,853	\$1,288,271
Year 14	\$1,164,246	\$151,259	\$1,315,505
Year 15	\$1,187,531	\$155,797	\$1,343,328



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Broward County > Broward County Transit > Fares and Passes

Printer Friendly

<ul style="list-style-type: none"> ▶ Bus Pass Outlets ▶ Bus Pass Purchase ▶ Photo ID Cards

Transit Fare Types

Regular One-Way Fare (Base Cash)	\$1.75
Reduced Fares	
- Senior / Youth / Disabled / Medicare	\$0.85
7-Day Bus Pass	\$16.00
10-Ride Bus Pass	\$16.00
All Day Regular Bus Pass	\$4.00
All Day Regular Bus Passes Reduced	
- Senior / Youth / Disabled / Medicare	\$3.00
31-Day Adult Pass	\$58.00
31-Day Reduced Passes	
- Senior / Youth / Disabled / Medicare	\$29.00
- College Student Pass	\$40.00
Express Regular One Way Fare	\$2.35
Express Senior/Youth/Disabled/Medicare One Way Fare	\$1.15
Express Premium 10-Ride Pass	\$23.50
Express Premium 31-Day Pass	\$85.00

County Libraries do not accept credit and or debit cards for bus pass purchases.

Note: Some bus pass vendors may add a convenience fee on the cost of the bus pass.

Transfer Policy - Effective 7/10/11

TRANSFERS BETWEEN REGULAR BUS ROUTE SERVICE AND PREMIUM 95 EXPRESS BUS SERVICE

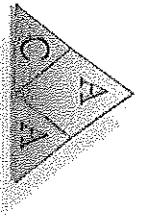
A BCT 31-Day Premium Express Bus Pass is acceptable on all BCT regular bus service. Passengers transferring from regular route bus service to express bus service with an All Day, 7-Day or 31-Day bus pass, must pay a premium upgrade fee of \$1.00. Passengers with a regular 10-Ride bus pass or paying by cash on regular service will not be able to transfer between bus services and must pay the full premium fare when boarding the 95 Express bus.



OPERATING BUDGET

**Ascend Career Academy High School
Five Year Operating Budget**

	FTE Enrollment				
	1,000	1,000	1,000	1,000	1,000
	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
Revenue					
FEFP Funding	\$ 5,747,492	\$ 5,895,510	\$ 6,047,336	\$ 6,198,519	\$ 6,353,482
CSP Grant	225,000	78,000	-	-	-
Charter Capital Outlay	-	-	550,000	563,750	577,844
NSLP Reimburs / Lunch Fees	250,000	255,250	262,656	269,223	275,953
Other Income - Sala Leaseback FF&E	700,000	-	-	-	-
Gross Revenue	6,922,492	6,228,760	6,860,992	7,031,492	7,207,279
Indirect Costs - CSP Grant	(76,844)	(78,694)	(80,592)	(82,481)	(84,419)
Indirect Costs - 5% of 250 FTE FEFP	(76,844)	(78,694)	(80,592)	(82,481)	(84,419)
Net Revenue	6,845,648	6,148,066	6,779,400	6,949,010	7,122,860
Expenses					
Salaries & Benefits					
Instruction Salaries	1,757,600	1,820,000	1,872,400	1,964,800	2,013,920
Instruction Payroll Taxes & Benefits	346,912	359,200	369,488	397,776	397,470
Instructional Support Salaries	192,000	245,000	252,500	260,000	266,500
Instructional Support Payroll Taxes & Benefits	38,400	49,000	50,500	52,000	53,300
Admin Salaries	318,003	358,503	398,503	408,003	418,203
Admin Payroll Taxes & Benefits	63,601	71,701	79,701	81,601	83,641
Janitorial Salaries	111,800	116,200	120,600	125,000	128,125
Janitorial Payroll Taxes & Benefits	18,136	18,824	19,512	20,200	20,705
Sub-total Salaries & Benefits	2,846,452	3,038,428	3,163,204	3,299,380	3,381,864
Instructional Expenses					
Classroom Materials & Supplies	48,000	48,000	48,000	50,000	51,250
Textbooks	157,500	70,000	70,000	70,000	95,000
Classroom FF&E	1,000,000	-	-	15,000	50,000
On-Line Subscriptions	383,000	401,000	815,000	859,000	1,009,400
Instructional Support Services	60,000	27,150	8,804	9,461	9,698
Professional Development	22,000	22,500	22,500	24,500	25,113
Sub-total Instructional Exps	1,670,500	568,650	964,304	1,127,961	1,240,460
Operating Expenses					
Administration G&A	3,000	3,075	3,152	3,231	3,311
Office Supplies	14,400	14,760	15,120	15,507	15,895
Office Equipment	151,800	4,345	4,891	5,438	5,574
Communications and Internet	14,400	14,760	15,120	15,507	15,895
Waste Removal	12,000	12,300	12,608	12,923	13,246
Utilities	30,000	30,750	31,519	32,307	33,114
Janitorial Supplies	18,000	18,450	18,911	19,384	19,869
Building & Site Maintenance	30,000	30,750	31,519	32,307	33,114
Sub-total Operating Exps	273,600	129,100	132,857	136,604	140,019
Board Admin Expenses					
Professional Fees	62,500	62,563	62,627	62,692	62,760
Audit Fees	12,000	13,000	14,000	15,000	16,000
Advertising	30,000	20,000	10,000	10,250	10,506
Miscellaneous (admin travel, parent events, etc)	6,000	8,000	8,200	8,405	8,615
Insurance - Comp GL, Sch Ldrs Liab; E&O, etc	30,000	30,750	31,519	32,307	33,114
Capital Lease Payemt - FF&E	193,677	276,538	276,538	82,961	-
ESP Management Fee	622,249	622,876	685,990	703,149	720,728
Sub-total Board Admin Exps	956,326	1,033,527	1,088,893	914,766	851,723
Food Service					
Cafeteria Salaries, Taxes & Benefits	29,568	30,912	32,256	33,600	34,440
Catering Cost	256,000	262,250	268,668	275,223	281,953
Total Food Service Cost	285,568	293,162	300,924	308,823	316,393
Transportation Costs					
Outside Purchased Service	40,000	41,000	42,025	43,076	44,153
Total Before & After Care Exps	40,000	41,000	42,025	43,076	44,153
Facility Expenses					
Facility Rent	752,250	1,018,818	1,040,247	1,062,137	1,084,497
Total Facility Expenses	752,250	1,018,818	1,040,247	1,062,137	1,084,497
Total Expenses	6,824,896	6,122,774	6,732,432	6,892,744	7,059,109
Net Surplus (Deficit)	\$ 20,953	\$ 29,292	\$ 46,968	\$ 56,266	\$ 63,751
Fund Balance	\$ 20,953	\$ 46,245	\$ 93,213	\$ 149,479	\$ 213,230
Revenue Escalator	2.60%				
Expense escalator	2.50%				



START-UP BUDGET

Ascend Career Academy High School
Start-up Budget

Start-up period		Oct-13	Nov-13	Dec-13	Jan-14	Feb-14	Mar-14	Apr-14	May-14	Jun-14	Jul-14	Aug-14	Sep-14	Oct-14	Nov-14	Dec-13
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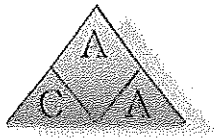
Charter Approved
Charter Contract w/ Sponsor Executed
Landlord Activities - Facility Construction & Development
Site Plan Approval
Building/Renovation Design
General Contractor Selection
Construction
Construction Financing
Certificate of Occupancy



	Total	Oct-13	Nov-13	Dec-13	Jan-14	Feb-14	Mar-14	Apr-14	May-14	Jun-14	Jul-14	Aug-14	Sep-14	Oct-14	Nov-14	Dec-13
Revenue Sources																
ESP Grant - Phase 1	\$ 25,000															
ESP Loan - Credit Facility	\$ 75,000															
Total Start-up Revenue	\$ 100,000				\$ 10,000	\$ 15,000	\$ 15,000	\$ 15,000	\$ 20,000	\$ 25,000						
ESP Start-up Activities - Performed by ESP Staff																
Staff Recruitment	\$ 5,000					500	500	1,000	1,500	1,500						
School Payroll	\$ 60,000				10,000	10,000	10,000	10,000	10,000	10,000						
Curriculum Development	\$ 5,000						1,000	1,000	1,500	2,500						
Advertising	\$ 10,000						1,000	1,000	4,000	1,000						
Temporary Office	\$ 5,000						1,000	1,000	1,000	1,000						
Interest Expense	\$ 1,367					57	167	267	367	500						
Total Start-up Expenses	\$ 86,367				10,000	12,567	13,567	14,767	18,367	17,000						
Net Start-up (Costs) Income	\$ 13,633					\$ 2,433	\$ 1,333	\$ 233	\$ 1,633	\$ 8,000						

Key Assumptions:

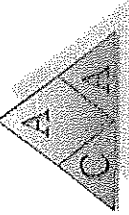
- Ascend Career Academy Charter approved in October 2013, with SponsorContract executed in April 2014.
- Developer/Landlord to work with Governing Board to identify site to accommodate 60,000 square foot (plus/minus) charter high school with 1,000 students.
- Facility to be leased from Developer/Landlord at market rate rents and terms.
- Initial start-up costs to be paid by ESP, evidenced by a loan/note with interest charged at the then prevailing market rate. ESP will use it's best efforts to secure the School a Credit Facility with a Lender to cover start-up and potential working capital shortfalls during stabilization.
- Building/Renovations to be designed and constructed in accordance with all applicable laws and ordinances.
- Site Plan Approval process begins when charter approved.
- Building/Renovation design process begins when charter approved; Developer/Landlord to retain Architect, Engineers and Consultants.
- Construction documents ready for submittal to local governmental agencies within 90 - 120 days, building permits issued in January 2014
- Landlord to start Construction Loan approval process within 30 days of the start of building design. Loan to close upon issuance of building permit.
- General Contractor selection process to begin within 30 days of design start. Contract awarded 30-45 days before anticipated permit issuance.
- Start renovation / break ground in January 2014, seven (7) month construction cycle. Building Certificate of Occupancy issued in first to second week of July 2014
- Installation of furniture, fixtures and equipment in July 2014. Costs included in year one operating budget.
- Teachers set-up classrooms first week of August 2014. Costs included in year one operating budget.

**BALANCE SHEET****Ascend Career Academy High School
Balance Sheet - Governmental Funds
As Of June 30, 2014**

	General Fund
Assets	
Cash and Cash Equivalents	\$ 13,633
Total Current Assets	<u>13,633</u>
Total Assets	<u>\$ 13,633</u>
Liabilities and Fund Balance	
<i>Liabilities</i>	
Loan/Credit Facility	\$ 75,000
Total Liabilities	<u>75,000</u>
<i>Fund Balance</i>	
Unreserved	<u>(61,367)</u>
Total Fund Balance	<u>(61,367)</u>
Total Liabilities and Fund Balance	<u>\$ 13,633</u>

**Ascend Career Academy High School
Balance Sheet - Governmental Funds
As Of June 30, 2015**

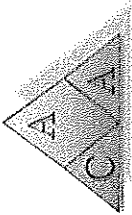
	General Fund
Assets	
Cash and Cash Equivalents	\$ 379,520
Accounts Receivable	10,000
Total Current Assets	<u>389,520</u>
Total Assets	<u>\$ 389,520</u>
Liabilities and Fund Balance	
<i>Liabilities</i>	
Accounts payable & accrued expenses	\$ 108,581
Accrued Full-year Payroll	323,353
Credit Facility	<u>-</u>
Total Liabilities	<u>429,934</u>
<i>Fund Balance</i>	
Unreserved	<u>(40,414)</u>
Total Fund Balance	<u>(40,414)</u>
Total Liabilities and Fund Balance	<u>\$ 389,520</u>



Monthly Cash Budget

Ascend Career Academy High School
Monthly Cash Budget - Start-up Period

	Oct-13	Nov-13	Dec-13	Jan-14	Feb-14	Mar-14	Apr-14	May-14	Jun-14	Jul-14	Aug-14	Sep-14
Total												
Charter Approved												
Charter Contract w/ Sponsor Executed												
Landlord Activities - Facility Construction & Development												
Site Plan Approval												
Building/Renovation Design												
General Contractor Selection												
Construction												
Construction Financing												
Certificate of Occupancy												
ESP Start-up Activities - Performed by ESP Staff												
Beginning Cash Balance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,433	\$ 3,767	\$ 4,000	\$ 5,533	\$ 13,533		
Cash Uses												
Staff Recruitment	5,000				500	500	1,000	1,500	1,500			
Curriculum Development	60,000			10,000	10,000	10,000	10,000	10,000	10,000			
Advertising	5,000					1,000	1,000	1,500	1,500			
Salaries & Benefits					1,000	1,000	1,500	4,000	2,500			
Instructional Expense					1,000	1,000	1,000	1,000	1,000			
Interest Expense					\$67	\$167	\$267	\$367	\$500			
Total Cash Uses	70,000			10,000	12,567	13,567	14,767	18,367	17,000			
Funding Sources												
Credit Facility Draw (Repayment)				10,000	15,000	15,000	15,000	20,000	25,000			
CSP Grant - Phase 1												
Total Cash Sources				10,000	15,000	15,000	15,000	20,000	25,000			
Cash Surplus (Deficit)						2,433	233	1,533	8,000			
Ending Cash Balance	\$ -	\$ -	\$ -	\$ -	\$ 2,433	\$ 3,767	\$ 4,000	\$ 5,533	\$ 13,533	\$ -	\$ -	\$ -
Credit Facility Balance				10,000	25,000	40,000	56,000	75,000	75,000	75,000	75,000	75,000
Credit Facility - \$1,000,000												
Interest					\$67	\$167	\$267	\$367	\$500	\$500	\$500	\$500
8.00%												



**Ascend Career Academy High School
Monthly Cash Budget - Year 1**

	Jul-14	Aug-14	Sep-14	Oct-14	Nov-14	Dec-14	Jan-15	Feb-15	Mar-15	Apr-15	May-15	Jun-15
Beginning Cash Balance	\$ 13,633	\$ 177,795	\$ 152,597	\$ 80,755	\$ 7,418	\$ 45,920	\$ 32,142	\$ 79,863	\$ 139,585	\$ 198,605	\$ 259,827	\$ 318,549
Cash Uses												
Advertising	12,500	10,000	2,500	-	-	-	-	-	-	-	2,500	2,500
Salaries & Benefits	38,538	108,885	237,204	237,204	237,204	237,204	237,204	237,204	237,204	237,204	237,204	237,204
Instructional Expense	12,500	110,000	126,100	1,071,500	41,500	41,500	52,300	43,100	43,500	41,500	41,500	41,500
Operating Exps	16,100	19,000	20,400	130,400	10,400	10,400	12,200	10,400	10,500	10,400	10,400	10,400
Admin Exps	14,500	7,750	7,750	7,750	7,750	7,750	8,750	7,750	7,750	7,750	7,750	5,500
ESOP Fees	-	-	-	-	-	77,781	77,781	77,781	77,781	77,781	77,781	77,781
Food Service	-	-	13,457	30,957	30,957	30,957	20,957	30,957	30,957	23,457	30,957	30,957
Transportation	-	-	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000
Capital Lease - FF&E	-	-	-	8,218	23,045	23,045	23,045	23,045	23,045	23,045	23,045	23,045
Facility Rent	-	-	-	83,583	83,583	83,583	83,583	83,583	83,583	83,583	83,583	83,583
Interest Expense	500	500	1,167	1,167	500	-	-	-	-	-	-	-
Total Cash Uses	94,638	255,935	412,578	1,575,879	439,059	516,320	519,820	517,820	518,520	508,220	518,820	515,570
Funding Sources												
Credit Facility Draw (Repayment)	-	-	100,000	(100,000)	(75,000)	-	-	-	-	-	-	-
CSP Grant - Phase 2	-	-	-	225,000	-	-	-	-	-	-	-	-
FF&P Revenue, net	265,203	237,140	237,140	556,445	556,445	556,445	556,445	556,445	556,445	556,445	556,445	556,445
NSLP / Lunch Fees	-	-	10,000	27,500	27,500	27,500	17,500	27,500	27,500	20,000	27,500	27,500
FF&E Sale Leaseback	-	-	-	700,000	-	-	-	-	-	-	-	-
Sponsor Admin Fee	(6,404)	(6,404)	(6,404)	(6,404)	(6,404)	(6,404)	(6,404)	(6,404)	(6,404)	(6,404)	(6,404)	(6,404)
Total Cash Sources	258,799	230,736	340,736	1,502,542	477,542	502,542	557,542	577,542	577,542	570,042	577,542	577,542
Cash Surplus (Deficit)	164,162	(25,136)	(71,841)	(75,337)	38,503	(15,779)	47,721	59,721	59,721	61,221	58,721	60,971
Ending Cash Balance	\$ 177,795	\$ 152,597	\$ 80,755	\$ 7,418	\$ 45,920	\$ 32,142	\$ 79,863	\$ 139,585	\$ 198,605	\$ 259,827	\$ 318,549	\$ 379,520
Credit Facility Balance	75,000	75,000	175,000	175,000	75,000	-	-	-	-	-	-	-
Credit Facility - \$1,000,000 Interest	500	500	1,167	1,167	500	-	-	-	-	-	-	-