



## **AVANT GARDE ACADEMY, INC.**

3024 NW 99 PL., DORAL, FL 33172

June 28, 2013

Ms. Jody Perry  
Broward County School District  
Director, Charter Schools Support  
600 SE 3<sup>rd</sup> Ave., 13<sup>th</sup> Floor  
Fort Lauderdale, FL 33301

RE: LETTER OF INTENT – AVANT GARDE ACADEMY, INC., d/b/a Avant Garde Academy K8-Broward

Dear Ms. Perry,

Please accept this letter of intent to submit a charter school application on or before August 1, 2013 by 4:30 p.m. The focus/theme of the charter school will be:

The mission of Avant Garde Academy, Inc. is to implement a creative student centered learning environment that will utilize the latest technology in the classroom to prepare our students with the tools and skills to succeed in the 21<sup>st</sup> century.

The projected, estimated student enrollment breakdown by year with the appropriate grades and enrollment is as follows:

Year 1:	2014-2015 - Grade(s) K - 8 - up to 764 students
Year 2:	2015-2016 - Grade(s) K - 8 - up to 938 students
Year 3:	2016-2017 - Grade(s) K - 8 - up to 1110 students
Year 4:	2017-2018 - Grade(s) K - 8 - up to 1242 students
Year 5:	2018-2019 - Grade(s) K - 8 - up to 1374 students

The facility to be used and the location of the proposed charter school is to be determined.

The name of the charter school's authorized contact person is Frank J. Bolaños, 3024 NW 99 PL., Doral, FL 33172; email address is [frankbolanos@bellsouth.net](mailto:frankbolanos@bellsouth.net); telephone number is 786-351-3605. Thank you.

Sincerely,

Frank Bolaños



**AVANT GARDE ACADEMY, INC.,**

**d/b/a AVANT GARDE ACADEMY K8 OF OSCEOLA**

**MODEL FLORIDA CHARTER SCHOOL APPLICATION**

**1 Hard Copy**

**1 Electronic PDF Copy**

**Delivered to:**

**Broward County Public Schools  
The Charter Schools Support Department  
600 SE 3<sup>rd</sup> Avenue, Fort Lauderdale, FL 33301**

## APPLICATION COVER SHEET

NAME OF PROPOSED CHARTER SCHOOL: Avant Garde Academy, Inc., d/b/a as Avant Garde Academy K8-Broward

NAME OF NONPROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED: Avant Garde Academy, Inc.

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: Frank Bolaños

TITLE/RELATIONSHIP TO NONPROFIT: Executive Director/CFO

MAILING ADDRESS: 3024 NW 99 PL., Doral, FL 33172

PRIMARY TELEPHONE: (786) 351-3605 ALTERNATE TELEPHONE: (305) 219-1224

E-MAIL ADDRESS: frankbolanos@bellsouth.net

NAME OF EDUCATION SERVICE PROVIDER (if any): NA

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

Projected School Opening: August 2014

School Year	Grade Levels	Total Projected Student Enrollment	Student Enrollment Capacity (if known)
First Year	K-5	764	Unk.
Second Year	K-5	938	Unk.
Third Year	K-6	1110	Unk.
Fourth Year	K-7	1242	Unk.
Fifth Year	K-8	1374	Unk.

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

Printed Name

Title

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 statement should, in a few concise sentences, indicate what the school intends to do, for whom and to what degree. A school's mission statement provides the foundation for the entire application.*

The mission of Avant Garde Academy, Inc., d/b/a Avant Garde Academy K8-Broward (School) is to implement an innovative and creative, student-centered learning environment where students and teachers utilize the latest technology in the acquisition of knowledge and skills to succeed in a competitive global society.

The School's guiding principles include:

- Educate the child holistically to promote academic, social, emotional and ethical growth and development
- Encourage student inventiveness and creativity
- Nurture student experiential learning
- Increase faculty freedom and creativity in instructional methodologies and classroom organization
- Promote a foundation for inquisitive, life-long learning

The School's purpose is to provide a safe and nurturing learning environment for student development and growth. The School's students will be prepared to be responsible, caring and productive members of the 21<sup>st</sup> century global society.

As a basic principle, our school will give students an opportunity to develop moral and democratic values on an intellectual level during their daily activities. We believe that a deeply rooted education in the content areas facilitates a firm foundation for the skill set needed to compete in the global market. We require that each student make a determined effort to take every opportunity toward their own fulfillment as an individual and as a member of the community via the established structures and support systems provided by the School.

**B. Describe how the school will utilize the guiding principles found in section 1002.33(2)(a), F.S.**

*In accordance with the law, charter schools shall be guided by the following principles:*

- *Meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system.*

Avant Garde Academy, Inc. is committed to providing an environment of academic rigor and relevance that advances high standards of student achievement. At the forefront of this environment will be our administrators and teachers. Our administrators will take the lead and address the needs of all stakeholders. Our teachers will be highly qualified to deliver instruction founded on research and best practices. Teachers will be provided relevant and meaningful professional development throughout their careers at the School and will be guided by the principles of collaboration, reflection, and ongoing professional development.

Through implementation of the strategies described in this application, the School will meet and exceed requirements by:

- Delivering a dynamic school curriculum, including emphasis on student-centered instruction assuring student mastery of the Next Generation Sunshine State Standards (NGSSS)/Common Core State Standards (CCSS);
- Providing a highly rigorous curriculum infused with effective and proven teaching and learning strategies;
- Implementing mechanisms to continuously monitor, assess, and improve both the structure of the curriculum and the methods used in its delivery to achieve continuous student improvement from year to year;
- Providing opportunities for active and genuine involvement of students, families, and community partners in the School development process to create a richer, more nurturing educational experience for stakeholders;
- Complementing and enhancing classroom studies through premium curricular and arts extra-curricular programs; and
- Providing involvement opportunities for student and families to develop deep roots with community partners through a school advisory committee.

The establishment of the School will provide parents flexibility to choose among diverse educational opportunities within the public school system. Through an assertive, non-discriminatory marketing plan, as detailed in this application, the School will make certain to inform parents in the community of the myriad educational opportunities available for their children. Working alongside neighborhood partners and community members, the School will offer parents additional choices within the state's public school system.

Curricular and extra-curricular programs that infuse the arts, culture, and technology opportunities will enhance core curriculum studies. This will complement the vigorous educational program and dynamic school environment to be established at the School.



Through its website and marketing strategies, the School will provide reliable and systematic communication with parents and the community regarding the educational opportunities available to students. The School will be accountable to students, parents, and community members, who will be encouraged to participate in all aspects of the educational process.

The School will pursue and obtain accreditation from the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS/CASI). The accreditation process is rigorous, thus providing an additional method for evaluating curriculum effectiveness and improving the school program as a whole.

- *Promote enhanced academic success and financial efficiency by aligning responsibility and accountability.*

AGA will be accountable to its students, their families, and other stakeholders, by providing a quality education in a responsible, cost-efficient manner. In order to align the plan for academic success with financial efficiency, the School will gather pertinent data relative to its student body in order to set goals targeting student performance and achievement. The School is responsible for its students' success and thus, must determine and meet each child's individualized educational needs.

The School will utilize Annual Accountability Reports to self-monitor and evaluate to continually improve curriculum, instruction, resource allocation, and fiscal responsibility. The School is committed to providing for the needs of its students and will use all available data sources to drive school improvement towards further student achievement, as indicated in the School Improvement Plan (SIP). The SIP will drive how the school provides for students, seeking to improve how student needs are met. The establishment of clear educational goals and allocation of school resources will be strategically aligned to promote effectiveness, efficiency, and success. The purpose of the SIP is to promote academic success through accountability to all stakeholders and facilitate meaningful collaboration to further student achievement.

School faculty and administration will use student data to impact everyday teaching and learning practices to refine and improve instruction. The School will follow the Florida Continuous Improvement Model (FCIM) to undergird the organizational structure of the school and guarantee academic success and financial efficiency. Some important elements of this process include:

- Development of an implementation timeline
- Disaggregation of student data
- Development, implementation, and monitoring of an Instructional Focus Calendar
- Implementation of NGSSS/CCSS

- Implementation of ongoing assessment to monitor the teaching and learning process
  - Schedule communication and collaboration (focus groups) with all stakeholders
  - Implementation of ongoing maintenance, remediation, and/or enrichment activities based on NGSSS/CCSS and results of student assessments
- *Provide parents with sufficient information on whether their child is reading at grade level and whether the child gains at least a year's worth of learning for every year spent in the charter school.*

AGA will ensure parental awareness of student academic goals, successes and challenges. Parents will receive ongoing communication regarding student progress through the following methods: mid-quarter progress reports; quarterly report cards, parent conferences, and parental involvement workshops, in addition to other forms of written and oral communication, e.g., email and personal notes. Parents will be involved in the documenting and updating of Individual Education Plans (IEPs) and English Language Learner Plans, if applicable.

Upon the disaggregation of academic performance data, the school will identify students not making adequate progress towards the NGSSS and institute appropriate measures for improvement. The School will determine the cause of the deficiency and apply a course of action for improvement for students identified as reading below grade level. This information will be communicated to parents on a timely manner.

The School will provide parents with assessment results on a yearly basis, as indicated in the *Just Read, Florida* initiative. This report will also provide information about a student's academic level and whether he/she has gained a year's worth of learning for every year of instruction at the School. The School will additionally seek to educate parents on the meaning, purpose, and impact of this information. Adequate Yearly Progress (AYP) reports will also be disseminated to parents.

Through detailed assessment of academic performance using standardized test scores and other appropriate assessment instruments and tools, the School will:

- Identify students who are below, on, or above grade level and communicate the information to parents;
- Identify students not making adequate progress on NGSSS/CCSS and institute applicable measures for improvement;
- Communicate to stakeholders the baseline, intervention strategies, and efficacy of the interventions (as identified in this charter school application); and
  - Report student progress throughout the academic school year via a standards-based means of grade assignment for report cards using NGSSS/CCSS standards.



As previously stated, ongoing communication regarding the child's progress will occur between the School and the parents. Examples of such methods include discussing student needs through the respective documentation and communication processes for development and update of Educational Plans (EPs), Individual Education Plans (IEPs), and English Language Learner Plans (ELLP), as applicable. The School will maintain an open channel of communication with parents and other stakeholders at all times.

**C. Describe how the school will meet the prescribed purposes for charter schools found in section 1002.33(2)(b), F.S.**

*In accordance with the law, charter schools shall fulfill the following purposes:*

- ***Improve student learning and academic achievement.***

The School will implement a well-rounded educational program that holds the School and its students accountable for meeting self-determined goals and standards, as well as those required by the State of Florida and the Broward County Public Schools. The educational philosophy of the School is geared at increasing, promoting and facilitating a wide array of learning opportunities and raising the academic achievement of its students. To meet this goal, the school commits to:

- Delivering learning opportunities for students that provide an innovative, creative, and challenging curriculum within a collaborative classroom setting;
- Implementing a continuous improvement program where student assessment results delineate differentiated and targeted instruction tailored to students' individual needs;
- Promoting the expectation and providing the means for all students to achieve their highest academic potential, especially in the core subjects of language arts, mathematics, science and social studies;
- Matching or surpassing the average student academic performance of the local district in all required public accountability tests; and
- Seeking, establishing, and maintaining sound, mutually-beneficial partnerships with local education and civic institutions to provide a wide array of educational experiences for students to enjoy continued learning opportunities beyond the classroom.

The School's educational program is aligned to specific innovative teaching and learning methods and strategies - with emphasis on low-performing students and reading - that have proven successful in raising achievement. These include but are not limited to:

- A standards-based curriculum infusing a thematic approach to

integrate core areas of study such as mathematics, reading, language arts, writing, science, and social studies;

- Appropriate assessments for evaluation (screening, progress monitoring, and diagnostic);
- Data-driven, high-quality differentiated instruction;
- Supplemental programs for student advancement and remediation;
- Support for teachers and ongoing professional development.

The educational philosophy of the School is rooted in the development of the whole child through learning opportunities that are not limited to academic areas. The School will provide a challenging curriculum and set high expectations for students, while meeting their needs and supporting their dreams and goals. To this end, the School is dedicated to the following:

- Instruction focused on mastery of the NGSSS/CCSS;
- Curriculum that encourages innovative and creative teaching and learning processes;
- Learning plans developed and implemented for students at different levels of achievement;
- Progress monitored through ongoing assessments;
- Differentiated instruction tailored to student needs as determined by data results and analysis;
- Curriculum evaluated in relation to student data and modified as needed to ensure appropriate and effective instruction;
- Pre College-readiness at the forefront of instruction of NGSSS/CCSS
- Real-world connections beyond school through meaningful interactions with local organizations, civic institutions, colleges and universities.

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

The School will follow the State supported initiative, Response to Intervention (RtI), in order to accelerate and maximize student academic and social-emotional outcomes through the application of data-based problem solving at all levels of the educational system. Through its implementation, the School will identify students at risk, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on student responsiveness. Early intervention is crucial to keeping students from developing further deficiencies. This is particularly true of reading acquisition and proficiency.

Reading proficiency is among the highest priorities of the School. The School has adopted the use of the Sponsor's K-12 Comprehensive Research-Based Reading Plan. Teachers and staff will be trained and have access to a wide variety of instructional materials that instruct and reinforce language arts skills. Examples include Structured Independent Reading, Reciprocal

Teaching, Read and Retell Learning to Write – Writing to Learn, Vocabulary Development, Accelerated Reader Program, Creating Independence through Student-owned Strategies (CRISS), Book Sharing, Cooperative Groups, and Graphic Organizers.

The School's curriculum will serve students of all ability levels in accordance with the Florida Department of Education's NGSSS/CCS. Using data from published FCAT reports, standardized assessments, and when applicable, respective end-of-course exam results, the School will measure its own progress towards meeting the academic performance of its student population. The school will annually develop measureable learning objectives in the major subject areas, targeting student learning and development needs, as delineated in its annual SIP. NGSSS/CCS objectives that are not mastered will be identified, and appropriate measures for remediation will be instituted for individual students. Remedial students and students with special learning needs will have access to supervised study time and tutoring after school and on Saturdays to accelerate their progress. In addition, students performing at grade level will be offered similar opportunities in order to maximize potential and advance progress.

The Educational Plan encompasses all content areas with a foundational focus on the different reading competencies as well as increasing learning opportunities for all students in accordance with the prescribed purposes of a charter school found within F.S. 1002.33(2)(b)(c). The reading ability of each student will be of a priority for all school staff. Subject area teachers will have the knowledge and instructional prowess to incorporate a literacy focus into their specialty. Explicit and systematic instruction of reading comprehension will be emphasized. Teachers will be expected to provide direct comprehension instruction, teaching students to understand the written text and its relation to existing knowledge and the outside world. Students will also develop a solid link between reading and writing through engaging materials, thinking maps and graphic organizers, research opportunities, and authentic cooperative learning experiences.

### **Additional Support**

Homework and classwork assistance is offered during specific hours throughout the week for students in need of extra practice and support. Teachers will be available during times outside of instructional blocks. This additional contact with students is critical for those who need a structured practice environment, as well as continuous feedback throughout the learning process both at home and in school.

Initiating and strengthening collaboration between school, home, and community, provides the basis for support and reinforcement of student learning. Involving parents and students, and engaging them is critical to successful implementation of the educational program. This plan for creating a support system for remedial students will involve the consistent collaboration between stakeholders.

### **Tutoring**

Additional resources will be available for students not making adequate progress. For students that require additional intervention, tutoring will also be available at the School. These sessions are derived from the operating budget and are applied to those students requiring extra intervention to close the achievement gap between present levels and expected learning outcomes. Teachers will use a supplemental curriculum in small group settings, targeted to student skill deficiencies, as determined by diagnostic and formative data.

- *Encourage the use of innovative learning methods.*

The School will encourage and challenge its teachers to use innovative learning methods by providing a teaching and learning environment that promotes sharing and implementing of best practices and proven research-based methodologies. Professional development will be provided on an on-going basis to ensure that teachers are equipped with the most current information to successfully support student learning. Instruction at the School will be founded on innovative research-based practices to provide the best teaching and learning opportunities for students. Highlighted below are a few examples of innovative techniques that will ascend the School's students to new heights of success.

**“Pedagogy of Confidence”:** Students will be provided instruction that builds upon their sense of personal identity, abilities, and self-worth (Jackson, 2005). The instructional tools utilized by this method of instruction have been proven highly effective in improving achievement levels of students in urban settings. Students learn to enhance their strengths rather than focus on weaknesses and develop a sense of self that allows them to overcome obstacles to learning.

**Project-Based Learning (PBL):** In facilitating student preparation and competence for the world after high school, School faculty and staff will build connections between content-area learning and real-world situations. Using PBL through thematic units of instruction, students will participate in lessons with open-ended challenges. Through inquiry, students develop critical thinking, collaboration, communication, and problem-solving abilities.

Innovative programs will be incorporated into the curriculum framework. The School has adopted the curriculum of the Sponsor as its basic curriculum and, whenever appropriate, will introduce new elements and instructional initiatives to the courses offered. By facilitating, developing, and allowing teachers to utilize their creativity, their sense of freedom in implementing methodologies, strategies, and materials, students will be learning in environments that stimulate their sense of collaboration, higher-thinking skills, and opportunities for dialogue and problem-solving.

The School will encourage teachers to utilize their unique talents, temperaments, and creativity to inspire and implement innovation in the delivery of the coursework to promote student mastery of the NGSSS/CCSS standards. The School will also provide students with varied and multiple opportunities to achieve academic goals; methods include differentiated instruction, hands-on inquiry-based learning, and technology-rich classrooms. Furthermore, the School is

designed to offer a disciplined, balanced and enriched education of the highest quality, and to prepare students for a successful high school education.

- *Require the measurement of learning outcomes.*

As required by Florida Statute, the School will implement all state and district requirements for assessment. Using data from assessment reports as well as End-of-Course exams, faculty and administration will identify the learning needs of students and develop measurable objectives to target in the annual SIP. Students not making adequate progress toward mastery of the NGSSS/CCSS will be identified and appropriate measures for remediation will be instituted.

The School will participate in all applicable components of the Florida State Accountability System, as well as any other age-appropriate research-based assessments. Using data from assessment reports to measure progress in meeting the needs of student population, the School will:

- Identify students not making adequate progress towards mastery of the NGSSS/CCS (with emphasis on low-performing students and students exhibiting reading deficiencies);
- Annually develop measurable learning objectives in the major subject areas to target student learning and development needs;
- Implement the Sponsor's CRRP; and
- Institute and monitor appropriate measures for students requiring remediation in reading and other prescribed subjects.

Learning outcomes will also be measured through a Student Career Portfolio as part of the student's academic, career and social-emotional-ethical development. In addition, the school community will annually develop a SIP and report progress on goals, student learning outcomes, and other pertinent school wide data through the state issued Annual Accountability Report.

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

*In accordance with the law, charter schools may fulfill the following purposes:*

- *Create innovative measurement tools.*

The primary goal of the School, as stated in its Mission statement, will be to identify and address the needs of its students. As such, the instructional staff will collaborate in creating and/or utilizing teacher-developed measurement tools to assess and monitor student development, learning, and social-emotional-ethical skills and behaviors. This assessment process will be incorporated as an integral part of the implementation of professional learning communities. Teachers administrators, and other school personnel will collaborate to design and implement measures that will give educators a clearer picture of student learning, both at

an individual and collective level. The use of professional learning communities to accomplish this goal ensures accountability for quality and effectiveness, as well as the sharing of new and innovative measurements and cohesiveness within the educational program.

School climates surveys from parents, students, and teachers will evaluate the teaching and learning processes, and data gathered will be utilized to improve school climate, culture, and environment.

The school will incorporate additional innovative procedures to measure student mastery, in conjunction with the measurement tools utilized by the Sponsor. These may include online assessments such as Pearson Success Net, among others. Frequent mini-benchmark assessments will be used to monitor mastery of NGSSS/CCSS. The School will maintain an open policy for additional creative measurement tools that become available or are developed.

- *Provide rigorous competition within the public school district to stimulate continual improvement in all public schools.*

The School seeks to stimulate improvement in the public schools by being a model for new and innovative educational practices that facilitate and accelerate student achievement. The unique design of the K-8 grade facility will allow and encourage teacher collaboration between elementary and middle school level instructors. Innovative new approaches to learning make education meaningful for students. This provides students with a quality choice education for a diverse population of students and parents.

After implementing various educational programs, the School will share best practices and innovations with other interested schools to stimulate continual improvement with the Sponsor, throughout the state of Florida, and beyond.

- *Expand the capacity of the public school system.*

The School will be housed in a facility that meets the state requirements for charter school facilities per Section 1002.33, Florida Statutes, therefore greatly expanding the capacity of the public school system without incurring any extra cost to the taxpayers of the County or the State of Florida. This charter school will aid the District in relieving pressure to build new schools. Moreover, it addresses the issues raised in the Constitutional Amendment for class size reduction by creating student seats to serve students in the Sponsor's public schools.

- *Mitigate the educational impact created by the development of new residential dwelling units.*

One of the largest issues affecting some schools is overcrowding. The proposed locations for the School are within communities overwhelmed with population growth, impacting the capacity of local schools. The facility that will be used by the School meets the state

requirements for charter school facilities per Section 1002.33, Florida Statutes. This provides reprieve for the public school system from the current state of over-crowding, as well as from the ever-increasing demand to build more schools.

- *Create new professional opportunities for teachers, including ownership of the learning program at the school site.*

Teacher effectiveness is crucial to the success of the School and its students. The School seeks to provide new and exciting professional opportunities for its teachers. Teachers and staff will share in the decision-making processes at the School. Teachers will be encouraged to incorporate their unique style into their instruction and will be provided multiple venues for collaborating on best practices with each other. A spirit of collaboration, rather than competition, will prove the most beneficial to students as well as create a positive working environment for teachers. This will be accomplished through the establishment of professional learning communities. The study and sharing of research-based instructional strategies to incorporate critical thinking and differentiated instruction will be the primary focus. To ensure the integration of technology throughout the curriculum, teachers will participate in on-going innovative technology-based in-services to better assist them in effectively impacting their student's cognitive, emotional, and ethical growth.

The School will generate an opportunity for teachers to participate in an exciting and innovative venture; one that allows them to take ownership over the learning process and feel free to incorporate their unique teaching styles into the classroom. Teachers at the School will feel encouraged to take part in the advancement of their students' educational lives, communicate with their colleagues, and share effective techniques in an effort to promote the spread of best practices and cutting edge methods. In order to best utilize research-based strategies and implement the school programs, all teaching staff will receive ongoing professional development on the various components of the programs, respectively, to ensure effective implementation.

The School will provide its teachers with the unique opportunity to take ownership of the school's professional development needs. Teachers and administrators will collaborate to determine professional development opportunities based upon student data. Our teachers have a variety of professional needs, just as their students do, therefore many different professional development opportunities will be provided throughout the year. Teachers will take their own strengths and future goals into account. This ownership over the decision-making process provides "buy in" and lets teachers know that their expertise is valued and appreciated.

## **Section 2: Target Population and Student Body**



**A. Describe the anticipated target population to be served. If applicable, applicants should describe if they will target, in accordance with the law, certain populations defined in section 1002.33(10)(e), F.S.**

The School will not discriminate on the basis of race, gender, religion, national or ethnic origin, sexual orientation, or exceptionality in the admission of students at all grade levels, in accordance and full compliance with federal and state laws anti-discrimination laws, and in accordance with Florida Statute. All students are entitled to a “Free and Appropriate Public Education” in accordance to federal and state law. The School will provide up to 1374 student stations for students in K through 8<sup>th</sup> grade.

The school’s population shall consist of the following:

- Any age/grade appropriate student residing within the school district.
- Sibling(s) of a student enrolled in the school will be given enrollment preference.
- Students who qualify for ESE and/or ESOL programs shall have equal opportunity of being selected for enrollment.
- Any eligible student who submits a timely application, unless the number of applications exceeds the capacity of the program, class grade level or building.
- Students may withdraw from the school at any time and enroll in another public school in accordance with district policy.

The proposed charter school and its learning methods are innovative and will serve the target population responsibly based on the following:

- The School seeks to stimulate improvement in the public schools by being a model for new and innovative educational practices that accelerate student achievement. The unique design of the PreK-8 grade facility will allow for teacher collaboration between elementary and middle level instructors. Innovative new approaches to learning make education meaningful for students. This provides students with a quality choice education for a diverse population of students and parents.
- Mastery of the NGSSS through Project-Based Learning and the use of technology will be a highlight of instruction.
- Project Based Learning [PBL]: In maintaining student readiness for the world after high school, the School believes in building connections between content area learning and real-world situations. Using PBL through thematic units of instruction, students will participate in lessons with an open-ended

challenge. Through inquiry, students develop critical thinking, collaboration, communication, and problem-solving abilities.

- The study and sharing of research-based instructional strategies to incorporate critical thinking and differentiated instruction will be the primary focus.
- The Response to Intervention (RtI) model allows for effective identification of student learning needs based upon data. This key component of assessment and instruction is foundational for providing for the needs of all students, particularly those who are below grade level. Early identification of learning deficiencies can provide for early remedy, allowing the student to meet grade level expectations proficiently. This process will be ongoing throughout the School as a means of identifying student need and providing instruction accordingly. Assessment will be ongoing and diagnostic in nature to provide teachers with the most crucial information needed to adjust instruction and provide the appropriate immediate intensive intervention to impact student achievement.

- 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.**

Year 1: 2014-2015				Year 2: 2015-2016			
Grade	Class Size	# of Classes	Up to # Students	Grade	Class Size	# of Classes	Up to # Students
K	18	8	144	K	18	9	162
1	18	8	144	1	18	9	162
2	18	8	144	2	18	9	162
3	18	5	90	3	18	8	144
4	22	5	110	4	22	6	132
5	22	6	132	5	22	8	176
6			0	6			0
7			0	7			0
8			0	8			0
<b>TOTAL</b>		<b>40</b>	<b>764</b>	<b>TOTAL</b>		<b>49</b>	<b>938</b>

Year 3				Year 4			
2016-2017				2017-2018			
Grade	Class Size	# of Classes	Up to # Students	Grade	Class Size	# of Classes	Up to # Students
K	18	9	162	K	18	9	162

1	18	9	162		1	18	9	162
2	18	9	162		2	18	9	162
3	18	9	162		3	18	9	162
4	22	8	176		4	22	9	198
5	22	8	176		5	22	9	198
6	22	5	110		6	22	5	110
7					7	22	4	88
8					8			0
<b>TOTAL</b>		<b>57</b>	<b>1110</b>		<b>TOTAL</b>		<b>63</b>	<b>1242</b>

Year 5			
2018-2019			
Grade	Class Size	# of Classes	Up to # Students
K	18	9	162
1	18	9	162
2	18	9	162
3	18	9	162
4	22	9	198
5	22	9	198
6	22	5	110
7	22	5	110
8	22	5	110
<b>TOTAL</b>		<b>69</b>	<b>1374</b>

\* The numbers provided herein are estimates, and may fluctuate within each grade level depending on student enrollment and/or attrition in the respective grade levels.

\*\* The projected student-to-teacher ratio shall be consistent with those required by Florida Law as applied to charter schools.

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

The School will be located in an area of high-student density. The student projections were developed utilizing the experience of an experienced charter school developer that has built eight successful charter schools in Florida.

The School Application is being submitted for a K8 school program, which will be open to students in grades Kindergarten through eighth (approximately 6 through 14 years of age). The target population traditionally served by schools in the area represents an 84% minority rate, mirroring the US Census Bureau report for the Sponsor's County. It is anticipated that the

School will serve similar populations of minority students who should be afforded a quality option of high rigor. Therefore, the School is expected to have a racial/ethnic population as well as an English Language Learner (ELL) and Exceptional Student (ESE) population reflective of the surrounding traditional public schools and community it will serve.

## **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.**

As per Florida Statute, the School will provide 180 days of instruction to students consisting of six instructional hours each day. Elementary students will follow the Sponsor's regular schedule of classes. Middle grade students will be enrolled in eight courses to allow students more educational opportunities through additional elective courses or to further their educational scope. The schedule will rotate on a block schedule to allow an ample 90-minute block of uninterrupted instructional time. An example of the following AB Block schedule for the middle grades is provided below:

Block 1:	8:30 a.m. – 10:00 a.m.
Block 2:	10:05 a.m. – 11:35 a.m.
Lunch:	11:40 a.m. – 12:10 p.m.
Block 3:	12:15 p.m. – 1:45 p.m.
Block 4:	1:50 p.m. – 3:20 p.m.

The aforementioned school hours may be adjusted, if necessary, to ensure students can earn an annual credit through a minimum of 135 hours of instruction in a designated course of study which contains performance standards, or the equivalent of six semester hours of college credit. Similarly, the School will ensure the hourly requirements for one-half credit are earned at a rate of one-half the requirements for an annual credit.

### **Annual Calendar**

The School will follow (and mirror) the annual public school calendar established by the Sponsor, which requires a minimum of at least 180 actual instructional days per school year.

Students will receive instruction in the areas of Reading/Language Arts/Writing, Mathematics, Science, Social Studies, and Physical Education in grades K-5 and Language Arts, Social Studies, Mathematics, Reading, Science and STEM electives in the middle school grades 6-8. In addition, depending on the grade levels, students will have varied hours of coursework in Computer Education, Foreign Language, Art, Music and other electives on a weekly basis in K-5 and alternating blocks for the middle school grades, 6-8. The schedule may vary, for selected students, if further intervention is provided in reading and/or mathematics based on students'

individual needs.

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

The educational focus of the School will be the utilization of scientifically-proven researched instructional practices by highly qualified instructors to meet the needs of all learning styles and abilities. High quality curriculum materials and the latest technologies will be used towards achievement of this goal. Mastery of the NGSSS through Project-Based Learning and the use of technology will be a highlight of instruction. This coupling allows students to not only learn, but also more importantly apply the required benchmarks into real-world situations. This enhances critical-thinking and decision-making skills while bringing students' attention to what lies ahead after elementary and middle school, as well as high school- be it college, technical education, or a career.

### **Meeting an Unmet Need**

Students' academic performance and scores on standardized achievement tests in science and math have been presented repeatedly as the reasons students do not pursue Science, Technology, Engineering, and Mathematics (STEM) careers. According to the National Science Foundation, "...K-12 elementary and secondary school indicators clearly point out that the Nation is not seeing uniform improvements in student achievement in mathematics and science....there are far too many performance disparities in mathematics and science of students from disadvantaged populations, who lag far behind their peers. These disparities start as early as kindergarten, persisting across grades, and in most cases widen over time."

There is a growing body of research suggesting US students are falling behind in math and science education. US students rank 25th in math and 21st in science skills internationally, according to a recent Organization for Economic Co-operation and Development report. Additionally, the 2010 ACT College Readiness Report states that only 43 percent of graduating seniors are ready for college math, and only 27 percent are ready for college science. Furthermore, only 32 percent of U.S. college undergraduates are graduating with a bachelor's degree in science or engineering. Because of this, the U.S. faces a critical shortage of students in these areas.

Education professionals, parents, community leaders, and students at the School will work together to create a culture that expects excellence for all its students. The School plans to combine rigorous high quality STEM integration programs with a standards-based college preparatory curriculum in an educational setting that "transform(s) student potential into academic achievement."

The School's program is aimed at preparing every child for the demands of the 21st Century and the global workforce offering opportunities for every child to reach his/her highest potential as early as Kindergarten. The goal is that every graduate is college and workforce

ready regardless of what vocation or career path they chose. This is done by augmenting the standard Florida NGSSS/CCS curriculum, creating a seamless K-8 curriculum delivered in technology-rich environments, using best practices and emphasizing assessment data to differentiate instruction in order to reduce the need for remediation in the later years of each child's educational experience.

## **Augmenting the Standards-based Curriculum**

### **STEM K-8**

STEM literacy will be used as an interdisciplinary area of study to bridge the four areas of science, technology, engineering, and mathematics. By integrating STEM lessons in the elementary curriculum, students will learn and be able to apply understanding of how the world works within and across these four interrelated domains. A STEM model ensures a new workforce of problem-solvers, innovators, and inventors who are self-reliant and able to succeed in the knowledge-based work place and community.

A STEM classroom shifts students away from learning discrete bits and pieces of information and rote procedures and towards investigating and questioning the interrelated facets of the world. An example of how the curriculum might be augmented in a STEM classroom is the teacher posing a problem and then requiring students to do original research inspired by a class-wide inquiry project, where they must use technology to gather and analyze data, design, tests, and improve upon a proposed solution, and then communicate their findings to their peers in another classroom or school.

Teachers will deliver instruction to address the NGSSS/CCSS and place emphasis in Science and Math connection using effective research-based Science, Technology, Engineering, Mathematics (STEM) lessons. Teachers will be trained to use technology in unique methods to augment learning. The ultimate goal is to maintain traditional and proven effective teaching techniques with modern, innovative technology-rich STEM resources.

### **K-5 Engineering Is Elementary (EiE)**

*Engineering and Technology Lessons for Children* developed by the National Center for Technological Literacy (NCTL) will be used by teachers to augment lessons, create interdisciplinary projects, and reinforce science concepts being taught in grades 1-5. The EiE curriculum is NOT an independent curriculum. Rather, since it is integrated with science the lessons assume that the students are studying or have already studied the science concepts that are then utilized in the engineering lessons. Each EiE unit is paired with a science topic or topics from the general standards-based curriculum. Each unit also focuses on:

- One field of engineering (such as mechanical or environmental)
- One country and culture from around the world

Teachers will engage students in the engineering design process using:

- Storybooks featuring child characters from a variety of cultures and backgrounds, who introduce students to an engineering problem. Students are then challenged to solve a problem similar to that faced by the main character. In addition to providing context, the storybook also serves to introduce engineering and technology concepts and terms, and reinforce science vocabulary.
- Lesson plans for teachers. EiE teacher guides include vocabulary, learning objectives, tie-in science content, detailed materials and preparation sections, and step-by-step instructions on how to facilitate each EiE activity.
- Duplication masters (DMs) for student handouts. To accommodate differences in students' cognitive and linguistic abilities, EiE units contain two versions of many DMs: Basic (lower reading level, less writing, less cognitively complex, suggested for grades 1 and 2) and Advanced (higher reading level, more writing, more cognitively complex, suggested for grades 3-5). Teachers can choose the DMs that best meet the needs of their students.
- Differentiating Instruction: In EiE units, Grades 1-2 are generally considered basic and Grades 3-5 are considered advanced. However, depending on the abilities of students in any individual class, teachers can choose those that are best suited for their students. If the lesson plans are written for basic students, suggestions are included throughout the lesson plans for slight modifications that make the lesson more applicable for advanced students. If the lesson plans are written for advanced students, the reverse is true (suggestions are provided for teaching the unit with basic students). Similarly, each lesson contains two levels of student handouts: basic (labeled "B") and advanced (labeled "A"). Teachers can choose which set best fit the capabilities of their students.

Middle Grades - The school intends to require three electives in grades 6-8 focused on STEM skills for all students regardless of ability level. In addition, in order to advanced students in math and science high school level courses will be offered.

“Pull and Push” Method of Instruction: The School will monitor students’ academic and emotional progress using a “pull and push” method of instruction. By using baseline data, mini-benchmark assessments, teachers will identify student in need of remediation in certain curricular areas. These students will be “pulled” to grade level performance by providing additional assistance as needed (targeted tutoring afterschool or on Saturdays in areas of need), lab time, one-to-one pull out tutoring sessions, etc.)

Students performing at grade level will be “pushed,” meaning that they will be encouraged to take the most challenging curriculum they can handle in order to maximize their potential. This may involve pre-advanced placement courses in 6-8<sup>th</sup> grades, enrichment afterschool or on Saturdays through Robotics or other afterschool programs, etc.



## Pre-Advanced Placement Program

Students who wish to pursue an advanced academic program will be provided the opportunity to participate in the Pre-Advanced Placement Program. The Pre-Advanced placement (Pre-AP) Program at the school is a program, which gives students an opportunity to be a part of an enthusiastic community of learners wishing to take a rigorous course of study. The courses that are offered are advanced courses designed to challenge and motivate students to understand rigorous content. Pre-AP middle school courses are designed to prepare students for high school Advanced Placement (AP) courses. AP courses are college level courses taught in a high school setting. At the end of each AP course, an AP Exam is given. Qualifying scores on the AP exams can enable students to receive college credit and/or advanced standing at a university or college. All students at the school will be encouraged to maximize their academic potential by taking the most rigorous program they can handle.

Sample of a Pre-AP Academic Track including STEM

Course	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
Language Arts	Language Arts 1 Advanced	Language Arts 2 Advanced	Language Arts 3 Advanced
Mathematics	Math 1 Advanced	Algebra 1 Honors*	Geometry Honors*
Science	Comp. Science 1 Advanced	Earth Space Honors*	Physical Science Honors*
Social Science	World Geography Advanced	Civics Advanced	US History Advanced
Elective	Reading Advanced	Elective	Elective
Elective	Exploration of Production and Technology	Research (VEX Robotics)	Research (SimCity Future City Engineering)
Elective	Physical Education/Elec tive	Physical Education/Elec tive	Physical Education/Elec tive

## Math and Science Advanced Courses

Students will be encouraged to enroll in advanced/honors mathematics and science courses whenever appropriate. Accelerating in mathematics and science offers students the opportunity to take higher level mathematics and science courses in senior high school.

Students should begin this sequence early in order to follow a path leading to the successful completion of four credits of high school mathematics and a minimum of three credits of high school science. Students who encounter difficulties in mathematics and science courses should be provided assistance through peer tutoring, teacher tutoring, before/after school programs, online tutorial programs, and/or Saturday school, where appropriate. Courses offered at the middle school level will include: Algebra I, Geometry, Earth/Space Science and Physical Science.

### **Reading Required Elective Grade 6**

Reading is a fundamental component of life in its entirety. To function adequately in our bustling, technology-driven society, you must possess the basic skill of reading. If you want to be successful in school you have to demonstrate the ability to acclimate yourself to new concepts with a satisfactory degree of understanding. This skill set is not only required for reading classes, but for all other subject areas in school. The ability to read inspires confidence in a student in regard to retaining and regurgitating information. As a learner begins to accurately understand information, there is a feeling of satisfaction that encourages more engagement with processing academic data. With more success comes a personal understanding of a wide range of concepts that continues to stimulate mental activity. When a student understands what is taking place in the classroom, they are more likely to be successful.

Due to overriding research that suggests that students who enter high school without the ability to read on grade level the school has instituted a policy that 6<sup>th</sup> grade students regardless of reading ability or test scores are required to take a Reading elective at the advanced, regular or intensive level. This course will be used as a “gate keeper” to insure that as students move from grade 6-8 that they will be more likely to be successful students beyond middle school.

### **Arts Focused Electives**

The school will also offer a comprehensive Arts Program at the school. A strong arts education promotes the skills children need to be successful. Exposure to art education promotes self-directed learning, improves school attendance and sharpens critical and creative skills. Teachers are the first to point out how creative arts programs have strongly influenced their students' self-image and increased their academic success in the areas of math, science and the language arts.

Involvement in the arts is associated with gains in math, reading, cognitive ability, critical thinking, and verbal skills. Arts learning can also improve motivation, concentration, confidence, and teamwork. A 2005 report by the Rand Corporation about the visual arts argues that the intrinsic pleasures and stimulation of the art experience do more than sweeten an individual's life -- according to the report, they "can connect people more deeply to the world and open them to new ways of seeing," creating the foundation to forge social bonds and

community cohesion. Strong arts programming in schools help close a gap that has left many a child behind: the children of affluent, aspiring parents generally get exposed to the arts whether or not public schools provide them. Low-income children, often, do not. "Arts education enables those children from a financially challenged background to have a more level playing field with children who have had those enrichment experiences," says Eric Cooper, president and founder of the National Urban Alliance for Effective Education. Thus, the school will offer elective courses focused on the performing and visual arts that include Dance, Drama and Art.

In addition to the rigorous core and elective curriculum to be described further in Section 4, the following are a few examples of enhancements that will be provided to our students:

**Project-Based Learning [PBL]:** In addition to the aforementioned strategies, PBL will be an elemental paradigm at the School, as appropriated by the School's student-centered approach to learning. We believe that connections between subjects and content areas must be demonstrated for students, so that they can see the interdependence of subjects and knowledge, and that this will prepare them for their future. We intend to implement professional development obtained from the International Center for Leadership in Education. Their research shows the gains that are possible by teaching using PBL approaches. Using our thematic units of instruction, we believe we can implement much of what PBL facilitates:

- Lessons based on open-ended driving question or challenge
- Essential content and skills
- Inquiry-based learning
- Critical thinking, problem solving, collaboration, and various forms of communication
- Student voice and choice
- Teacher and student feedback
- Publicly presented product or performance

**Webb's Depth of Knowledge:** To further enhance the high level of rigor and relevance in the classroom, instruction will be centered on Webb's Depth of Knowledge (DOK). *Webb's Depth of Knowledge* measures the levels of knowledge that are extracted from students on any assessment item to determine what students are expected to know and do. Webb's DOK is descriptive, has varying levels of complexity, and measures the complexity (not the difficulty) of the task. The depth of knowledge is not determined by the verb, but the context in which the verb is used and the critical thinking needed to complete the task. Depth of Knowledge involves four levels of cognitive complexity. A greater DOK level requires a greater understanding of concepts and more involved cognitive processing. Students who are exposed to and reach greater DOK levels (complexity of thinking) will have increased student achievement. (DOE Nevada 2011). A general definition for each of the four Depth of

Knowledge levels is found in the descriptions below, providing further specification and examples for each of the DOK levels. Typically, only large-scale, on-demand assessments assess only Levels 1, 2, and 3, due to testing time constraints.

### **Recall or Reproduction—Depth of Knowledge (DOK) Level 1**

Recall or Reproduction asks students to receive or recite facts or to use simple skills or abilities. Some examples that represent, but do not constitute all of, Level 1 performance are:

- Students will locate key ideas or information in a passage.
- Students will identify essential information needed to accomplish a task.
- Students will identify the correct sequence.

### **Skills and Concepts/Basic Reasoning—Depth of Knowledge (DOK) Level 2**

A Level 2 assessment item may require students to apply skills and concepts that are covered in Level 1. Some important concepts are covered, but not in a complex way. Literal main ideas are stressed. Some examples that represent, but do not constitute all of, Level 2 performance are:

- Students will identify an author's purpose in a passage.
- Students will identify and explain the characteristics of short stories, novels, poetry, or plays.
- Students will interpret concrete or abstract terms.

### **Strategic Thinking/Complex Reasoning—Depth of Knowledge (DOK) Level 3**

Standards and items at Level 3 often involve reasoning and planning. Students must be able to support their thinking. Deep knowledge becomes a greater focus at Level 3. Students are encouraged to go beyond the text; however, they are still required to show understanding of the ideas in the text. Some examples that represent, but do not constitute all of, Level 3 performance are:

- Students will describe characters, plot, setting, or problem/solution of a passage.
- Students will interpret the use of literary elements (e.g., characterization, setting, plot, theme, point of view).
- Students will critique author's word choice, style, tone, or content.

### **Extended Thinking/Reasoning—Depth of Knowledge (DOK) Level 4**

Higher-order thinking is central and knowledge is deep at Level 4. Students take information from at least one passage of a text and are asked to apply this information to a new task. They may also be asked to develop hypotheses and perform complex analyses of the connections among texts. Some examples that represent, but do not constitute all of, Level 4 performance are:

- Students will compare and contrast elements, views, ideas, or events presented in one or more passages.
- Students will identify the interrelationships (themes, ideas, concepts) that are developed in more than one literary work.
- Students will analyze the ways in which similar themes or ideas are developed in more than one text.

Instructional leaders will provide professional development to teachers in order to empower them with the tools necessary to successfully integrate Webb's DOK across the curriculum. Proper follow up will occur with classroom walkthroughs, lesson plan review, teacher feedback, and formative assessment monitoring from the school's instructional leaders and administration. Teacher lesson plans will incorporate higher-order items from Webb's (DOK). Lessons at the School will include modeling of thinking skills, examples of applied thinking, and adaptations for diverse student needs. Teachers will be encouraged to scaffold students using their questioning skills and provide appropriate "wait-time" during the questioning process to ensure deep thinking from the students.

***The 7 Habits of Highly Effective People:*** The School will enhance its character education program with principles from the book, *The 7 Habits of Highly Effective People*. This resource provides a framework for students to build effective life skills and habits into every day interactions. Without directly calling itself an anti-bullying or anti-drug program, it incorporates strategies that teenage students can practice that will ultimately lead them down ethical and healthy pathways in life. The seven habits are:

1. Be Proactive: Students learn to consider the impact of choices they make today on their future. They develop the value of positive thinking and saying "can" over "can't."
2. Begin with the End in Mind: Students are encouraged to map the paths to their goals. Students consider their goals for the future and make choices in the present that will lead to the achievement of those goals.
3. Put First Things First: Students learn the value of prioritizing. They develop strategies to effectively organize their time to create balance in their lives.
4. Think Win-Win: Students consider the feelings of both people in a relationship, themselves and the other person. Settling differences requires students to consider which solutions will allow both people to be winners.
5. Seek First to Understand, Then to Be Understood: Students learn different styles of listening and how to be good listeners in order to be good communicators.
6. Synergize: Students learn the value of teamwork and develop skills for working alongside others to accomplish more.
7. Sharpen the Saw: Students learn how to take care of their bodies, hearts, minds, and souls. Specific strategies are developed to maintain balance and overall health.

The School will provide an enhanced emphasis on character education through developing leadership traits in its students. The School will seek out leadership opportunities and programs for its students that will advance this goal and prepare students to face issues such

as bullying, cyber bullying, domestic violence, pressure to use drugs and alcohol, peer pressure, and identity. Some examples may include *Rachel's Challenge*, *Growing Leaders'* programs, and the *DARE* program.

PRINCIPLES	INSTRUCTIONAL STRATEGIES
<p><b>Intellectual Focus - The school should focus on helping students learn to use their minds well. (CES)</b></p> <p><b>Intellectual Mission - Articulate a common intellectual mission for all students (CES)</b></p> <p><b>Universal Goals - The school's goals should apply to all students. School practice should be tailor-made to meet the needs of every group or class of students (CES).</b></p>	<p><i>We believe in a common intellectual focus of high academic standards and behavioral expectations for all.</i></p> <p><b>Academic Excellence and Character Development</b> are at the heart of the School's educational philosophy. Accordingly, the school's intellectual focus centers on high academic and behavioral expectations for all students communicated through the School's Code of Excellence and Code of Student Conduct. As teachers are expected to model this behavior in a professional environment, the School will set high academic and behavioral expectations for teachers as well and communicate these through the Faculty Handbook.</p> <p><b>"Push and Pull"</b> Method of Instruction student's academic and emotional progress will be monitored and addressed using a "push and pull" method. We will identify and "pull" students in need of remediation and "push" students at grade level to take the most challenging curriculum in which they can be successful to maximize upon their potential:</p> <p>► <b>Personalized Education Plans</b> students achieving below grade level will have a plan of action to remediate deficiencies. The plan contains student's academic profile in the areas needing remediation, a timeline for remediation and strategies to be utilized to bring the students back on track. The plan allows students to prepare academic and personal goals for the school year and allows teachers and parents to track student progress towards these goals and graduation. Parents will have access to academic reports through traditional means such as report cards and parent conferences but will also be able to track academic progress of their children through continuous communication with academic mentors.</p> <p>► <b>Target Tutoring</b> – the School believes that each student has a unique learning style and will use data to drive instruction and remediation strategies for targeting each student's academic need as well as to enrich instruction and accelerate learning for students showing potential in specific areas. The school will provide opportunities and tutoring sessions to teach one student or a small "targeted" number with the same instructional needs or potential.</p>

	<p>► <b>Home learning policy</b>– we will expect that all teachers grade, discuss, and comment on homework regularly. Attention is given to both quality and quantity of home learning projects.</p> <p>Professional Development Plan – the School will provide staff, development, support and assessment of best teaching practices through comprehensive activities throughout the school year. This will allow us to offer continuous support as we strive for excellence.</p> <p>Universal Student Goals - Specific goals have been designed for the targeted student population which will apply to all students at the School:</p> <p>► <b>Habits of Work Goal:</b> students at the School will develop the work habits necessary to effectively learn subject matter, produce quality assignments, use time effectively, and be creative. Through development of effective work habits, students gain greater autonomy and realize their potential.</p> <p>► <b>Self -Esteem and Character Development Goal:</b> students will be able to identify their learning strengths, challenges, and passions; evaluate this knowledge in terms of their short- and long-term goals; and create a plan of action for their life-long learning based on this evaluation. Character development and behavior management techniques are an important part of the curriculum and increase-self-esteem by providing opportunities for academic success. Character development will be encouraged through community service programs and volunteerism.</p>
<p><b>Personalization – create settings where teachers and students can know each other well. (NUHS)</b></p> <p><b>Less is More - curricular decisions should be guided by the aim of thorough student mastery and achievement rather than by an effort merely to cover content. Teaching and learning should be personalized to the maximum feasible extent.(CES)</b></p>	<p><i>We believe that students learn best in a personalized small school setting:</i></p> <p><b>Small Class Sizes</b> – the School will commit to meet Class Size Reduction mandates, as applicable to charter schools, and to implement a standards-based teaching approach to allow greater attention and service to the individual student.</p> <p><b>Interdisciplinary Connections</b> - Curricular decisions will be guided by the aim of thorough student mastery and achievement rather than by an effort merely to cover content. As teachers build on interdisciplinary connections, students naturally begin to link information between and among courses, increasing the relevancy of skills and content in such courses.</p> <p><b>Differentiated and Standards-Based Instruction</b> –The</p>



	<p>School's ultimate goal is to provide a learning environment that will maximize the potential for student success. Teachers will use differentiated instructional strategies that connect with individual student's learning needs. Teachers will manage instructional time to meet the standards while providing motivating, challenging, and meaningful experiences for students to receive and process information in ways that require differentiation of experience. These instructional practices will include:</p> <p>► <b>Direct Instruction (lecturing/modeling):</b> this methodology will be used when teachers need to explain or demonstrate specific content and skills. Explicit, systematic instruction will be based on Florida's Sunshine State Standards. This instruction is structured and based on mastery learning. Frequent curriculum-based assessments help place students in ability groups for further differentiated strategies and identify students who require additional intervention.</p> <p>► <b>Scaffolding</b> - Teachers will identify the current developmental skills of individual students based on assessments and provide support structures to help students move to the next level. As the year goes on, the student becomes more adept at skills and at directing their learning, and learning becomes more autonomous.</p> <p>► <b>Cooperative Learning</b> – Teachers will guide small-group learning, to increase communication and team-building skills. It is based on grouping small teams of students heterogeneously according to ability, interest, background, etc. Some Cooperative learning activities will include Jigsaw II, STAD-Student Teams, or Group Investigation.</p> <p>► <b>Inquiry-Based Learning</b> - Based on the scientific method, this student-centered strategy will require students to conduct investigations independent of the teacher, unless otherwise directed or guided through the process of discovery. Teachers will use this strategy in developing critical thinking and problem-solving skills.</p> <p>► <b>Information Processing Strategies</b> - Teaching students "how to" process information is a key factor in teaching students how to strategically organize, store, retrieve, and apply information presented. Such strategies will include memorization, KWL, reciprocal teaching, graphic organizing, scaffolding, or webbing.</p>
Context for Reflection – provide	<i>We believe in providing opportunities for students to</i>

<p><b>interactive, reflective contexts for students (NUHS)</b></p>	<p><i>reflect on their own work and its meaning outside of school.</i> Reflection allows students connect their experiences with academic and real world standards.</p>
<p><b>Teacher- as-Generalist - Staff should expect multiple obligations (teacher-counselor manager) and a sense of commitment to the entire school. (Participatory management, teachers developing curriculum, changing teacher practices – (CES)</b></p>	<p><b>Horizontally and Vertically Aligned Instructional Teams</b> The School will use professional development throughout the school year to allow for common planning and teaching teams both within grade levels and subject areas. Through professional development activities planned within the school calendar, teachers will have opportunities to reflect on practice, discuss research and cases of learning, and examine student work. Such a culture makes it safe for teachers share universal goals, confront what is and isn't working and transform their own thinking and practice.</p> <p>► <b>Vertical Alignment</b> (by Departments)- Courses will be correctly aligned and teachers will be permitted common planning time by department to permit teachers to quickly assess what students mastered in the preceding grade and to focus on building skills and knowledge, as opposed to consuming valuable time with unnecessary reviewing and re-teaching.</p> <p>► <b>Horizontal Alignment</b> (by grade level) – The School will utilize Curriculum Pacing Guides of a common grade level to address specific subject matter following the same time line through common planning schedules. Such alignment is crucial in school systems dealing with state-mandated, standards-based assessments.</p>
<p><b>Teacher as Designer – Conceive of the teacher as designer, inquirer, clinician (NUHS).</b></p> <p><b>Democracy and Equity - The school should demonstrate non-discriminatory and inclusive policies, practices, and pedagogies. It should model democratic practices that involve all who are directly affected by the school. The school should honor diversity and build on the strength of its communities (CES).</b> <b>The tone of the school should explicitly and self-consciously stress values of expectation (attitude, parent involvement, collegueship, comradeship, trust and decency, and cooperation) (CES)</b></p>	<p><i>We believe that highly effective educators are those who feel ownership of the school program</i></p> <p>The School will encourage teachers to be facilitators and providers of opportunities for learning, NOT providers of information Using the differentiated instructional strategies, teachers will tailor their instruction and adjust the curriculum to students' needs rather than expecting students to modify themselves to fit the curriculum.</p> <p><b>Teachers Developing Curriculum:</b> Teachers will play an integral role in the development of core curriculum, maintaining - and exceeding - the highest expectations- in alignment with most current Sunshine State Standards.</p> <p>► Curriculum development will reflect what and how best to present a core body of knowledge.</p> <p>► Teacher participation in curriculum development will also serve to increase their “buy-in” to the pedagogical</p>

	process
<p><b>Community Partnership – Work closely with family and community (NUHS).</b></p> <p><b>Tone of Decency - The tone of the school should explicitly and self-consciously stress values of expectation (attitude, parent involvement, collegueship, comradeship, trust and decency, and cooperation) -CES</b></p>	<p><i>We believe in working closely with family and community.</i></p> <p>The School will provide enrichment activities and community-based initiatives allowing students to interact in social settings with diverse individuals.</p> <p><b>Community Partnerships</b> - Teachers, students, parents and the administration will work together with the governing board and the School to identify potential community partners for service learning and other community based initiatives at the school.</p> <p><b>Parental Involvement</b> enhances learning when a school encourages parents to stimulate their children's intellectual development. Parental “investment” in a student’s education is crucial to student success as well as to the advancement of the School’s mission and vision. Parental involvement agreements will encourage parents to contribute a minimum of 30 volunteer hours to ensure their active participation in their child’s education. Parents will receive and sign a parent handbook that outlines the responsibilities they have for their child’s learning and behavior at school. Parental involvement will also be encouraged through Parent Teacher Student Association (PTSA) and other such school commitments. Home-based volunteer projects will be available to parents who are unable to volunteer on-site due to work or family constraints.</p>

### C. Describe the research base for the educational program.

An extensive amount research currently exists regarding effective practices for improving student learning. This research will form the School’s pedagogical foundation for instruction. Teachers are also expected to implement research-based instructional strategies through teaching their own content areas in order to advance achievement in each area.

The School has developed a multi-tier system (management, assessment and instruction and professional development) that integrates technology within the core curriculum and achieves increased performance across all student populations and subgroups.

### Why STEM Matters?

Math and science literacy for American 15-year-old students dropped steadily over a decade compared to students in other countries, according to an international assessment. More than 90 percent of middle school students in the U.S. are taught math or science by a teacher working outside a field of expertise, according to the National Center for Education Statistics.

That can have dire consequences in young minds, research shows. Johns Hopkins University researchers found that if students begin to get off track as early as sixth grade, it can mean years of struggle and might jeopardize odds of graduation.<sup>4</sup>

The saturation of technology in most fields means that *all* students – not just those who plan to pursue a STEM profession – will require a solid foundation in STEM to be productive members of the workforce. A recent study of factors in postsecondary degree completion by the U.S. Department of Education found that taking college-level math as early as possible improved a student's chances of graduating from college with a degree. In contrast to their school lives, STEM plays an increasingly important role in the lives of American students outside of school through the use of everyday technologies such as cell phones and computers and an the explosion of STEM-related television programs and Web sites. Experts agree that we must start in elementary school to capture and maintain student interest in STEM fields throughout middle and high school. While the future stability of our economy is unknown and we currently face an economic downturn, parents will take comfort in knowing that science and engineering jobs are growing 70 percent faster than other occupations. This means STEM School students will be at an advantage when competing for the high-tech, high-wage jobs of the future.

### **STEM programs and the Future Workforce**

Many recent articles in business and other magazines highlight the problem of STEM competency in the U.S. Articles in business magazines point out that the U.S. is currently experiencing a manufacturing boom. In spite of current high U.S. unemployment, however, many manufacturing companies cannot fill current job openings. Why? Manufacturing in the U.S. is now high-tech and requires workers who can operate, maintain and repair sophisticated computer-driven machinery, including industrial robots. Many high school graduates lack basic knowledge in STEM fields and are thus deemed unqualified for training programs, which U.S. companies are willing to provide to teach new employees how to operate sophisticated machinery.

The U.S. military is also concerned about the STEM competency of enlisted personnel and willing to fund programs addressing this need. The U.S. faces many future challenges, which will require solutions that must come from STEM fields and by those with STEM competency at all education levels. For example, many opportunities in the general area of sustainability will require solutions based on the world's best science and engineering. Many believe the companies and nations that develop these technologies will lead the world into a new economy.

President Obama reminded Congress last year that “the countries that out-teach us today will out-compete us tomorrow.” Those involved with STEM education at all levels, from primary to secondary to undergraduate to graduate schools, need to work together to help lead the U.S. into the STEM-based future of the world.

In contrast to their school lives, STEM plays an increasingly important role in the lives of

American students outside of school through the use of everyday technologies such as cell phones and computers and an the explosion of STEM-related television programs and Web sites. Experts agree that we must start to incorporate these technologies in elementary school to capture and maintain student interest in STEM fields throughout middle and high school.

The School's educational program will provide this opportunity for students to master STEM concepts in and out of the classroom, alleviating the need for further remediation in secondary and post-secondary grades. The School's proposed program will therefore prepare students at an earlier age for a variety of postsecondary career, allowing them to be competitive in this new global market.

The School's educational plan is specifically designed with these in mind:

**Differentiated Instruction:** The instructors at the School will recognize that each student comes into the classroom with different backgrounds, languages, cultural experiences, interests, and abilities. By differentiating instruction, teachers maximize the growth and development of each student's needs. Differentiation is recognized to be a compilation of many theories and practices. According to the proponents of differentiation, the principles and guidelines are rooted in years of educational theory and research. For example, differentiated instruction adopts the concept of "readiness". That is the difficulty of skills taught should be slightly in advance of the child's current level of mastery. This is grounded in the work of Lev Vygotsky (1978), and the zone of proximal development (ZPD), the range at which learning takes place. The classroom research by Fisher et al. (1980), strongly supports the ZPD concept. The researchers found that in classrooms where individuals were performing at a level of about 80% accuracy, students learned more and felt better about themselves and the subject area under study (Fisher, 1980 in Tomlinson, 2000). Recognizing students' ZPD and responding to it accordingly involves the ability to provide instruction to varying student needs within one classroom. Professional development will be provided to teachers regularly through professional learning communities to allow them to develop this crucial instructional skill.

**Parent Involvement:** Research suggests that when both school and home share the responsibility for students' educational success, social and economic stressors are less apparent. Parental involvement is crucial for student. Parental involvement in a child's education process is vital to ensuring that the students are not only being encouraged at school to be successful but that they are also being encouraged at home as well (Bowen, 1999). The School will provide parents with information in a timely manner and will provide resources to encourage parents to participate in their child's education.

**Professional Learning Communities:** Teachers at the School will have the opportunity to participate in an exciting and innovative environment. The School will provide a strong academic program in a warm, work friendly and nurturing environment where teachers will feel free to incorporate their unique teaching styles and take part in the advancement of their student's educational lives. Teachers will be encouraged to communicate with their colleagues

and share effective techniques used in the classroom. The master schedule will accommodate professional learning communities to take place between teachers in the school. “The professional learning community model flows from the assumption that the core mission of formal education is not simply to ensure that students are taught but to ensure that they learn. This simple shift—from a focus on teaching to a focus on learning—has profound implications for schools.” (DuFour, 2004). Some of the key questions that drive a professional learning community in education are;

- What do we want our students to know or learn?
- What are the indicators that let us know that our students have learned that information?
- What do we do differently when students are struggling or to improve the instructional approach? (DuFour, 2004)

As an organizational arrangement, the professional learning community is seen as a powerful staff development approach and a potent strategy for school change and improvement. The professional learning community is supported by research as a powerful staff development approach and a crucial strategy for school change and improvement. (McLaughlin and Talbert, 1993)

**High-Order Thinking Skills:** The integration of Webb’s Depth of Knowledge questioning will prove to promote higher order thinking skills. Current research indicates that the use of a variety of higher-order questions in an open-ended and nurturing educational environment strengthens the brain, creating more synapses between nerve cells, just as exercise builds muscle tissue (Educational Leadership, March 1997). Although many educators do not agree on a clear-cut definition of higher order thinking, educators, administrators, and evaluators in Florida agree about the importance of teaching it and that higher order questioning is a major component. (Marzano, Brandt, Hughes, Jones, Presseisen, Rankin, & Suhor, 1988).

#### **D. Explain how the educational program aligns with the school’s mission.**

The School’s mission to academically challenge each student as reflected in their everyday lives is evident in the educational program. Every effort is made to provide the highest quality education for our diverse population of students while closing the achievement gap. Research based practices are emphasized throughout the program to ensure student achievement of the NGSSS. Additionally, the School has placed a strong emphasis on preparing students for life beyond their elementary-middle school years through rigorous STEM, technology and AP pre-college preparatory instruction.

The School sets high academic and social expectations that together lead to the successful development of the whole child and creates lifelong learners prepared to contribute in an ever-changing society. In doing so, the School recognizes that each student is capable of learning

and achieving academic success and therefore commits to helping students explore and develop their intellectual potential while reinforcing personal character, while kindling that desire to be a lifelong learner. This is in perfect concert with the School's mission, which is to contribute to an ever- changing society that furthers the philosophy of respect and high expectations for all, enabling students to become confident, self-directed and responsible life-long learners. The School's educational philosophy is grounded on the expectation of increasing learning opportunities and raising the academic achievement of its students through high expectations and character development. The School's educational philosophy, values, and beliefs, are in alignment with the school's mission and moreover support and facilitate implementation of the school's mission.

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

The School uses a researched based-curriculum infusing best practices to ensure that the students are engaged and challenged on a daily basis. The curriculum is data-driven and therefore modified to serve the needs of the student population at each school. The objectives in the School curriculum are built upon the NGSSS/CCSS as adopted by the State of Florida.

Meeting the Needs of All Students - The School's curriculum is designed to serve students of all ability levels. All students at the School will be encouraged to maximize their academic potential by taking the most rigorous program in which they can be successful. Students in need of remediation or not making adequate progress towards mastery of the NGSSS/CCSS and/or students with special learning needs (e.g. ELL students and SPED students) will have access to supervised study time and tutoring services during non-school hours to accelerate and/or remediate student achievement.

Teachers will be required to document instruction of the NGSSS/CCSS, ELL strategies in their lesson plans. Lesson plans will identify specific objectives taught and benchmarks met as listed in the curriculum. The principal will check lesson plans weekly and conduct daily classroom walk- through's (CWT) to ensure that curricular objectives are being documented and taught accordingly. In order to support delivery of a high quality program that implements research-based strategies and innovations to raise student achievement, the School will have the following processes in place: Performance-based curricular objectives in alignment with the NGSSS/CCSS as adopted. Curriculum Pacing of essential standards - based on nine-week intervals, in each content area; continuous review of curriculum to ensure a year's worth of learning of all state benchmarks research-based instructional practices and Coalition of Essential School's principles; focus on differentiated instruction for learning styles integration of technology across all major disciplines School Improvement Plan (SIP) process as a quality assurance and continuous improvement tool assessment data utilized to make instructional



decisions and plan interventions ongoing professional development workshops before and after school targeted tutoring for remediation and Saturday seminars for acceleration targeted interventions for struggling readers and students performing below grade level integration of long term “Project Based Learning” activities in sports leadership across the curriculum.

The curriculum is aligned with the NGSSS/CCSS for each subject and grade level expectations and is delivered to the students through the use of curriculum guides, best teaching practices, and researched-based materials. The school uses Florida Department of Education (FLDOE) adopted researched based textbooks aligned with State Standards and/or national standards and are accompanied by supplementary materials. Both challenge and intervention materials are incorporated to address the needs of special populations of learners, such as Gifted, ESE and ELL students.

The faculty follows the standards and writes lesson plans accordingly. Teachers include interventions, accommodations, and ELL and ESE strategies to ensure each student is receiving the support needed to meet the set objectives. The lesson plans are submitted to school leaders and returned with feedback for ongoing improvement. Shared planning occurs, as well, to ensure that each educator is able to select the most successful instructional strategies that will yield the greatest results.

Instructional Focus Guides will be developed and used across the curriculum to support of the expectations for student learning across all subject areas in grades K-8.

As described in Section 3 above, the proposed school’s educational program is designed to address the NGSSS/CCSS with an emphasis on Science, Technology, Engineering, and Mathematics (STEM) initiatives. The ultimate goal is to maintain traditional and proven effective teaching techniques with modern, innovative technology-rich STEM resources.

The School will serve students from the community at large without regards to gender, race, religion, heritage, or exceptionality(ies). Within this community reside a large number of students from Hispanic descent. It is, therefore, a goal of the School to provide an exceptionally high-quality education to these students while embracing and supporting their heritage.

Hispanic and African-American culture will be celebrated through content area instruction as well. For example, NGSSS/CCSS literacy benchmarks may be instructed through literature authored by Hispanic and African-American writers, as well as those from other countries around the world. Hispanic and African-American music and art will be studied, along with those of other cultures, in elective courses to promote NGSSS/CCSS benchmarks in those subjects. The Hispanic and African-American community’s achievements and contributions will also be highlighted and celebrated as a source of pride for these students.

The School will provide ample college readiness opportunities for its student population. This will allow students to take NGSSS/CCSS benchmarks one-step further. They will apply learning of the NGSSS/CCSS in real-world scenarios through Project-Based Learning and other instructional opportunities that emphasize high-order thinking. Utilization of College Board programs will also provide students with rigorous educational opportunities that will broaden their horizons and prepare them for post-secondary education.

Notwithstanding, the School will serve students of all ability levels, and therefore, students in need of remediation or students who do not demonstrate grade level performance (as evidenced by earning a 1 or 2 on the FCAT exam or not passing an EOC, as applicable) will receive a school-wide PMP in reading and/or mathematics. Similarly, a PMP can also be initiated for science and writing by the teacher to target strategies for remediation of deficiencies in those areas. The School, in consultation with the student's parent, will develop the PMP as a means to assist the student in meeting state and district levels for proficiency. Each plan will include provision for intensive remedial instruction through extended school day activities; tutorial programs; Saturday class; and/or referral to the School Support Team. Exception might be an ELL student who has participated in the ESOL program for less than two years; and/or a SPED student whose IEP dictates otherwise and therefore the IEP supersedes the PMP criteria –in those situations, these students would not be required to be included in the school wide PMP process.

Support for Curriculum Delivery - The school will have the following processes in place to support the delivery of the curriculum:

- targeted interventions for struggling readers and students performing below grade level (and implementation of the Broward County Public School's K-12 CRRP with fidelity);
- SIP maintained and utilized as a living document to ensure quality assurance, and as a continuous improvement tool to ensure that curriculum goals are being monitored, achieved, and accomplished;
- literacy integration across all disciplines;
- curriculum/instructional pacing of essential standards in major core content areas utilized and based on nine-week intervals (the School will utilize the Broward County Public School's curriculum pacing guides to ensure all NG SSS (and/or Common Core State Standards, as adopted) and course content Material is covered for mastery within specified timeframes);
- continuous review of curriculum implementation and student mastery to ensure a year's worth of learning via teaching of respective NG SSS (and/or Common Core State Standards, as adopted);
- ongoing principal evaluation is conducted through daily classroom walkthroughs (wherein the principal will ensure that all teachers are utilizing best practices and implementing the instructional initiatives with fidelity);
- research-based instructional practices will be utilized (e.g. Marzano's High Yield Teaching Strategies, the Eight-Step Instructional Process, the Big Picture Company's New

*Urban High School Design Principles* (NUHS), and Coalition of Essential School's principles;

- assessment data utilized to make instructional decisions and plan interventions (e.g. Broward County Public School's Interim Assessments, teacher-made assessments, end of chapter assessments, embedded assessments, FAIR Assessments in Reading three times per year, with OPMs given if student performs below the threshold every 20 instructional days, embedded assessments, etc.);
- ongoing relevant professional development workshops to target learner needs;
- before and after school targeted tutoring for remediation and Saturday seminars for acceleration, in accordance with students learning needs;
- integration of long term thematic projects across the curriculum;
- focus on differentiated instruction for varied learning styles;
- reading and writing across the curriculum; and
- integration of technology across the major disciplines.

The School's curriculum will require students to interact with each other, apply curriculum to real-life situations, and use a variety of technological tools beyond the classroom. Teachers will incorporate various teaching strategies to accommodate all learning styles. In accommodating individual learning styles and individual learner needs, the School's curriculum incorporates the following instructional practices:

Interdisciplinary Connections - Curricular decisions will be guided by the aim of thorough student mastery and achievement rather than by an effort merely to cover content. As teachers build on interdisciplinary connections, students naturally begin to link information between and among courses, increasing the relevancy of skills and content in such courses. Differentiated and Standards-Based Instruction –The School's ultimate goal is to provide a learning environment that will maximize the potential for student success. Teachers will use differentiated instructional strategies that connect with individual student's learning needs. Teachers will manage instructional time to meet the standards while providing motivating, challenging, and meaningful experiences for students to receive and process information in ways that require differentiation of experience.

## **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 Standards-Common Core Standards.**

The School uses a researched based-curriculum infusing best practices to ensure that the students are engaged and challenged on a daily basis. The curriculum is data-driven and therefore modified to serve the needs of the student population at each school. The objectives in the School curriculum are built upon the NGSSS/CCSS as adopted by the State of Florida.

The curriculum is aligned with the NGSSS/CCSS for each subject and grade level expectations and is delivered to the students through the use of curriculum guides, best teaching practices, and researched-based materials. The school uses Florida Department of Education (FL-DOE) adopted researched based textbooks aligned with State Standards and/or national standards and are accompanied by supplementary materials. Both challenge and intervention materials are incorporated to address the needs of special populations of learners, such as Gifted, ESE and ELL students.

The faculty follows the standards and writes lesson plans accordingly. Teachers include interventions, accommodations, and ELL and ESE strategies to ensure each student is receiving the support needed to meet the set objectives. The lesson plans are submitted to school leaders and returned with feedback for ongoing improvement. Shared planning occurs, as well, to ensure that each educator is able to select the most successful instructional strategies that will yield the greatest results.

**Instructional Focus Guides** will be developed and used across the curriculum to support of the expectations for student learning across all subject areas in grades K-8.

As described in Section 3 above, the proposed school's educational program is designed to address the NGSSS/CCSS with an emphasis on Science, Technology, Engineering, and Mathematics (STEM) initiatives. The ultimate goal is to maintain traditional and proven effective teaching techniques with modern, innovative technology-rich STEM resources.

The **Reading and Language Arts** is described at length in Subsection C below.

## **Mathematics**

The following resources and strategies will be used in the delivery of the Mathematics Curriculum:

<u>Grades</u>	<u>Math</u>
K-2	Go Math/Mountain Math
3-5	Go Math/Mountain Math
6-8	SpringBoard Math IXL

The School will develop students understanding of mathematical concepts as well as their ability to engage mathematics to reason, communicate, and problem solve making them able to remain competitive in an ever changing, fast-paced and technology-rich society. The cultivation of these skills will help students develop numerical literacy, wherein they will have acquired the mathematical knowledge, problem solving ability, and communication skills required to excel at or above grade level expectations.

The School will provide quality instruction, high expectations, and consistent standards-based instruction for all students. The content will be challenging for all students and based on the assumption that all students can achieve high standards if given stimulating opportunities and differentiated instructional support to learn. The School will also infuse literature and technology into Mathematics instruction. This will provide for reinforcement of mathematical terminology, real world applications of mathematical concepts, and organization/visualization of mathematical concepts (e.g. word walls, journals for hypothesizing and/or subsequent reflection of mathematical conclusions, graphing software, interactive white boards, to name a few).

The School will use the state-approved text in the instruction of Mathematics. The School's text selection will be modified as per the Broward County Public School's text adoption and modifications throughout the duration of the charter. The Mathematics curriculum will be aligned with NCTM Principles and NGSSS for Mathematics by grade level (Big Ideas and Supporting Ideas).

Furthermore, teachers at the School will focus on how the following five (5) standards that describe how content is taught:

- Problem Solving: Engage in tasks for which the solution method is not known in advance.
- Reasoning and Proof: Think analytically.
- Communication: Share ideas and clarify understanding.
- Representation: Understand ways in which mathematical ideas are represented.
- Connections: Understand how mathematical ideas interconnect and build on one another. IN support of the school-wide STEM focus and initiative, the school seeks to increase the level of rigor, coherence, and clarity in the application of real-world mathematics. The School will develop students understanding of mathematical concepts as well as their ability to engage mathematics to reason, communicate, and problem solve making them able to remain competitive in an ever changing, fast-paced and technology-rich society. The cultivation of these skills will help students develop numerical literacy, wherein they will have acquired the mathematical knowledge, problem solving

ability, and communication skills required to excel in our ever changing world.

The following resources and strategies will be used in the delivery of the Mathematics Curriculum:

**Go Math:** Houghton Mifflin Harcourt published the Go Math series based on the Florida Sunshine State Standards. Go Math provides the teachers with multiple resources to ensure that all students are meeting the state requirements for math. These resources include: Grab and Go Math Centers, access to ThinkCentral a technology resource, trade books focusing on math, intervention books for students working below level, enrichment books, hands on activities, assessments and an online Soar to Success program.

**Mountain Math:** Mountain Math is a year-round and reusable bulletin board. It is a review program that supplements the current classroom curriculum. Mountain Math is used to aid in review and retention of previously taught concepts. Teachers in grades K-5 will incorporate Mountain Math into their daily math routine.

**Math IXL:** Math IXL is a computer-based program that allows teachers and parents to monitor students and motivate them through interactive games in guided practice questions. Math IXL is aligned to the Common Core and Florida Next Generation Sunshine State Standards. The Math IXL program assesses student performance on each standard and provides immediate feedback to the teachers. Teachers are able to generate reports on individual students or classes. The School will utilize Math IXL in grades K-8. Test results prove that IXL is beneficial to student success.

**Grades 6-8:** The School will follow the state course descriptions for the following courses to be offered in grades 6-8. The purposes of these courses are to provide instruction and promote academic excellence in basic mathematic skills, geometry, algebra, problem solving, and mathematical reasoning. The skills covered will prepare students for the FCAT 2.0, as well as promote student success for the real world work environment.

**SpringBoard Math** will be used to address the rigorous content standards of the Common Core and incorporates the mathematical practice standards throughout content across grades 6-8. It incorporates research-based best practices into the materials and professional development. SpringBoard begins with "the end in mind" – with 2 to 3 Embedded Assessments per unit and scaffolds instruction to ensure academic success on performance tasks.

#### Middle School Mathematics Courses

6 <sup>th</sup> Grade	Course Number
M/J Intensive Mathematics	120400001
M/J Mathematics I	120501001
M/J Mathematics I Advanced	120502001
M/J Mathematics I Advanced Gifted	120502002

<b>7<sup>th</sup> Grade</b>	
M/J Intensive Mathematics	120400001
M/J Mathematics II	120504001
M/J Mathematics II Advanced	120505001
M/J Mathematics II Advanced Gifted	120505002
<b>8<sup>th</sup> Grade</b>	
M/J Intensive Mathematics	120400001
M/J Mathematics II (Pre-Algebra)	120507001
Algebra I Honors	120032001
Algebra I Honors Gifted	120032002
Geometry I Honors	120632001
Geometry I Honors Gifted	120632002

\*All Level 1 and 2 students will be required to enroll in an M/J Intensive Mathematics.

\*\* Senior High School Credit(s) for Students in Grades 6, 7, and 8.

*Students may enroll in selected senior high school courses for the purposes of pursuing a more rigorous program of study in both Algebra I and Geometry; however, students are required to adhere to End of Course requirements as stated by the Florida Department of Education.*

## **Science**

<b>Grades</b>	<b>Science</b>
K-2	Fusion Think Central
3-5	Fusion Think Central
6-8	Fusion Think Central

The School will use state-approved Harcourt Science Series, alongside their digital software and multimedia, or other state-adopted in the instruction of Science. The Science curriculum will prepare students to achieve the NGSSS/CCSS by incorporating an inquiry based approach to learning of the central science themes: matter and energy, force and motion, earth and space, processes of life, and the scientific method. In addition, supplemental materials such as *Science Weekly* and/or other comparable scientific magazines may be used. Teachers will utilize the NGSSS, while incorporating FCAT test item specifications in their daily lesson plans. Moreover, students will participate in weekly hands-on science investigations, exposing students to the scientific process and scientific thinking. In grades 4-8, students will be encouraged to participate in Science Clubs where they will be able to explore and investigate the steps to the scientific method.

Science Fusion - Houghton Mifflin Harcourt created the Science Fusion textbook for Florida and



is used in grades K-8. Science Fusion provides a colorful collection of informational text along with many hands-on labs. Teachers and students are given access to ThinkCentral, which provides interactive labs for teachers and students. Students are also given the option to access ThinkCentral at home. Students in grades K-8 will actively use Science Fusion and ThinkCentral.

Teachers will be encouraged to engage students through the following ways:

- Quantitative and qualitative observations
- Investigation of thoughtful questions
- Design and conduct experiments and other types of investigations
- Collect and organize data
- Make logical predictions and offer reasonable explanations
- Explore possible conclusions
- Communicate their understanding

Additional Science instructional materials will be gathered for lesson plans using the following resources:

- Florida Association of Science Teachers
- Science FCAT Resources
- National Institute for Science Education
- National Science Teachers Association
- Technology: Including but not limited to, Safari Montage, GIZMOS, and Brainpop - computer-based programs will assist students visually in understanding science concepts.

#### Grades 6-8

At the completion of science coursework, students will have achieved a year's worth of learning by mastering, at minimum, the objectives and concepts aligned to the NGSSS for Science.

6 <sup>th</sup> Grade	Course Number
M/J Comp Science I	200204001
M/J Comp Science I Advanced	200205001
M/J Comp Science I Advanced Gifted	200205002
7 <sup>th</sup> Grade	
M/J Comp Science II	200207001
Earth Space Science Honors	200132001
Earth Space Science Honors Gifted	200132002
Physical Science Honors	200332001
Physical Science Honors Gifted	200332002
8 <sup>th</sup> Grade	
M/J Comp Science III	200210001
Physical Science	200331001

Physical Science Honors	200332001
Physical Science Honors Gifted	200332202
Biology Honors	200032001
Biology I Honors Gifted	200032002

\*Senior High School Credit(s) for Students in Grades 6, 7, and 8. Students may enroll in selected senior high school courses for the purposes of pursuing a more challenging program of study; Students are required to adhere to End of Course requirements for Biology, as stated by the Florida Department of Education.

## STEM Curriculum

### Mathematics and Science Connection

*K-5 Engineering Is Elementary (EiE): Engineering and Technology Lessons for Children* developed by the National Center for Technological Literacy (NCTL) will be used by teachers to augment SCIENCE lessons, create interdisciplinary projects, and reinforce science concepts being taught in grades 1-5 (See Appendix H – Sample STEM Units). The *Engineering is Elementary* curriculum is NOT an independent curriculum. Rather, it is integrated with science; the lessons assume that the students are studying or have already studied the science concepts that are then utilized in the engineering lessons. Each EiE unit is paired with a science topic or topics from the general standards- based curriculum. Each unit also focuses on:

- one field of engineering (such as mechanical or environmental)
- one country and culture from around the world

Teachers will engage students in the engineering design process using:

Storybooks featuring child characters from a variety of cultures and backgrounds, who introduce students to an engineering problem. Students are then challenged to solve a problem similar to that faced by the main character. In addition to providing context, the storybook also serves to introduce engineering and technology concepts and terms, and reinforce science vocabulary.

Lesson plans for teachers. EiE teacher guides include vocabulary, learning objectives, tie-in science content, detailed materials and preparation sections, and step-by-step instructions on how to facilitate each EiE activity.

Duplication masters (DMs) for student handouts. To accommodate differences in students' cognitive and linguistic abilities, EiE units contain two versions of many DMs: Basic (lower reading level, less writing, less cognitively complex, suggested for grades 1 and 2) and Advanced (higher reading level, more writing, more cognitively complex, suggested for grades 3-5). Teachers can choose the DMs that best meet the needs of their students.

Grades 6-8 - In support of the STEM Initiative at the middle grades, the school will seek to

kindle the desire for middle school students to become innovators, scientists, technologists and engineers of the future, by exposing them to hands-on scientific and mathematical problem-solving activities that will provide students with a broad knowledge of scientific concepts and establish a solid foundation for students to pursue and have success in rigorous high school science courses. All science courses and science curriculum content will be inquiry-based and hands-on in nature. As part of the Stem Initiative, Instruction in Science 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, whenever appropriate. 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.

Below is an example of how the VEX Robotics Course (offered as a middle school elective) addresses National Science, Mathematics, Technology, and Language Arts Standards. Created by Carnegie Mellon University's Robotics Academy, the curriculum is research-based, aligns with standards, and focuses on the development of 21<sup>st</sup> century skill sets in students. The full curriculum including lessons and assessments can be viewed at: [http://www.education.rec.ri.cmu.edu/content/curriculum/middle\\_school/index.htm](http://www.education.rec.ri.cmu.edu/content/curriculum/middle_school/index.htm)  
[http://www.education.rec.ri.cmu.edu/roboticscurriculum/vex\\_online/](http://www.education.rec.ri.cmu.edu/roboticscurriculum/vex_online/)

### **Systems, Order and Organization**

Robots are excellent examples of systems, with many heterogeneous components interacting in organized, methodical ways to achieve results as a whole that they could not have achieved separately.

Examples include:

- Navigation systems (e.g. sensor tells the robot where it is, programmable controller tells the robot how to interpret this information, motors move in order to achieve the desired result)
- Sensing systems (electrical, mechanical, and programming elements of a sensor)
- Power & transmission systems (motor, axle, gear, wheel)
- Manipulator systems
- Lifting systems, vision systems, etc.

Each system can be broken down into subsystems.

Robotics technology is built upon a series of behaviors that can be measured mathematically and are understandable and predictable.

There are many examples that are easy for students to manipulate and understand:

- Gears and mechanical advantage
- Sensors and electronic control
- Wheel diameter and its effect on distance traveled
- Rotation sensor readings and robot path planning

### **Evidence, Models and Explanation**

The investigations included in this curriculum allow students to collect evidence to investigate scientific principles. Robots physically demonstrate many scientific concepts to make them more clear and understandable.

Examples include:

- Electronics and basic circuitry, which can be demonstrated using touch sensors and the VEX power supply
- Light sensors, which can detect infrared as well as visible light.

### **Constancy, Change and Measurement**

Robots rely on the use of many innate constants in their basic operation. Ultrasonic sensors, for instance, calculate distance based around an assumed value for the speed of sound.

In calculating the distance a robot travels per spin of its motor, fundamental mathematical relationships govern the elements of change and constancy between the different factors involved. For example, the ratio between the diameter and circumference of the wheel is constant ( $C=\pi d$ ). On the other hand, a robot doesn't always need to use the same wheels – they can change – yet, no matter what the size of the wheel, the distance traveled per turn of the wheel remains proportional.

Measurement is fundamental to all aspects of robotics, from matching dimensions of parts to ensure that they can connect properly, to measuring how far your robot went, to measuring how well a prediction matched a result

### **Evolution and Equilibrium**

Every robot design has a story. As they build and modify their robot designs, students can trace the evolution of their creation as they adapt it in different ways that allow it to complete different tasks, building upon lessons learned from their previous designs. Equilibrium appears in many different forms as a design factor that students will encounter in designing their robots. For example, a robot's top speed is an equilibrium point between the physical force of friction and the force generated by the motor.

## Form and Function

When designing robots, form always follows function. Whether the design decision involves using large versus small wheels, making the motor power high versus low, or selecting the sensing device the robot will use, all decisions are based on what the robot is expected to do: its function. All of these decisions will affect the final shape of the robot: its form.

## Science as Inquiry – Content Standard “A”

As a result of activities in all grades, all students should develop:

- Abilities necessary to do scientific inquiry
- Understanding about scientific inquiry

Students should be engaged in activities that:

- Begin with a question
- Allow them to perform an investigation
- Gather evidence
- Formulate an answer to the original question
- Communicate the investigative process and results

The guided investigations in Robotics Engineering are targeted at specific relevant questions about robotics technologies and concepts that lead to rich exploratory experiences.

Some investigations focus on specific portions of the inquiry process, such as evidence-gathering or hypothesis evaluation.

Others begin with a question and seek an answer using general inquiry processes.

Explanation and evaluation are primary abilities applied in answering questions, not simply calculations or summarization.

## Physical Science – Content Standard “B”

As a result of activities in all grades, all students should develop an understanding of:

- Properties and changes of properties in matter
- Motions and forces
- Transfer of energy

Robotics is able to demonstrate many applied physical concepts. Here are a few examples:

- Mechanical advantage (gears)
- Basic circuitry (sensor

<p>By using simple objects, such as rolling balls and mechanical toys, students can move from qualitative to quantitative descriptions of moving objects and begin to describe the forces acting on the objects.</p> <p>Understanding of energy will include light, heat, sound, electricity, magnetism, and the motion of objects.</p>	<p>operation)</p> <ul style="list-style-type: none"> <li>• Digital and analog electronics (sensors)</li> <li>• Light (lamp, light sensor)</li> <li>• Sound (ultrasonic, sound sensors)</li> <li>• Speed (motors)</li> <li>• Friction (robot movement)</li> </ul> <p>Quantitative measurement is a staple of all investigations.</p>
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### Science and Technology – Content Standard “E”

<p>As a result of activities in all grades, all students should develop:</p> <ul style="list-style-type: none"> <li>• Abilities in technological design</li> <li>• Understandings about science and technology</li> </ul> <p>Students should begin to differentiate between science and technology.</p> <p>In the middle school years, scientific investigations can be completed by activities in which the purpose is to meet a human need, solve a problem, or develop a product rather than explore ideas about the natural world.</p>	<p>Robotics is the premier example of the marriage of science and technology, especially as related to the solving of problems or human needs.</p> <p>Every investigation students conduct with the robot is motivated by the need to advance the performance of the robot in order to meet performance criteria, connecting the “need to know” with the “ability to do.”</p>
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### Mathematics Standards Addressed

From the National Council of Teachers of Mathematics (NCTM) Standards

### Numbers and Operations

<ul style="list-style-type: none"> <li>• Understand numbers, ways of representing number,</li> </ul>	<p>Robotics uses numbers and operations in nearly all lessons,</p>
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<p>relationships among numbers and number systems.</p> <ul style="list-style-type: none"> <li>• Understand meaning of operations and how they relate to one another.</li> <li>• Compute fluently and make reasonable estimates.</li> </ul>	<p>for example:</p> <ul style="list-style-type: none"> <li>• Calculating distance with rotational sensors (equations, equalities)</li> <li>• Gears, gear ratios and speed (ratios and proportions)</li> <li>• Light sensors and threshold (inequalities)</li> <li>• Wheel circumference, radius and diameter (geometric relationships)</li> </ul>
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### Algebra

<ul style="list-style-type: none"> <li>• Represent and analyze mathematical situations and structures using algebraic symbols.</li> <li>• Use mathematical models to represent and understand qualitative relationships.</li> <li>• Analyze change in various contexts.</li> </ul>	<p>Robotics lessons that involve algebra include the following:</p> <ul style="list-style-type: none"> <li>• Conditional statements (inequalities)</li> <li>• Programming sensors and thresholds (inequalities)</li> <li>• Measuring turns (equalities, solving equations)</li> <li>• Gears and speed (ratios, direct and indirect proportionality)</li> <li>• Passing parameters in functions</li> </ul>
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### Geometry

<ul style="list-style-type: none"> <li>• Precisely describe, classify, and understand relationships among types of two and three-dimensional objects using their defining properties.</li> <li>• Specify location and describe</li> </ul>	<p>Robotics situations involving geometry include:</p> <ul style="list-style-type: none"> <li>• Wheel rotations and circumference (diameter, circumference)</li> <li>• Identifying locations in order to program a robot</li> </ul>
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spatial relationships using coordinate geometry and other representational systems.	<p>to move from point to point (connected path segments)</p> <ul style="list-style-type: none"> <li>• Interlocking gears and gear ratios (discrete combinations of radii)</li> </ul>
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### Measurement

<ul style="list-style-type: none"> <li>• Understand measurable attributes of objects and the units, systems, and processes of measurement.</li> <li>• Apply appropriate techniques, tools and formulas to determine measurements</li> </ul>	<p>Understanding the significance and meaning of measurements are central to the understanding of robotics:</p> <ul style="list-style-type: none"> <li>• Distance the robot travels (linear measurement, meter stick)</li> <li>• Amount a motor turns (angular measurement)</li> <li>• Directional change of the robot (angular measurement, protractor)</li> <li>• Speed of the robot (rate measurement, meter stick, built-in timer)</li> <li>• Physical quantities measured by sensors (touch, sound, light, distance)</li> <li>• Detectable region of a sensor (ultrasonic sensor, meter stick, 2D graph paper)</li> </ul>
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### Problem- Solving

<ul style="list-style-type: none"> <li>• Build new mathematical knowledge through problem solving.</li> </ul>	<p>In the lessons, there are both guided and open- ended design problems that involve</p>
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<ul style="list-style-type: none"> <li>• Solve problems that arise in mathematics and other contexts.</li> <li>• Apply and adapt a variety of appropriate strategies to solve problems.</li> <li>• Monitor and reflect on the process of problem solving</li> </ul>	<p>designing, building, and programming needed to create autonomous robots.</p> <ul style="list-style-type: none"> <li>• How do I get a robot to move a certain distance? (solved through measurement and the verification and use of a proportionality relationship)</li> <li>• What does the sound sensor measure? (solved by graphing the sensor readings with tones of varying volume and pitch, then seeing which one indicated an orderly relationship)</li> </ul>
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### Reasoning and Proof

<ul style="list-style-type: none"> <li>• Recognize reasoning and proof as fundamental aspects of mathematics.</li> <li>• Make and investigate mathematical conjectures.</li> <li>• Develop and evaluate mathematical arguments and proofs.</li> <li>• Select and use various types of reasoning and methods of proof.</li> </ul>	<p>Reasoning in robotics comes in many different forms, including the following:</p> <ul style="list-style-type: none"> <li>• Experimental reasoning, proof using measurements and physical evidence (Wheels and Distance)</li> <li>• Reasoning using equations, proof by solving (Measured Turns)</li> <li>• Reasoning about graphs, proof by observing trends (Frequency and Amplitude)</li> </ul>
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### Communications

<ul style="list-style-type: none"> <li>• Organize and consolidate their mathematical thinking through communications.</li> <li>• Communicate their mathematical thinking coherently and clearly to peers, teachers, and others.</li> <li>• Use the language of mathematics to express mathematical ideas precisely.</li> </ul>	<p>Each Activity and Investigation includes worksheet questions that require the student to reflect on what they have accomplished or experienced, and describe it or some aspect of it in their own words to someone else. Emphasis is placed upon explaining reasoning in addition to showing calculations.</p> <p>The Engineering Design Challenge includes opportunities for students to communicate with their peers and teachers what they have learned and accomplished.</p>
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### Connections

<ul style="list-style-type: none"> <li>• Recognize and use connections among mathematical ideas.</li> <li>• Understand how mathematical ideas interconnect and build on one another to produce a coherent whole.</li> <li>• Recognize and apply mathematics in contexts outside of mathematics.</li> </ul>	<p>One of the strongest features of using robotics to teach math, science, engineering, technology and communications is its ability to make links between multiple disciplines. Students are able to take what they know and connect it to what they are learning, synthesizing new knowledge as they continue.</p>
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### Technology Standards Addressed

From the International Technology Education Association (ITEA) Standards

### The Nature of Technology

1. Students will develop an	All robotics activities provide
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<p>understanding of the characteristics and scope of technology.</p> <p>2. Students will develop an understanding of the core concepts of technology.</p> <p>3. Students will develop and understanding of the relationships among technologies and the connections between technology and other fields of study.</p>	<p>excellent hands-on exposure to technology in use and development.</p> <ul style="list-style-type: none"> <li>• Robotics activities feature linkages to advanced technology that allow students to connect their designs to real-world needs and solutions</li> <li>• Successful robot operation revolves around the application of systems concepts to make sensors, actuators, and other components work together</li> <li>• Design processes take into account goals, resources, and trade-off factors to achieve optimal results</li> <li>• Technology exists in proper context alongside applications in science, math, and engineering</li> <li>• Several different technologies (e.g. desktop computer, USB/Bluetooth peripheral interface, mobile robotics controller, electromechanical sensors and actuators) are routinely used together in the operation of the VEX robot system, and all are necessary for it to work</li> </ul>
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### Technology and Society

<p>6. Students will develop an understanding of the role of society in the development and use of technology.</p>	<p>Robotics Engineering Design Challenges are linked to real world problems that use similar technologies to accomplish tasks</p>
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	<p>that fulfill a social and/or economic need in the real world. For example:</p> <ul style="list-style-type: none"> <li>• For instance the orchard project and the automated workcell simulate problems that are being worked on in today's world.</li> </ul> <p>Some robot activities focus specifically on Human-Robot Interaction (HRI), an emerging field dealing specifically with psychological and design issues relating to the use of robots in human environments.</p>
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### Design

<p>8. Students will develop an understanding of the attributes of design</p> <p>9. Students will develop and understanding of engineering design</p> <p>10. Students will develop an understanding of the role of troubleshooting, research and development, invention and innovation, and experimentation in problem-solving.</p>	<p>Students gain first-hand experience with developing a functional robotic system in many activities, including:</p> <ul style="list-style-type: none"> <li>• The Orchard Project</li> <li>• The Hot Dog Maker</li> <li>• Automated Work Cell</li> </ul>
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### Abilities for a Technological World

<p>11. Students will develop the ability to apply the design process</p> <p>12. Students will develop the ability to use and maintain technological products and</p>	<p>Students will apply design processes continually while working with and developing the robot. Here are some basic examples:</p> <ul style="list-style-type: none"> <li>• VEX competitions</li> </ul>
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systems	<p>In the course of working with the robot, students will be responsible for the maintenance of their robots:</p> <ul style="list-style-type: none"> <li>• Mechanical soundness (the robot needs to be kept in good enough condition to perform its tasks daily)</li> <li>• Organizing information (students must keep good enough records to know how to use systems they initially designed days or weeks earlier)</li> <li>• Troubleshooting (robots have problems—often— and students must be able to identify and solve these issues as they arise)</li> </ul> <p>Students will work with many important technologies as part of the operation of the VEX system:</p> <ul style="list-style-type: none"> <li>• VEX electronic microcontrollers</li> <li>• Desktop/laptop computer and software (VEX Programming Software, word processor for write ups, spreadsheets for data graphs)</li> <li>• Peripheral interfaces (USB or Bluetooth wireless)</li> <li>• Electromechanical systems (touch, light, rotation, sound, ultrasonic sensors)</li> <li>• Electromechanical actuators (Interactive Servo Motors)</li> </ul>
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<ul style="list-style-type: none"> <li>• Students will develop an understanding of and be able to select and use energy and power technologies</li> <li>• Students will develop an understanding of and be able to select and use information and communications technologies</li> <li>• Students will develop an understanding of and be able to select and use transportation technologies</li> <li>• Students will develop an understanding of and be able to select and use manufacturing technologies</li> </ul>	<p>The VEX robot itself is an excellent example and integrator of many different designed technologies working together as a coordinated system.</p> <ul style="list-style-type: none"> <li>• Power sources (battery technologies – rechargeable Lithium-Ion vs. disposable alkaline)</li> <li>• Vehicle systems (all the robot’s systems must work together in order to make it mobile, a viable platform for transportation of goods or as a platform to perform other work)</li> <li>• Manufacturing and prototyping (robot must be built and modified using appropriate materials, plans and tools)</li> <li>• Structural soundness and stability concepts are integral to the design of the robot’s physical form.</li> <li>• Communication between system components (desktop to VEX, sensors to VEX, VEX to motors)</li> <li>• Communication technologies (USB vs. Bluetooth)</li> </ul>
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## Reading, Writing, Listening, Presenting Connections

### Academic Concept Integration Opportunities While Working with Robots

#### **Communications skills applied when working with Robots**

Engineering does not exist in a vacuum; it is highly interdisciplinary and highly social.

Teamwork is a central foundation of Engineering, and communication is essential to smooth functioning of any engineering team. Students will find that highly developed communication skills are an absolute necessity for success.

Situation or Activity	Communications Concepts Applied
Maintain Engineering Design Notebook	Organization of information
Reach consensus on which of several student-proposed designs the team will build	Teamwork and group communication skills <ul style="list-style-type: none"><li>• Running and participating in meetings</li><li>• Building consensus</li></ul>
Compose a compelling proposal to convince a (virtual) sponsor that their robot's development is worth funding	Formal persuasive composition  Integrate self-conducted research into a piece that is not purely expository Technical writing <ul style="list-style-type: none"><li>• Explaining technical decisions and implementations to an audience that is not necessarily technically inclined</li></ul>
Document the team's progress	Documentation and accounting for time, resources, and progress
Undergo review and integrate feedback from experts	Review and feedback processes Learning to accept and respond to criticism
Choose from a variety of representations to best illustrate and communicate a point	Use many different formats of both technical and nontechnical information, across from different media: <ul style="list-style-type: none"><li>• Graphs</li><li>• Charts</li><li>• Tables/Matrices</li><li>• Photographs</li><li>• Sketches</li><li>• Timelines</li><li>• PERT and Gantt Charts</li><li>• Multimedia presentation</li><li>• Text</li></ul>

Programming the robot	Communicate instructions explicitly to a robot using a “foreign” language
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In support of the school wide STEM initiative, the School will offer an after school program that will create a synergy between classroom instruction during the school day and real world application afterschool. This program is designed to link and show the interdisciplinary nature of robotics through exposing students to mechanical and electrical engineering concepts, computer programming and behavioral neuroscience.

Students will be engaged in inquiry and project based team oriented computer science, engineering, and robotics activities. The program will expose students to two types of robotics—green robotics to teach them about environmental engineering and renewable and alternative energy and assistive robotics to expose them to the variety of ways robotics enhance human efforts.

### **Social Studies**

The School will use state-approved Scott Foresman text in the instruction of Social Studies. The Social Studies curriculum includes the study of related knowledge and modes of inquiry selected from history, the humanities, and the social sciences, including anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology.

Social Studies education will promote loyalty and love of country and community, and it will prepare students to participate intelligently in public affairs. Its component disciplines foster in students the knowledge and skills needed to understand current political and social issues. Social studies education will provide students with an understanding of the democratic principles and ideals upon which good citizenship is founded and an understanding of the world beyond their borders. The comprehensive social studies program will:

- |- Emphasize content, concepts, and skills from the social sciences, the humanities, and, where appropriate, mathematics, and the natural sciences;
- |- Reflect a clear commitment to democratic beliefs and values;
- |- Encourage civic responsibility and active participation;
- |- Promote high expectations for all students;
- |- Incorporate a multicultural perspective;
- |- Reinforce the development of a global perspective;
- |- Promote understanding of social, political, and economic institutions;
- |- Encourage student involvement in community service;
- |- Focus on the identification of the potential solutions to local, national, and world problems;

- Involve students in their learning by using a variety of teaching strategies and instructional materials; and
- Promote an interdisciplinary approach to learning.

Lessons will be designed to teach students to effectively analyze historical evidence, use sources effectively, detect potential bias in resources due to cultural influences, and argue empathetically. Thematic units will be designed that integrate the various subjects: Time, Continuity, and Change (History); People, Places, and Environments (Geography); Government and the Citizen (Civics and Government). Additionally, the School will include the following Social Studies topics in the Social Studies curriculum:

- African-American History Requirement
- Holocaust Requirement
- Hispanic Contributions to the United States Requirement
- Women’s Contributions to the United States Requirement
- Veterans Contributions Recognition “Celebrate Freedom Week” Instruction - shall be in accordance with Florida Statutes and district guidelines
- Character Education - Instruction in the nine core character education values (The nine core values are citizenship, cooperation, fairness, honesty, integrity, kindness, pursuit of excellence, respect, and responsibility).

At the completion of the course, students will have achieved a year’s worth of learning by mastering, at minimum, the objectives and concepts aligned to the Next Generation Sunshine State Standards/CCSS for Social Studies.

Grades 6-8 - The School will follow the state course descriptions for the following courses to be offered in grades 6-8. These courses cover concepts and materials that are aligned to the NGSSS and/or CCSS, as adopted. Students will be required to successfully complete three credits of Social Studies at the Middle School level in Global Geography, Civics, and U.S. History.

#### Middle School Social Studies Courses

6 <sup>th</sup> Grade	Course Number
M/J World History	210901001
M/J World History Advanced	210902001
M/J World History Advanced Gifted	210902002
7 <sup>th</sup> Grade	
M/J Civics	210601001
M/J Civics Advanced	210602001
M/J Civics Advanced Gifted	210602002
8 <sup>th</sup> Grade	

M/J US History	210001001
M/J US History Advanced	210002001
M/J US History Advanced Gifted	210002002

\* Beginning in 2015, students in middle school must pass the Civics EOC Exam in order to be promoted to high school.

## Curriculum Delivery

The school will have the following processes in place to support the delivery of the curriculum:

### Common Planning and Data-Driven Decision-Making:

The School's teachers will participate in common planning on a weekly basis in order to incorporate STEM lessons across the curriculum. During common planning, teachers will work in grade-level groups: K-2, 3-5, 6-8. During these meetings, teachers will share best practices with the whole group, as well as within their grade level teams. Also, the grade level teams will disaggregate data to ensure that the curriculum is being adjusted to meet students' individual needs. The School curriculum coaches will assist with mini-lessons based on classroom observations and data disaggregation. These coaches provide training to teachers on the various researched based curriculum needs. Also, the coaches use information from the walkthroughs to assist teachers in specific areas of need. At each common planning meeting, the coaches provide the teachers with resources and strategies to use for instruction within their classrooms.

In addition, the following practices will be implemented at the School:

- continuous review of curriculum to ensure a year's worth of learning of all state – benchmarks
- research-based instructional practices
- principal evaluation through weekly classroom walkthroughs (principal is expected to have strong awareness that all teachers are utilizing the best practices and implementing the instructional initiatives with fidelity)
- the SIP will be used as a quality assurance tool to ensure that the curriculum goals are being accomplished.
- assessment data to make instructional decisions and plan interventions
- weekly grade level and monthly staff meetings
- ongoing professional development workshops
- before and afterschool tutoring for remediation and acceleration
- targeted interventions for struggling readers and students performing below grade level
- integration of long-term thematic projects across the curriculum
- multiple ELL and ESE strategies across the curriculum
- focus on differentiated instruction for learning styles
- integration of technology across all major disciplines

Additionally, the following instructional techniques will be incorporated throughout the curriculum in order to maximize learning:

**Target Tutoring** – The School believes that each student has a distinctive learning style thus said School will use data driven instruction and remediation strategies to target each student's academic need through tailored instruction. Additionally, the School will utilize data to enrich instruction and accelerate learning for students showing potential in specific areas. The School will provide opportunities and tutoring sessions to teach either one individual student or a small "targeted" number with the same instructional needs or potential.

**Differentiated and Standards-Based Instruction** –Teachers will use differentiated instructional strategies that connect with individual students' learning needs. Teachers can target varied learners by providing enriching activities to high performing students and remediation to lower performing students to better meet their specific needs. Teachers will manage instructional time to meet the standards while providing motivating, challenging, and meaningful experiences for students to receive and process information in ways that require differentiation of experience. These instructional practices will include:

**Direct Instruction (lecturing/modeling):** This technique will be used when teachers need to explain or demonstrate specific content and skills. Explicit, systematic instruction will be based on the NGSSS/CCSS. This instruction is structured and based on mastery learning. Frequent curriculum- based assessments help group students by ability, leading to further differentiated strategies, which identify students who require additional intervention.

**Scaffolding:** Based on the previously mentioned assessments, teachers will ascertain the current developmental skills of individual students and provide support structures to help students move to the next level. As the year goes on, students will become more adept at targeted skills and at directing their own learning, thus achieving a certain level of autonomy in the process.

**Cooperative Learning:** Teachers will guide small group learning sessions to increase communication and team-building skills. These teams of students will be divergently grouped according to ability, interest, background, etc.

**Inquiry-Based Learning:** Based on the Scientific Method, this student centered strategy will require students to conduct investigations independent of the teacher, unless otherwise directed or guided through the process of discovery. Teachers will use this strategy in developing critical thinking and problem solving skills. There will also be emphasis on developing 21<sup>st</sup> century learners through technology-based instruction via eBooks.

**Information Processing Strategies** - Teaching students "how to" process information is a key factor in teaching students how to strategically organize, store, retrieve, and apply information

presented. Such strategies will include memorization, KWL, reciprocal teaching, graphic organizing, scaffolding, or webbing.

Academic Excellence and Leadership Development are at the heart of the School's educational philosophy. Accordingly, the School's intellectual focus centers on high academic and behavioral expectations for all students communicated through the Code of Excellence and Code of Student Conduct.

Home learning policy: The School expects that all teachers will grade, discuss, and comment on homework regularly. Attention will be given to both quality and quantity of home learning projects.

Horizontally and Vertically Aligned Instructional Teams: The School will use Professional Learning Communities (PLC's) will be developed throughout the school year to allow for common planning and teaching teams, both within grade levels and subject areas. Through Professional Learning Communities (PLC) activities will be planned within the school calendar, teachers will have opportunities to reflect on best practices, discuss new research findings, review educational journals, and examine student's body of work. A leadership team will be in place to ensure that horizontal and vertical planning is effective. Such a culture makes it safe for teachers to share universal goals, confront what is and is not working, and transform their own thinking and practice.

Vertical Alignment (by department): Courses will be correctly aligned and teachers will be permitted common planning time by department. This will permit teachers to quickly assess what students mastered in the preceding grade and focus on building skills and knowledge. This will help teachers avoid unnecessary reviewing and re-teaching, which often consumes valuable teaching time.

Horizontal Alignment (by grade level): The School will align lessons to the NGSSS/CCSS for each subject and grade level to address specific subject matter. Teachers will follow the same time lines and have common planning schedules. Such alignment is crucial in school systems dealing with state-mandated, standards-based assessments.

Teachers Developing Curriculum: Teachers will play an integral role in the development of core curriculum, maintaining - and exceeding - the highest expectations- in alignment with the NGSSS/CCSS. Curriculum development will reflect how best to present a core body of knowledge. Teacher participation in curriculum development will also serve to increase their "buy-in" to the pedagogical process.

Changing Teacher Practices: The School will encourage teachers to be facilitators and providers of opportunities for learning, NOT merely providers of information. Using the differentiated instructional strategies described above, teachers will tailor their instruction and adjust the curriculum to students' needs rather than expecting students to modify themselves to fit the

curriculum.

**Community Partnerships:** Teachers, students, parents and the administration will work together with the Board to identify potential community partners for service learning and other community based initiatives at the School. Additionally the School will provide enrichment activities and community-based initiatives allowing students to interact in social settings with diverse individuals.

**Parental Involvement** enhances learning when a school encourages parents to stimulate their children's intellectual development. Parental “investment” in a student’s education is crucial to student success, as well as to the advancement of the School’s mission and vision. Parental involvement agreements will encourage parents to contribute volunteer hours to ensure their active participation in their child’s education. Parents will receive and sign a parent handbook that outlines the responsibilities they have for their child’s learning and behavior at school and at home. Parental involvement will also be encouraged through (Parent Teacher Student Association) PTSA and other such school commitments. Home-based volunteer projects will be available to parents who are unable to volunteer on-site due to work or family constraints.

**Service Learning:** Teachers will engage students in service learning projects that start in the classroom and extend beyond it, encouraging responsible, caring participation in the local environment and in the wider world. Service-learning activities will be embedded in academic courses (English, Math, Science, Social Studies) to achieve the existing course objectives and to help students meet grade level standards.

**College Preparation Activity-** The School teachers and administration believe that it is important to prepare our students for college and to become productive citizens. This year we are kicking off our College Knowledge Program. This program will begin in kindergarten and will be implemented throughout all grades. The goal of this activity is to ensure that our students are exposed to as many states and colleges as possible before graduation. Each grade level is assigned a state or states for each quarter. The teachers will expose the students to colleges from their specified state, as well as interesting facts pertaining to their state or states. Teachers may use the last few minutes of the day to show a BrainPop video on their state, a discovery movie, read a book about their state, focus on colleges, etc.

<b>Quarter</b>	<b>K</b>	<b>1<sup>st</sup> Grade</b>	<b>2<sup>nd</sup> Grade</b>	<b>3<sup>rd</sup> Grade</b>	<b>4<sup>th</sup> Grade</b>	<b>5<sup>th</sup> Grade</b>
2 <sup>nd</sup>	New England  Rhode Island	New Hampshire  Vermont	Massachusetts  Connecticut	Kentucky  Tennessee	Georgia/ Florida  Maryland/ District of Columbia/ Delaware	Oklahoma  Texas
3 <sup>rd</sup>	Pennsylvania	New Jersey	New York	Mississippi	Virginia/ West	Louisiana



					Virginia	
4 <sup>th</sup>	Florida	Florida	Florida	Alabama	North and South Carolina	Arkansas

Quarter	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
2 <sup>nd</sup>	Wisconsin Michigan	Ohio Missouri	Nebraska Kansas
3 <sup>rd</sup>	Illinois	North Dakota	Minnesota
4 <sup>th</sup>	Indiana	South Dakota	Iowa

### **Additional Instruction Available to Students**

**Required Embedded Instruction:** As required by the Florida Department of Education and/or Florida statutes, the following topics will be embedded into the curriculum in the subject areas listed:

- Science (grades 6-8)
  - Human Growth and Development
  - Substance Abuse Education
  - Sexually Transmitted Diseases
  - Teen dating violence and abuse prevention
- Social Studies (grades 6-8)
  - Economic Education
  - Florida History, Government, and Geography
  - African American History
  - Hispanic Contributions to the U.S.
  - Women's Contributions to the U.S.
  - Character Education
  - History of the Holocaust
  - Multicultural Education
  - Sacrifices made by veterans in protecting democratic values
  - The Declaration of Independence and the U.S. Constitution (history & content)
  - Grade 8 - History of the United States including:
    - Period of discovery
    - Early colonies
    - War for Independence
    - Civil War
    - Expansion of the U.S. to its present boundaries
    - World War I and World War II
    - The Civil Rights Movement (to present times)
- All subject areas will infuse the following topics:
  - Computer literacy

- Literacy in the content areas
- Critical thinking and problem solving

**Advanced Courses in Middle School Grades:** Students at the School will be encouraged to enroll in advanced level classes whenever appropriate. This acceleration of learning will provide students with opportunities for further course advancement in grades 9-12, propelling them further into college preparedness.

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

The School will be using the State of Florida NGSSS/CCS standards for instruction. Based on these the school will use state-adopted text and researched-based supplemental materials proven effective with student populations in their current programs throughout the state. The School ensures that all courses are delivered with integrity to course content outline, that material is taught sequentially, consistently and in a challenging format, and that teachers cover concepts and utilize materials that are appropriate for mastery of Common Core State Standards or NGSSS Standards, as applicable.

In addition to the research base included in Sections 3 and 4 of this petition, the School will also use texts and materials endorsed and/or recommended by CollegeBoard, to ensure that rigor, relevance and relationships can be drawn and students can meet and/or exceed goals set forth in this petition and by the school, moving forward. The program will use both endorsed and suggested texts as well as on-line resources available through CollegeBoard.

**Language Arts and Mathematics**

SpringBoard – This curriculum known as SpringBoard, is guided by the latest research and written and field tested by teachers, it is a clearly articulated and is proven to be a model of rigorous instruction in English Language Arts and Mathematics for ALL students. SpringBoard provides an instructional loop that begins with the College Board Standards for College Success to ensure all students are prepared for rigorous material at the next level, such as AP and other such college prep high school coursework. Units of instruction within and across all levels provide a vertically articulated curriculum framework that scaffolds the skills and knowledge students need to be successful and concomitantly provides teachers with continuous feedback on student progress. This curriculum includes formative assessments and a continual professional development program for teachers.

SpringBoard was found to be a high quality curriculum program, and it was found to manifest exceptionally effective, strong, and extraordinarily valid curriculum and instructional practices. The program exemplifies the best in design and delivery that the educational profession has to offer. It manifests exceptionally effective, strong, and extraordinarily valid curriculum and instructional practices. It has been proven that students who complete the SpringBoard

program have a substantively greater likelihood to be successful in post-secondary environments.<sup>11</sup>

## Science

State-adopted Harcourt Science Series textbook

- Grolier Online – Rich multimedia databases for quick access to encyclopedia articles, web links, and full-text periodical articles (e.g. including Encyclopedia Americana, Grolier Multimedia, New Book of Knowledge, The New Book of Popular Science)
- Facts on File - Extensive on-line resources and curriculum related databases. (e.g. Science On- File, Genetics On-File, etc.)
- Web-based simulators and online videos
- SIRS – Full-text articles and Internet resources for credible information on social issues, science, history, etc. and representing respected domestic and international publications organizations (teachers can also search for resources by state standard)
- Calculator-based laboratories and probes.

## Social Studies

- State-adopted textbooks, such as, Scott Foresman
- Grolier Online – providing quick access to encyclopedia articles, web links, and full-text periodical articles and rich multimedia databases (e.g., Encyclopedia Americana, Grolier Multimedia, New Book of Knowledge, America the Beautiful, etc.)
- Discovery Learning and BrainPop, Webquests, Podcasts
- Facts on File - Extensive resources and curriculum related databases, such as American Women's History, World History On-File, African American History On-File, Geography On- File, et.al
- SIRS - SIRS Knowledge Source (SKS) provides full-text articles and internet resources for credible information on social issues, science, history, etc. and representing respected domestic and international publications organizations. Teachers can also search for resources by state standard on social issues, science, history, government, the arts and humanities, etc.

## STEM Curriculum

*Engineering Is Elementary (EiE): Engineering and Technology Lessons for Children* developed by the National Center for Technological Literacy (NCTL) will be used by teachers to augment SCIENCE lessons, create interdisciplinary projects, and reinforce science concepts being taught in grades 1-5.

Grades 6-8: The VEX Robotics Design System offers students an exciting platform for learning about areas rich with career opportunities spanning science, technology, engineering and math (STEM). These are just a few of the many fields students can explore by creating with VEX

Robotics technology. Beyond science and engineering principles, a VEX Robotics project encourages teamwork, leadership and problem solving among groups.

### **Reading and Language Arts**

**National Reading Panel/*Just Read Florida* Initiative:** Research proven effective by the National Reading Panel also provides a research base that the School will follow in all reading classrooms and content area classes as they embed reading strategies into their instruction. The School will recognize the importance of early identification and intervention of students with reading difficulties. The earlier a struggling reader can get on track, the more chance that student has of maintaining success and becoming a successful reader. The constant monitoring of student progress will serve to enhance early intervention as well as provide vital information to inform instructional decisions.

The comprehensive reading program at the School is founded on the *Just Read, Florida!* Initiative. The systematic framework for scientifically founded literacy instruction will center on Florida's Formula for Reading Success: 6 + 4 + ii + iii

- 6 Areas of Reading
  - Oral Language
  - Phonemic Awareness
  - Phonics
  - Fluency
  - Vocabulary
  - Comprehension
- 4 Types of Assessment
  - Screening
  - Progress Monitoring
  - Diagnostic
  - Outcome Measures
- ii (Initial Instruction)
  - Minimum 90 minutes of uninterrupted reading instruction
  - 6 areas of reading instruction incorporated into comprehensive instruction
  - Assessment data used to steer instruction
  - Effective, research-based instructional strategies including
    - Direct and explicit instruction
    - Print-rich environments
    - Whole group/small group/whole group instruction
    - Differentiated instruction
- iii (Immediate Intensive Intervention)

- Small group or one-on-one
- Designed for students with reading deficiencies
- Minimum of 20 each day as needed to remediate

**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.*

Literacy is a “primary focus” within education in the State of Florida, as it is a cornerstone for instruction in all other subject areas. The School will promote this focus by meeting or exceeding Florida's *Reading Program Specifications* through the following practices:

- Reading instructional practices will be founded on scientific research.
- A systematic, explicit approach to instruction will provide skill scaffolding
- Students will actively engage in learning during instructional time.
- Response to Intervention model will be used to identify and correct reading difficulties in a timely manner.
- Content area instruction will be infused with effective reading strategies

The School will support the Just Read, Florida! initiative in assisting all students in becoming successful, independent, and comprehensive readers by adopting the Broward County Public School's Comprehensive Research-Based Reading Plan to provide teachers with a systematic framework for literacy instruction. The School's text selection will be modified as per the Sponsor's selection of state-adopted texts and modifications for 2015 and throughout the duration of the charter.

The reading program will cover the Florida's Formula for Reading Success 6 + 4 + ii + iii:

6 Areas of Reading - Oral Language, Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension

4 Assessments – Screening, Progress Monitoring, Diagnosis, Outcome measures

ii: Initial Instruction

- ◆ Minimum 90 minute reading block
  - ◆ Incorporates 6 instructional components of effective reading instruction into a comprehensive and cohesive instructional design.
    - use assessment data to plan for and provide instruction including

- .. Explicit instructional strategies
- .. Coordinated instructional sequences
- .. Print-rich instruction
- .. Whole group/small group/whole group
- .. All students, using differentiated instruction

### iii: Immediate Intensive Intervention of the 90-minute reading block

- Small group or one-on-one
- Students with reading deficiencies
- Minimum of 20 minutes/day until deficiency is remedied

Print Rich Environment - Each class will maintain a classroom library to include a collection of quality literature that includes material written at varying reading levels and in a variety of genre forms, inclusive of both fiction and nonfiction. This collection will offer students reading material that will support their individual interests and abilities. Frequent successful reading experiences using appropriate texts will provide the opportunity to improve their reading proficiency with regard to fluency, vocabulary, and comprehension. The books in the classroom library will be attractively displayed to exhibit an inviting accessibility to all students. Teachers will organize classrooms to afford students ample opportunities for, and easy access to, reading materials during literacy center time within the daily reading block.

Word Walls - Teachers will create effective word walls that consist of high frequency words, word patterns or phonic elements, and interesting, exciting words. Students will use word wall during lessons and activities to practice recognizing words quickly and accurately.

Reading Stations - Reading stations will be set up throughout the room in various areas that allow students to work independently or in a small group setting, using instructional materials to explore and expand their literacy. During this time students are engaged in a variety of activities that reinforce and extend learning without the assistance of the classroom teacher. Students will practice reading, writing, speaking, listening, and working with letters and words. Manipulative such as magnetic letters and sound letter cards are used to increase active participation and provide additional guided practice through multi-sensory approaches.

Sustained Silent Reading - Increments of independent, sustained silent reading will be included in the reading classroom to help students build stamina for increasingly longer and more challenging text. Teachers must monitor for engagement. Reading logs, reaction journals, text talk, book passes or story summaries help students make connections to text.

### Comprehensive Core Reading Program (CCRP)

The School will implement the Sponsor's state-approved *Comprehensive Research-Based Reading Plan (CRRP)*, as established by the FL-DOE in the instruction of Reading. The School will use the State approved text Harcourt Storytown series as the Comprehensive Core Reading program in grades K-5.<sup>13</sup> Harcourt StoryTown The School will use the program for Instruction in

grades K-5 to instruct students on grade level and provide initial and differentiated reading instruction based on NG SSS/CCSS. Since certain text and assessments are currently being modified, the School will adopt the plan in effect during the 2013-2015 school year. The School's text selection will be modified as per the Sponsor's selection of state-adopted texts and modifications throughout the duration of the charter.

Comprehensive Intervention Reading Programs (CIRP) - CIRP's are intended for students who are reading one or more years below grade level, and who are struggling with a broad range of reading skills. The instruction provided through these programs should accelerate growth in reading with the goal of returning students to grade level proficiency. This Intervention will provide more frequent assessments of student progress and more systematic review in order to ensure proper pacing of instruction and mastery of all instructional components.

#### Supplemental Intervention Reading Programs (SIRP)

SIRP's will provide instruction that primarily focuses on one single essential component of reading, oral language, phonemic awareness, phonics, fluency, vocabulary, OR comprehension) intended to extend beyond the initial instruction of a Comprehensive Core Reading Program (CCRP).

The School may use the following approved research-based programs:

#### Grades K-5:

- Elements of Reading
- Wilson Foundations (K-2)
- Early Success and Soar to Success
- SRA Multiple Skills Series

#### Grades 6-8:

- Glencoe Reader
- Jamestown
- Read XL
- Wilson Reading System

#### Additional Reading Supplements

- Daily Five- Daily Five is a structured literacy framework designed to help students develop the daily habits of reading, writing, and working with peers. The Daily Five incorporates the following strategies: Read to Self, Read to Someone, Listen to Reading, Work on Writing and Word Work. Through the use of Daily Five, the following core foundations emerge: trusting students, providing choice, nurturing community, creating a sense of urgency, building stamina and staying out of student's way once routines are established. Daily Five will lead to a lifetime of independent literacy.

- Jan Richardson's Guided Reading- Teachers are trained to incorporate Jan Richardson's Guided Reading plans into their daily small literacy groups. Teachers create literacy groups based on the results from the Developmental Reading Assessment (DRA). Jan Richardson's Guided Reading program provides specific skills and strategies for teachers to use for each lesson. These skills include: making words, picture sorts, elkonin boxes, analogy charts, and guided writing. Jan Richardson created lesson plans based on student's individual levels.
- Reading Plus- Reading Plus is a computer-based program used by students in grades 3-8. Reading Plus monitors student's silent reading skills. The Common Core Standards are incorporated into the Reading Plus lessons. Reading Plus is a researched based program that has been proven to increase reading levels and test scores.

These supplemental materials provide teachers with tools to meet individual student learning needs during initial instruction and immediate intensive intervention and for Response to Intervention (RtI) based on results of assessments such as FAIR (as applicable), SRI, and Diagnostic Assessments of Reading (DAR).

Response to Intervention (RtI)- The RtI model is a multi-tiered approach to providing high quality instruction and intervention matched to student needs, using learning rate over time and level of performance to inform instructional decisions.

Embodied in each tiers are four steps:

- Step 1- Identify the problem.
- Step 2- Analyze the problem and determine why there is a discrepancy.
- Step 3- Establish a performance goal for the student, develop an intervention plan to address the goal, and monitor the student's progress during implementation.
- Step 4- Use research-based data, collected during the progress monitoring, to evaluate the effectiveness of the intervention. Once effectiveness has been evaluated, RtI team determines if additional intervention is needed and/or adjust the intervention to support student progress.

RtI Three Tier Model: Within the RtI structure, resources are aligned in direct proportion to student needs and are depicted into a three-tier model that used increasingly more intense instruction

- ✓ Tier 1: Core, Universal Instruction & Supports: General academic instruction and support is provided to all students in all settings.
- ✓ Tier 2: Targeted, Supplemental Interventions & Supports. More targeted instruction/intervention in addition to supplemental support, in addition to differentiated/small group instruction. Identified students will receive a minimum of 20 additional minutes of instruction to provide instructional support.
- ✓ Tier 3: Intensive, Individualized Interventions & Supports. The most intense instruction and intervention based upon individual student need. During this



stage, intervention frequency is increased and one to one support is provided as needed.

**Middle School Reading Courses** - The skills and strategies taught align with NGSSS/CCSS for Reading at the appropriate grade level, specifically those benchmarks that are assessed by the Florida Comprehensive Assessment Test (FCAT). Reading strategies in the content areas are to be provided to students in all grades in the middle schools. These strategies should be in addition to those taught during language arts classes.

Middle school students who score at Level 1 or Level 2 on FCAT Reading and have intervention needs in the areas of decoding and/or fluency will have an extended block of reading intervention. This may occur through a double block of intensive reading or by blocking together a class of “Intensive Reading” with another subject area class. The intensive reading courses include:

- M/J Intensive Reading
- M/J Intensive Reading Plus
- Developmental Language Arts through ESOL (for ELL)

**Middle Grades Rigorous Reading Requirement** - If the school has fewer than 75% of the student body scoring proficient on the FCAT reading, the school will follow the Middle Grades Rigorous Reading Requirement. Until students enroll, the school is unable to determine if it will be required to implement this intervention. If, upon student enrollment, the school determines that it is subject to this guideline, then it shall implement its stipulations which are beyond that of the reading instruction strategies noted earlier.

**The Reading Leadership Team** - The school will establish a Reading Leadership Team to collaboratively oversee the implementation of the CRRP, and monitor the use of instructional materials related to reading instruction, data analysis, professional development, and technology.

The Reading Leadership Team may be comprised of the Principal, Assistant Principal of Curriculum, Reading Coordinator, Media Specialist, ESE Teacher, ELL Coordinator, Testing Chair, Department Chairs, and Reading Teachers. The administrative team will conduct classroom visitations, monitor lesson plans and ensure that reading strategies are implemented across the curriculum. Reading coordinators will support teachers needing assistance. In addition, all faculty members must address strategies for reading instruction in their annual Individual Professional Development Plans (IPDP). These strategies must be constantly updated based on the results and analysis of progress monitoring in reading.

The Reading Leadership Team will meet on a regular basis to:

- Review the school’s implementation of the reading plan;

- Assess the professional development needs of staff related to reading instruction based on student performance data; and
- Develop an action plan that addresses curricular and professional development needs as they relate to the implementation of the reading plan.

Reading Coaches will analyze progress-monitoring data on a quarterly basis. As student data are collected and analyzed, these data will be used to identify specific areas in which teachers can benefit from additional professional development opportunities. Assessment data will indicate areas where improvement is needed in instructional methods, practices and necessary interventions, thereby allowing for laser-focused professional development (including site-based modeling and coaching).

Screening and Progress Monitoring- Assessments will be used to (1) monitor students progress in reading as well as mathematics, and science sunshine state standards; (2) Provide teachers with classroom assessment tools that will provide student-level benchmarks; and (3) Provide students with information on their progress on specific benchmarks. The assessments include but are not limited to:

- Developmental Reading Assessment (DRA)- The DRA was designed to provide the teachers with student's individual reading levels. Teachers administer the DRA test three times a year. After the DRA is given, teachers use the data to create small guided reading groups.
- FAIR-Florida Assessment for Instruction in Reading ((FAIR) test is given to students in grades K-8. The data from the FAIR is used to assist student placement in reading groups based on their individual area of needs.
- Florida Kindergarten Readiness Screener (FLKRS) –given to Kindergarteners to determine overall development and to specifically address the readiness of each student for Kindergarten based on the Florida Early Learning and Developmental Standards-for-Four-Year-Olds.
- Baseline Test- Baseline tests are created through Exam View using the standards and benchmarks for each grade level. Teachers will administer these tests in August, November and the last assessment will be given in May. The data collected from the baseline test is used to determine the benchmarks which the students need to master.

Screening: Students will be screened using the Florida Assessments for Instruction in Reading (FAIR) or any assessment mandated by the Broward County Public School's CRRP and DAR.

Progress Monitoring: Students will be progress monitored three times per year using the Florida Assessments for Instruction in Reading (FAIR) and the Diagnostic Assessments of Reading (DAR). The School will use the progress monitoring tools designated by the Sponsor's CRRP for 2015.

For ELL's - CELLA (administered each spring to all current ELL students to measure proficiency and gains in reading, writing, listening, and speaking). Teachers will keep data portfolios, or

folders, of student assessment results and progress in their classrooms to provide additional data of student progress for district and school-based monitoring.

Approved accommodations will be provided as appropriate and data collected from these assessments will be used to determine readiness.

**Data Collection and Analysis:** The school will compile progress-monitoring data on a quarterly basis (or when available) and will disaggregate the results. Classroom instruction will be designed to address the deficiencies shown by data analysis and progress monitoring (incorporating classroom- assessment) will be used to measure effectiveness of such.

## **PARENT SUPPORT COMPONENT**

### **The Home Connection**

The School believes learning continues beyond the classroom. For that reason, in addition to the efficient use of classroom time, the following objective from Florida's *Reading Program Specifications* will be a practice implemented at the school:

3.3.5. Collaborative and coordinated efforts within the school and between the school and home Homework assigned will reinforce reading skills taught in the classroom. In addition, the School will promote parental and family involvement in teaching and encouraging reading, encourage family literacy practices, and communicate information regarding students' reading progress to parents. The idea encouraged will be that reading should take place in the home as well as in the classroom, and parents will be encouraged to read with their children whenever possible.

**Professional Development** - The Reading Coach, in conjunction with the Reading Leadership Team, will design workshops to address the needs of classroom instruction. The Reading Coach will meet with the reading committee and grade levels/departments to review these results and share best practices. For further intensification, demonstration lessons, in-class coaching, peer observation and additional professional development opportunities will be made available to the faculty.

The reading team will also provide classroom support and on-site teacher professional development in utilizing reading intervention programs. In addition to providing classroom support seminars, the school will participate in a series of instructional workshops to actively engage students:

- ✓ Differentiated Instruction (3 suggested sessions)
- ✓ Content-area classroom libraries (1 suggested session)
- ✓ Vocabulary strategies/Word walls (1 suggested session)
- ✓ Reciprocal teaching (3 suggested sessions)

### **Research-Based Reading Instruction**

Pearson, P. David, L.R. Roehler, J.A. Dole, and G.G. Duffy. 1992. "Developing Expertise in Reading Comprehension." In S. Jay Samuels and Alan Farstrup, eds. *What Research Has to Say About Reading Instruction*, 2nd Edition. Newark, DE: International Reading Association.

The components of this daily instruction will include:

- Grade-level reading instruction which includes the Next Generation Sunshine State Standards: Reporting Categories: Benchmarks.
- Guided reading instruction at the student's instructional level during small group differentiated instruction based on individual or clusters of need.
- Flexible grouping strategies, to ensure small group instruction is fluid and differentiated.
- Explicit systematic instruction in phonemic awareness, phonics (decoding), vocabulary (word attack skills to include morphological structures), grammar, syntax, spelling, fluency, and strategic actions to promote comprehension
- Instruction in effective writing practices.
- In-class sustained independent reading and shared read aloud by teacher and students.
- Opportunities for fluency practice will take place daily in class.
- Reading instruction to incorporate appropriate ESOL/ELL strategies
- Reading instruction to incorporate appropriate accommodations to meet the differentiated needs of students with exceptionalities (ESE).

### **Assessment and Instruction**

The cyclical relationship between assessment and instruction will be the foundation for supporting all students in their literacy development, particularly for students who are reading above or below their expected level of performance. Ongoing classroom assessment will be diagnostic in nature and will provide teachers with valuable information that will be used to plan further instruction. Research based instruction techniques used in the classroom will be a direct reflection of student need based upon assessment.

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

The School will adhere to all applicable provision of 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.

All students at the School, will be engaged in and benefit from the curriculum, including exceptional students (ESE) and/or students who enter the school below grade level. The results of the most recent assessments, teacher-made tests, and screenings through the various core programs will be used to determine the level of mastery in reading, writing, mathematics and

science for all students. This information, coupled with the results of the prior year standardized tests results and student records, will be used to determine the best educational setting for students (e.g., appropriate course selection, tutoring, referral for special services).

Apart from providing the specific services listed in a student's IEP, EP, and/or ELL/LEP plan as applicable, the School's faculty will differentiate instruction as necessary and will offer tutoring services or other such assistance to ensure all students remain successful. Student performance will be continuously assessed as described in the *Section 5* below. Students not making adequate progress towards the Sunshine State Standards will be identified and the following measures will be instituted:

- ✓ Each class will attend group sessions in the media center at least once a week wherein technology resources and supplements obtained at professional development workshops will be utilized.
- ✓ Early bird, Super Saturday, and daily pull-out tutoring may be required for those students consistently demonstrating non-mastery.
- ✓ All students not meeting standards will be placed on a Progress Monitoring Plan (PMP) and specific strategies to remediate any learning deficiencies will be implemented.
- ✓ Reading strategies in the content areas will be provided to students in addition to those taught during language arts classes
- ✓ Students consistently demonstrating non-mastery of Benchmarks on teacher generated quizzes, chapter tests, projects, investigations, and poor academic progress will be targeted for supplemental and intensive instruction/intervention

Students needing remediation based on respective subject area assessments in specific subject areas will be assigned to and placed on a specific (PMP) targeting these deficiencies, as mentioned above. This plan requires active participation from the student, the parents and specific teachers in order to ensure continuous student improvement. This initiative allows each student to have ownership and understanding of his/her learning style and allows each student to track and monitor his/her achievement. The PMP will be comprised of specific, measurable, individualized goals for that student as well the strategies and services (tutoring/required additional classes, ELL services) to be implemented in order for the student to achieve the specified goals.

Data Examples include data from screenings, progress monitoring and diagnostic assessments already in use in the district, as well as teacher recommendation should be considered. New research suggests that fluency is not a strong predictor of a student's ability to comprehend text in middle grades and high school. Caution is suggested in using fluency data for placement in reading intervention in the upper grades.

Additional guidelines for student placement in reading intervention can be found through using the Just Read, Florida! Student Reading Placement Chart at: [http://info.fldoe.org/justread/educators/Secondary\\_Reading\\_Placement\\_Chart.pdf](http://info.fldoe.org/justread/educators/Secondary_Reading_Placement_Chart.pdf)

Complete an Assessment/Curriculum Decision Tree (Chart G) to demonstrate how assessment data from progress monitoring and other forms of assessment will be used to determine specific interventions for students at each grade level. The chart must include:

- Name of assessment(s)
- Targeted audience
- Performance benchmark used for decision-making
- Assessment/curriculum connection
- An explanation of how instruction will be modified for students who have not responded to a specific reading intervention with the initial intensity (time and group size) provided.

### **Response to Intervention (RtI)**

The Response to Intervention model allows for effective identification of student learning needs based upon data. This key component of assessment and instruction is foundational for providing for the needs of all students, particularly those who are below grade level. Early identification of learning deficiencies can provide for early remedy, allowing the student to meet grade level expectations proficiently. This process will be ongoing throughout the School as a means of identifying student need and providing instruction accordingly. Assessment will be ongoing and diagnostic in nature to provide teachers with the most crucial information needed to adjust instruction and provide the appropriate immediate intensive intervention to impact student achievement.

Within the framework of RTI, three tiers are recognized that provide increasing levels of intensity:

- Tier 1- Core Instruction and Support: Academic instruction within the comprehensive core program is provided, along with scaffolding and support, to all students.
- Tier 2 - Targeted Supplemental Interventions: A minimum of 20 additional minutes of targeted intervention instruction is provided with increased levels of intensity, in addition to differentiated small group instruction.
- Tier 3 - Intensive, Individualized Interventions: This highly intensive level of intervention is based entirely upon individual student need. Frequency of interventions is increased

along with individualized instructional time. If students still do not make progress, they are evaluated for possible special education services.

This tiered approach involves the following four steps:

1. Identify the problem.
2. Analyze the problem and determine why there is a discrepancy.
3. Establish performance goals, develop and intervention plan, and monitor student progress throughout implementation.
4. Use data, collected during progress monitoring, to evaluate effectiveness of the intervention. Adjust or modify intervention instruction as needed to promote student progress.

### **Exceptional Student Education**

Students requiring ESE services will be identified through the Response to Intervention processes. Students already identified will be monitored through the goals outlined on their IEP. These goals will be carefully examined and continually aligned to the most current student data to provide instruction accordingly. All stakeholders will be involved in this process to ensure the success of these students. High expectations for success will be maintained for all students and individual strengths will be accentuated.

### **English Language Learners**

Language Educational Plans and other records will be examined to ensure proper placement in the language arts program at the School. Language arts classes specific to ESOL education will be provided as full credit towards graduation. The Response to Intervention team will monitor the progress of these students and make recommendations to further their achievement.

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

### **Music – K-5**

The music curriculum includes both vocal and instrumental music. Following the Next Generation Sunshine State Standards, specialists will introduce students to both skills and knowledge of various genres. Skills and techniques will be developed throughout all grade levels and will focus on music instruction in skills and techniques involved in singing and playing instruments, practice in musical interpretation, and training in creative expression.

### **Art – K-5**

The primary goal in art education is to provide all students an opportunity to develop and explore their creative potentials. The Art curriculum includes planning, developing, and implementing the fine arts as outlined in the Next Generation Sunshine State Standards. Visual Art is a required subject in grades K – 5, where students will be exposed to the many components of art including production, history, criticism and aesthetics. Moreover, the School

will emphasize the interdisciplinary connections between Art and the core subjects. Authentic assessment is one of the focal points of the curriculum and will be implemented through a series of community based art experiences, festivals and art exhibitions.

**Physical Education, and Safety** - The Physical Education courses impart knowledge, offer group experiences, teach the joy of effort and achievement, and build lasting recreational interests. The Physical Education program seeks to develop an appreciation for sports from the standpoint of a spectator, a reader of sports, as well as a participant. The health and safety competencies will focus on educating students to develop habits of health that contribute to the continued good functioning of the body.

In accordance with the “*Don Davis Physical Education Act*,” 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:
  1. 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
  2. The student is participating in physical activities outside the school day, which are equal to or in excess of the mandated requirement; i.e. afterschool sports, dance classes, physical activity as part of an after school program, etc.

**Foreign Language** - The School recognizes that there is a growing international interdependence among nations, which demands that the United States develop citizens with a sound understanding of international and cross-cultural issues and the ability to communicate in more than one language. The School intends to develop students’ understanding of international and cross-cultural issues as well as their ability to communicate in more than one language. Thus, the school will provide a Spanish program for both non-natives and Spanish-speaking students. Moreover, the school will offer French, as a foreign language, based on the needs of the school’s learning community.

**Spanish Speakers** course if it has a 10% or more Hispanic Population. Hispanic students will be tested for Spanish Language Level using a placement test as determined by the Sponsor. The essential content of this Spanish for Spanish Speakers course will be to reinforce and build grammar, vocabulary, comprehension and critical thinking skills that will be transferred to the English language and better FCAT scores. This course at the middle school level will significantly increase students’ opportunities to enroll in Spanish Advanced Placement Language and Literature courses in high school.

#### Middle School Electives

There will be two annual elective courses at each grade level. For ELL students’ only one elective course is allowed since the second elective is the required M/J Developmental Language Arts through ESOL. The School may establish appropriate requirements greater than



prescribed district requirements, subject to the approval of the Governing Board.

Grade	Course
6-8	M/J French Beginning
6-8	M/J French Intermediate
6-8	M/J Spanish S, Beginning (Non-Speakers)
6-8	Spanish for Spanish Sp I*
6-8	Spanish for Spanish Sp II*
6-8	Spanish for Spanish Sp III Honors*
6-8	M/J Computer Application I
6-8	M/J Computer Application II
6-8	Career Exploration and Decision Making
6	M/J Comp PE
7	M/J Comp PE II
8	M/J Comp PE III
6-8	M/J Dance I
6-8	M/J Dance II
6-8	M/J Dance III
6-8	M/J Drama I
6-8	M/J Drama II
8	M/J Peer Counseling I
6-8	M/J Journalism
6-8	M/J Journalism – Yearbook
6-8	M/J Chorus I
6-8	M/J Chorus II

**Required Elective Courses: Grade Course**

6	Advanced Reading, Reading or Intensive Reading
6	Introduction Exploration of Production and Technology (LEGO League)
7	Research VEX (Robotics)
8	Research SimCity (Future City Engineering)

Course	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
Language Arts	Language Arts 1 Advanced	Language Arts 2 Advanced	Language Arts 3 Advanced
Mathematics	Math 1 Advanced	Algebra 1 Honors*	Geometry Honors*
Science	Comp. Science 1 Advanced	Earth Space Honors*	Physical Science Honors*
Social	World	Civics	US History

Science	Geography Advanced	Advanced	Advanced
Elective	Reading Advanced	Elective	Elective
Elective	Exploration of Production and Technology	Research (VEX Robotics)	Research (SimCity Future City Engineering)
Elective	Physical Education/Elect ive	Physical Education/Elect ive	Physical Education/Elect ive

### Special STEM Electives Descriptions:

#### Grade 6 Exploration of Production and Technology

The curriculum is built to identify science, technology, engineering and mathematics (STEM) activities to improve student performance and outcomes in the form of competitions with a special emphasis on engineering design concepts.

Upon completion of the course the student will be able to:

- Recognize the need for, and demonstrate the ability to, engage in life-long learning
- Understand how the activities relate to the math and science being taught in the classroom
- Describe various methods used to manage and schedule projects
- Participate in and/or conduct design reviews
- Collect, analyze and interpret data
- Function on multi-disciplinary teams
- Allowing students to make connections between his/her learning and a world of opportunities

As part of the requirements of this elective students will be participating in the First Lego League Competition. The best way to summarize *FIRST* LEGO League is to say that it is a robotics program for 9 to 14 year olds which is designed to get children excited about science and technology -- and teach them valuable employment and life skills. FLL is used in a classroom setting but is not solely designed for this purpose. Teams, composed of up to ten children with at least one adult coach, can also be associated with a pre-existing club or organization. The coaches DO NOT need any technical experience. In FLL, the children do the work! And the work is programming an autonomous robot (using the LEGO® MINDSTORMS® robot set) to score points on a thematic playing surface, creating an innovative solution to a problem as part of their project, all while being guided by the FLL Core Values. These three elements - the Robot Game, Project, and FLL Core Values - make up what is called the yearly Challenge. Like any other organized “sport”, teams also fundraise, create a team identity, and go on field trips.

### Grade 7 Research VEX Robotics

The curriculum is built around the fundamental understanding of the systems that make up robots and the development of workplace competencies. The cornerstone of the class involves solving engineering design problems.

Upon completion of the course the student will be able to:

- Identify, formulate solutions for, and solve engineering technology problems using engineering design processes
- Apply knowledge of mathematics, science and technology to solve robotic engineering technology problems
- Function on multi-disciplinary teams
- Communicate effectively using various forms of communication
- Recognize the need for, and demonstrate the ability to, engage in life-long learning
- Describe various methods used to manage and schedule projects
- Participate in and/or conduct design reviews
- Collect, analyze and interpret data

The VEX Robotics Design System offers students an exciting platform for learning about areas rich with career opportunities spanning science, technology, engineering and math (STEM). These are just a few of the many fields students can explore by creating with VEX Robotics technology. Beyond science and engineering principles, a VEX Robotics project encourages teamwork, leadership and problem solving among groups. It also allows teachers to easily customize projects to meet the level of students' abilities.

Students also participate in the VEX Robotics competition. The VEX Robotics Design System was developed and engineered with co-curricular and extracurricular robotics competitions specifically in mind. This program is specifically tailored to bring the magic of robotics competition into the classroom. Somerset uses Robotics as an engaging way to integrate all facets of STEM education into the classroom and head-to-head competition as a natural way to capture students' attention.

### Grade 8 Research SimCity (Future City Engineering)

This flexible, cross-curricular educational program gives students an opportunity to do the things that engineers do—identify problems; brainstorm ideas; design solutions; test, retest and build; and share their results. This process is called the engineering design process. With this at its center, Future City is an engaging way to build students' 21st century skills.

Upon completion of the course the student will be able to:

- Apply math and science concepts to real-world issues
- Develop writing, public speaking, problem solving, and time management skills
- Research and propose solutions to engineering challenges
- Discover different types of engineering and explore careers options

- Learn how their communities work and become better citizens
- Develop strong teamwork skills

As part of this elective student's will participate in the Future City competition. The Future City Competition is a national, project-based learning experience where students in 6th, 7th, and 8th grade imagine, design, and build cities of the future. Students work as a team with an educator and engineer mentor to plan cities using SimCity™ 4 Deluxe software; research and write solutions to an engineering problem; build tabletop scale models with recycled materials; and present their ideas before judges at Regional Competitions.

### **Character Education**

While not a specific course offering, character development and ethics instruction will be a strong component in the overall program of the School and the wholistic development of the student. The School believes that this focus will improve both the academic and emotional lives of its students by giving them a solid ethical and civic foundation and helping them to become more confident individuals. The School will use the proven strategies in the book, *The 7 Habits of Highly Effective People*, as a tool to supplement and help implement the District's Code of Student Conduct. It will be a school-wide initiative that will include mini-lessons conducted by guidance counselors and teachers, parent education through orientation and PTSA meetings, assemblies, and daily morning announcement messages. Faculty and staff members will infuse teachings and principles, which are being emphasized into everyday interactions with students.

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

The School will evaluate the effectiveness of the curriculum by determining achievement levels of observable and measurable goals as described in Section 5 of this application. Student data will be collected and analyzed. The results of the most recent **standardized** assessments and teacher-made tests will be used to determine the level of mastery in reading, writing, and mathematics. This information, coupled with the results of the prior year standardized tests results and student records, will be used to determine the best educational setting for the students (e.g., appropriate course selection, tutoring, referral for special services). School-wide analysis will set the foundation for professional development needs and curriculum alignment.

For the first year of operation, student achievement will be measured and compared against previous years' data. It is expected that student achievement will be at the same level or higher than it was before charter school attendance. From the second year and beyond, curriculum effectiveness will be judged by the objectives outlined in the School Improvement Plan. This provides for annual student learning gains in the context of the NGSSS.

In addition, the school will pursue and obtain accreditation from the *Southern Association of Colleges and Schools Council on Accreditation and School Improvement* (SACS/CASI). The accreditation process is rigorous and will provide an additional method for evaluation of curriculum effectiveness and the school program as a whole.

## **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.**

Educational goals and performance standards will be measured using specific measurable objectives for the 2014-2015 school year and in accordance with State and/or District thresholds, whichever may be higher (and in same regard moving forward). In subsequent years, the results will be measured against the objectives specified in the School Improvement Plan. Additionally, the annual gains will be measured by the student's developmental scale score on the FCAT and on internal pre- and post-tests to be administered at the beginning and end of each school year. Students are expected to make annual learning gains toward achieving the NGSSS/CCSS appropriate for the student's grade level.

Educational goals and objectives for improving student achievement are delineated below. Given school-wide emphasis on instruction for mastery of the NGSSS, at the elementary level, the following will be expected.

1. The Florida Assessments for Instruction in Reading (FAIR) will be administered to all students in grades K through 3, and "struggling readers" in 4<sup>th</sup> and 5<sup>th</sup> grades as a screening, diagnostic, and ongoing progress assessment to ensure differentiated instruction through intervention.
2. The School average will meet and/or exceed the District and/or State average (whichever higher) for all 4<sup>th</sup> and 5<sup>th</sup> grade students in eligible subgroups in the Reading subtest of the 2015 Florida Comprehensive Assessment Test (FCAT) 2.0.
3. The School average will meet and/or exceed the District and/or State average (whichever higher) for all 4<sup>th</sup> and 5<sup>th</sup> grade students in eligible subgroups in the Mathematics subtest of the 2015 FCAT 2.0.
3. The School average will meet and/or exceed the District and/or State average (whichever higher) for all 4<sup>th</sup> grade students in eligible subgroups in the Writing subtest of the 2015 FCAT 2.0.
4. The School average will meet and/or exceed the District and/or State average (whichever higher) for all 5<sup>th</sup> grade students in eligible in the Science subtest of the 2015 FCAT 2.0.

Given school-wide emphasis on instruction for mastery of the NGSSS, at the middle school level, the following will be expected.

5. The School average will meet and/or exceed the District and/or State average (whichever higher) for all 6<sup>th</sup> through 8<sup>th</sup> grade students in eligible subgroups in the Reading subtest of the 2015 Florida Comprehensive Assessment Test (FCAT) 2.0.
6. The School average will meet and/or exceed the District and/or State average (whichever higher) for all 6<sup>th</sup> through 8<sup>th</sup> grade students in eligible subgroups in the Mathematics subtest of the 2015 FCAT 2.0.
7. The School average will meet and/or exceed the District and/or State average (whichever higher) for all 8<sup>th</sup> grade students in eligible subgroups in the Writing subtest of the 2015 FCAT 2.0.
8. The School average will meet and/or exceed the District and/or State average (whichever higher) for all 8<sup>th</sup> grade students in eligible in the Science subtest of the 2015 FCAT 2.0.
9. The average score will meet and/or exceed the District and/or State average (whichever higher) of students who achieve a passing score (as established by FL-DOE) on the respective 2015 Florida End-of-Course (EOC) Assessments (as applicable): Algebra I, Geometry, Biology, and US History.

Students performing below the above-stated thresholds of achievement will be expected to demonstrate one-year's growth from their previously scored proficiency level for their respective grade.

English Language Learners will be assessed and served by ESOL-certified personnel. The School will adopt and abide by the Sponsor's District ELL Plan and will abide in all respects by the requirements of the *LULAC et.al. vs. State Board of Education Consent Decree (1990)*.

In addition to the above-specified assessments (e.g., FCAT, FAIR), the School will conduct its own internal pre- and post testing and assessments to measure annual gain. These tests will be comprehensive, and will include assessments in readiness, listening, reading, spelling, writing, research and study skills, and mathematics. Other methods of assessing students' mastery of performance outcomes will include, but will not be limited to, facilitator observation, peer- and self-evaluations, teacher tests and quizzes, projects, presentations, exhibitions, portfolios, and attendance rates. The student portfolios will show not only the student's "best" work, but also drafts of student work that will demonstrate progress. The assessment instruments and processes will ultimately be determined by the testing professional retained to provide that service.

Pre- and post-testing in Year 1, as well as reports from previous school records, when available, will be used to establish a baseline of competency as a measure of student progress and school accountability. This baseline assessment to measure progress in years 1, 2, 3, and beyond will be an integral part of the planning and refinement process. Other internal testing and assessment, such as competency-based standardized tests, may also be used by the School to evaluate the effectiveness of its curriculum and teaching methods.

Ongoing internal audits (Progress Reports and Report Cards) of student performance, including beginning year, mid-year, and end-year assessments, will be utilized as reflective and guidance tools.

Given a quality choice for the education of their child(ren),

1. At least 80 percent of parents/guardians of students enrolled at the School, will indicate a high level of satisfaction with their child's schooling experience as evidenced by positive feedback on Stakeholder Satisfaction Survey administered in the second semester of the 2014-2015 school year.
2. Parents will complete the volunteer hours defined in the parent contract, as evidenced by a minimum of 75% of parents completing these hours prior to January 2015 and documented in Parental Volunteer Logs.
3. The School will achieve a 90% attendance rate during Year 1, and increase this rate by 1% each year with the ultimate goal of achieving at or above a 95% attendance rate at the end of five years.
3. Students and parents will report a high degree of satisfaction with the school 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.

The School believes that student data should serve as a valuable means to assess the quality and effectiveness of the instructional delivery in the classroom as well as student learning. Through the Florida Continuous Improvement Model (FCIM), student assessment will be used to identify strengths as well as gaps in knowledge or instruction. Administration and teachers will be involved in reviewing overall summative, whole and subgroups, attendance, behavior data, and will participate in the FCIM to make data specific decisions.

The School will evaluate the effectiveness of their curriculum delivery through Annual Measurable Objectives (AMOs). The School has written the AMOs herein this petition, within State AMO guidelines. As such, the School will seek to:

- improve the School Grade, and provide a comprehensive overview of the performance of the school including subgroup proficiency and student learning gains;
- set targets for the School and subgroups to increase the proportion of students scoring at levels 3 and above and reducing the proportion of students scoring at levels 1 and 2 by 50% over six years.
- ensure Adequate Progress of Students in the Lowest- Performing 25% in Reading and Mathematics by raising achievement and reducing achievement gaps of specific subgroups that are low-performing; and

- increase Student Performance, ensuring a positive impact on national/worldwide student performance and achievement rates translating in a globally competitive citizenry.
- To that end, as a new school we will use the District's baseline to establish expected performance for 2014-2015 as per current guidelines for Annual Measurable Objective (AMO) implemented by the FLDOE. Using the process detailed below, the School established the baseline and identified objectives for the first year of operation.

As a new school, the applicant will utilize the District's baseline (2013-2014) to establish expected performance for 2014-2015 as per current guidelines for Annual Measurable Objective (AMO) implemented by the FLDOE.

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

### **STUDENT PLACEMENT PROCEDURES**

Student placement in each grade level will be in accordance with the requirements set forth in the Broward County Public School's *Elementary and Middle Schools Student Progression Plan (SPP)*.

The principal is responsible for appropriate placement of students. The Principal will use records provided to place students who transfer from non-district schools, private schools or home education programs. In the absence of appropriate records, the principal shall temporarily assign the pupil to the grade deemed to be proper until a copy of the student's official record is received or proper grade placement is otherwise determined. It is the intention of the School to meet student academic needs in an age appropriate setting whenever possible. The principal may reassign students during the school year if teacher evaluation and test scores indicate the need for reassignment.

"If a student transfers from a school or program other than a regionally accredited institution or with inadequate or incomplete records, placement will be based upon the information available, including any or all of the following:

- student's age,
- a review of all existing school records and home education records (e.g., student portfolio, annual evaluations),
- a review of the previous educational program including, but not limited to, time spent in a program and curriculum requirements of the program,
- a test on grade level or individual subject-area objectives or competencies to be identified by the principal,
- an interview with the student and/ or the parent(s)/ guardian(s) by the principal or designee(s),



- teacher judgment of classroom performance during a probationary period to be established by the principal.”

Students in the ESOL program will be placed following the guidelines established in the Broward County Public School’s ESOL District ELL Plan. Students in ESE will be placed according to their IEP.

#### PROMOTION PROCEDURES

Each student must meet specific levels of performance in reading, writing, mathematics, and science in order to be promoted. For each student who does not meet state performance levels in reading, writing, mathematics, and/or science, the School will implement a Progress Monitoring Plan (PMP) to assist the student in meeting expectations for proficiency. In consultation with the parent/guardian, student performance will be evaluated and reported based on mastery of standards and utilizing all available data the determination will be made on a student’s eligibility for promotion.

Instructional staff will utilize such evaluative tools and techniques as may be needed to report individual achievement in relation to school goals, acceptance norms, and student potential. The academic grades in all subjects are to be based on the student’s degree of mastery of the instructional objectives and competencies for the subject. The determination of the specific grade a student receives will be based on careful consideration of all aspects of each student’s performance during a grading period: Class work, observations, tests, portfolios, district and state assessments, and written progress reports and report cards (at the end of every nine weeks of school) should serve as the primary means of communicating student progress and achievement of the standards for promotion. The student's mastery of the content of the course in which the student is enrolled, as determined by the teacher, is a further condition for passing the course.

English Language Learners - Promotion for an ELL student and an ELL student with disabilities is to be based on the student's performance in the dominant language while the student is in the process of becoming independent in English. Retention of an ELL student requires the review and recommendation of the ELL/LEP committee. Retention of a student with disabilities who is also ELL requires the review and recommendation of the RtI team.

Student promotion in kindergarten through fifth grade is based upon an evaluation of each student’s achievement in attaining specific district and/or state requirements. A student will be eligible for promotion when all criteria for promotion have been met. A student who does not demonstrate achievement as described in Section 1008.25, F.S. and the Sponsor’s Student Progression Plan will be referred to the school’s Promotion Review Committee for promotion with a Progress Monitoring Plan or retention. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion. F.S. 1008.25(6)(a)

To be eligible for promotion an elementary student must:

1. Demonstrate proficiency with grade level curriculum in reading, writing, mathematics and science. Grade level curriculum is built on a continuum of the Next Generation Sunshine State Standards that are necessary for successful grade-to-grade progression and high school graduation. Proficiency shall be measured based upon the student's classroom work, observations, tests, district and state assessments, and other relevant information as per Section 1008.25, F.S.

2. Participate in and performance on statewide assessment as defined in Section 1008.22, F.S., in grades three through five, at, or above the levels required by the state.

To be eligible for promotion a middle school student must:

1. Meet the attendance requirements for promotion as outlined in the Sponsor's Student Progression Plan.
- 2, Pass each of the core subjects of mathematics, language arts, science, and social studies.
- 3, Pass at least one elective course each semester.

Program requirements are established to ensure that students promoted from grade 8 have the necessary academic skills for success in high school. The following subjects are required in the 6-8 Program Curriculum frameworks and performance standards in the form of benchmarks for the Next Generation Sunshine State Standards/CCSS have been developed for each course offered in the 6-8 Program.

### **Intensive Reading**

Intensive Reading is required for eligible students and replaces an elective course opportunity. For ELL students, the Developmental Language Arts course is the required intensive reading course and students are placed based on their level of English language proficiency. Reading courses shall be designed and offered pursuant to the comprehensive reading plan required by s. 1011.62(9), F.S.

**Science** - 3 years including the study of life and physical or earth sciences

**Social Studies** - 3 years including the study of the US and Florida history, world geography, and world cultures

Students who are unable to complete required coursework will be supplied every possible support and remediation opportunity available.

*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 1003.43, F.S., and any proposed additional requirements.*

Not applicable

**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.**

Prior to the start of Year 1 and every year thereafter, each student's summative assessment will be collected. This information will be combined with attendance and behavioral reports from previous school records to provide the School with a complete understanding of the effects non-academic variables (attendance and behavior) have on end of year performance data. Triangulation of data points provides the most comprehensive picture of each student's starting point so that future data may be compared and analyzed alongside it to determine growth.

Based on the combined data, SMART (Specific, Measurable, Attainable, Realistic, Timely) Goals will be established in the core FCAT-assessed areas of reading, mathematics, writing, and science.

S.M.A.R.T. goals will include the following **six** components:

- A measurable baseline: A baseline of data will be established from a combination of FCAT, attendance, and behavior data;
- A measurable target: An attainable percentage of growth will be set as a target based on previous years' FCAT data;
- A specific time frame: Spring 2013 to Spring 2015 will be the timeframe for all SMART goals set for the 2015-2016 school year, based upon 2013 data
- Specificity of what is being assessed: Goals in each subgroup will be established once baseline data is available. Each goal will target specific groups and move to increase proficiency at each level of performance.
- Specificity about the method of assessment: Formative assessment data will measure student learning throughout the school year.
- Focus areas: Content areas will be designated for improvement in each grade and subject area as defined by the baseline data from the 2013-2015 results (including subgroups).

The baseline levels of academic achievement established during the first academic year will be compared to academic achievement levels in prior years, whenever data is available, in order to assess rates of prior academic progress and **establish** the baseline for the School's students. Other than standardized test scores, other baseline data may include report card grades, attendance records, and behavioral records (including in school and out of school suspensions

as well as exemplary behavior). In the case of Special Education (SPED), Individual Education Plans (IEP) will be secured and the Individual ELL Student 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.

Baseline data will be also be utilized to determine the extent to which educational goals and performance standards have been met (inasmuch as the achievement of the specific measurable objectives identified in the charter school application for the first year of operation). Said baseline data is also made available to stakeholders and the community at-large, as reported in the *School Improvement Plan* via the needs assessment and also through specific learning objectives, which are written to address student's learning needs. In subsequent years, the results (based upon those baseline data items) will be gauged against the objectives specified in the *School Improvement Plan* and this method of goal setting and data collection will be utilized as a living and continuous improvement tool.

Pre- and post-testing in Year 1, as well as reports from previous school records will be collected as baseline to measure progress in Years 1, 2, 3, and beyond, and as an integral part of the planning and refinement of instructional strategies.

Baseline data will include standardized test scores, report card grades, attendance reports, behavioral records, and IEP /EP and or ELL Plans (as applicable). This data will be compared to current data at the end of each school year. For example, FCAT 2.0 Scores from 2015 will be compared to FCAT 2.0 Scores from 2014.

Based on the school's philosophy of providing "personalized instruction," the school will use data (state and district requirements, report cards, testing scores, past performance and comportment) as factors for placement in the appropriate classes which best suit each child. Ongoing internal audits (Interim Progress Reports and Report Cards, F.A.I.R. Ongoing Assessments) of student performance, including beginning year, mid-year, and end-year assessments, will be utilized as reflective and guidance tools for course placement.

Student records from previous schools will be secured and reviewed for baseline data on each student and assessment of their progress. That data will include, but not be limited to, standardized test scores, report card grades, attendance records, and behavioral records (including in school and out of school suspensions as well as exemplary behavior). In the case of Exceptional Student Education Plans will be secured and the Individual ELL Student Plans will be obtained for English Language Learner (ELL) students. This data will be made available to teachers and parents who will assess progress against the baseline data and provide appropriate services to successfully attain the NGSSS/CCSS.

The baseline data will be compared to current data at the end of each school year. Expectations are that students will progress at least as well as they did before attending the charter school, and that the specific measurable objectives for the school are achieved. Other methods of

assessing students' mastery of performance outcomes will include, but will not be limited to, facilitator observation, peer- and self-evaluations, teacher tests and quizzes, projects, presentations, exhibitions, portfolios, and attendance rates. The student portfolios will show not only the student's "best" work, but also drafts of student work that will demonstrate progress.

For each student who does not meet state performance levels in reading, writing, mathematics, and/or science, the school, in consultation with the student's parent, will implement a school-wide Pupil Monitoring Plan (PMP) to assist the student in meeting expectations for proficiency.

For each year in which a student scores at Level 1 on FCAT Reading, the **student will** receive remediation the following year. Placement of Level 2 readers in either an intensive reading course or a content area course in which reading strategies are delivered shall be determined by diagnosis of reading needs. Reading courses shall be designed and offered pursuant to the comprehensive reading plan. For each year in which a student scores at Level 1 or Level 2 on FCAT Mathematics, the student must receive remediation the following year, which may be integrated into the student's required mathematics course.

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

The School will participate in all required assessments as specified in F.S. 1003.43. (7)(a)(4). In addition to the discussion of required and mandated assessment requirements for graduation (e.g. FCAT); and teacher-made classroom assessments for evaluative purposes to determine mastery of *NGSSS/CCSS* standard's content for earning specific class credit requirements, as discussed above; the School will use state standardized assessment scores, district and school-based assessments to measure student progress toward mastery of the *NGSSS/CCSS* standards in all grade levels.

DESCRIPTION	ABBREVIATION	PARTICIPANTS
Florida Assessments for Instruction in Reading	FAIR	Grades K-8 The data from FAIR is used to assist student placement in reading groups based on their individual area of needs
Florida Kindergarten Readiness Screener	FLKRS	K
Florida Alternate Assessment	FAA	*

National Assessment of Educational Progress	NAEP	Based on NAEP selected grades and subjects
Comprehensive English Language Learning Assessment	CELLA	Grades K-8, all current ELLs and selected former ELLs
Florida Comprehensive Assessment Test Reading, Mathematics & Science	FCAT 2.0	Grades 3-8
Reading Benchmark Exams		Grades 1-8
Math Benchmark Exams		Grades 1-8
Science Benchmark Exams		Grades 3-8
Developmental Reading Assessment	DRA	Designed to provide the teachers with student's individual reading levels.
Baseline Tests		Created through Exam View using the standards and benchmarks for each grade level. Teachers will administer these tests in August, November, January and the last assessment will be given in May. The data collected from the baseline test is used to determine the benchmarks that the students need to master.

End-of-Course Exams Algebra I, Geometry I, Biology I, and US History	EOC	Grades 7-8, enrolled students
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Notes:

All Differentiated Accountability schools must administer assessments according to the dates established by the Office of School Improvement.

\*Only includes ESE students exempted from standardized testing at these grade levels.

School-Based Assessments in all Courses will include:

- Weekly teacher-generated quizzes
- Monthly teacher-generated chapter tests
- Midterm and Final Examinations
- Portfolios and presentations
- Class participation rubrics
- Quarterly projects /Investigations

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

The comprehensive assessment program will be used to inform stakeholders (students, parents, and teachers) about where a student is succeeding and what areas need strengthening. Assessment will serve as a feedback system to guide teachers in lesson planning and individualizing instruction. Additionally, it will guide students in understanding full mastery of each respective standard and it will keep parents informed about student progress through specific learning objectives.

Expectations are that students will progress at least as well as they did before attending the charter school, and that the specific measurable objectives for the school are achieved. The School Instructional Leadership team –consisting of the principal, assistant principal, grade level chairs, ESE and ESOL teachers, Reading Coach, Assessment Specialist, and Media Specialist --- will monitor and analyze data to maintain a data analysis/problem solving ~~system~~ process that brings out the best in our school, teachers, and our students. The leadership team will meet weekly to:

- Evaluate data and correlate to instructional decisions;
- Review progress-monitoring data at the grade level and classroom level to identify students and their academic levels.
- Identify professional development to enhance students’ achievement levels.

- Collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new programs and skills.
- Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation

Students' performance in the classroom will also be assessed by the classroom teacher, and students not making adequate progress towards the NGSSS/CCSS as evidenced in teacher made evaluations will also be identified, and appropriate measures for improvement will be instituted. Ongoing communication between the School and the parents will be maintained through on-line reporting systems such as, web-based grade book (*Gradequick*), progress reports, parent conferences, and other forms of written and oral communication will make assessment results and data comprehensible for parents. Ongoing internal audits (Interim Progress Reports and Report Cards) of student performance, including beginning year, mid-year, and end-year assessments, will also be utilized as reflective and guidance tools.

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 ESSAC Committee for the School will participate in the development of the *School Improvement Plan* to ensure input from all stakeholders, including teachers, students, parents and community 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.

Some of the specific steps that the School will take are, as follows:

- Every six weeks, the School will conduct formative assessments to measure mastery of Next Generation Sunshine State Standards. This systematic series of on-going assessments will rich item bank to evaluate student progress and identify areas in need of improvement. Staff will utilize these data to measure students' understanding of concepts and adjust instruction to move students to skill mastery in a timely manner, as each assessment will be built around an instructional pacing guide. Data will be analyzed after each assessment onsite and remotely to generate reports that will give evidence of student mastery and non-mastery of the Next Generation Sunshine State Standards.
- Teachers will make common assessments using a smaller scope of assessed standards and is administered on a bi-weekly schedule; teachers will design an assessment schedule around planned units. These assessments will give teachers on-going data regarding student achievement in the classroom. The data will guide instruction.
- All instructional data will be captured and saved to a database, providing lesson plans that will become resources for future use. The lesson planning system will allow administrators to view the blueprints to classroom instruction through the computer or other assistive technology. Teachers will be able to quickly organize instructional



material and search for gaps, loose ends, or incomplete content. The Next Generation Sunshine State Standards will be embedded into the lesson planning software, allowing teachers to use integrated search technology to connect assessment data with instructional data (lesson plans).

Additionally, online lesson plans will be helpful for evaluation, teacher self-evaluation, assessment of student learning, and evaluation of the curriculum. Lesson plans will provide an added means of communication that will help teaching teams provide cohesiveness throughout their instructional program. This is especially important when implementing an interdisciplinary thematic unit.

Data generated from the formative and common assessment system will be analyzed and compared to instructional data on a bi-weekly basis. This accountability cycle will keep our pacing guides aligned to students' needs while ensuring 100% coverage of the NGSSS.

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

Student assessment and performance information will be shared with both students and parents on a continuous basis. The following are some detailed examples of the means that will be used for sharing this information:

- Student and Parent Reports from the FDOE;
- Sharing of assessment results with individual students including formative and summative assessments;
- Informal and formal individual meetings and conferences with students and parents to share gains and progress as well as to plan ongoing instruction;
- Sharing of instructional calendar with parents during orientation;
- Parent participation in the writing of the School Improvement Plan;
- Parent participation in the EESAC Committee; and
- Sharing of the School Annual Report.

Students at the School will be encouraged to take an active role in their education by learning to monitor and evaluate their own work. Student and Parent Reports from the Florida Department of Education will be provided to parents. Additionally, students will be consulted on the results and the impact on their current progress and choices in planning their academic program for the following year. Rubrics from project-based assessments and other classroom assessments will be used as teaching tools in the classroom, helping students to learn the value and process of self-evaluation. Individual meetings and conferences will be held to review student performance and assessment data as a part of a holistic approach to using student performance and assessment data to improve instruction and learning.

The instructional calendar will be created before the opening of the School and will identify dates when testing and reporting will occur. This calendar will be provided to parents at the orientation meeting in the beginning of the year, along with information regarding the FCAT reporting format. Teachers will conduct conferences with parents and students throughout the year to celebrate skill mastery, map a plan to move to the next level of skill proficiency and create a learning plan to remediate remaining deficiencies when needed. Parents will also be invited to take part in creating learning plans for their children. This collaborative effort among teachers, students and parents will empower students to take ownership for their growth and development and create a positive and practical format for parents to have a voice in their children's education.

Student assessments and EOC results will inform stakeholders (students, parents, and teachers) where a student is succeeding and what areas need strengthening on an annual basis. Assessment will serve as a feedback system to guide teachers in lesson planning and individualizing instruction for the subsequent school year. Additionally, it will guide students in understanding full mastery of each respective standard and it will keep parents informed about student progress to specific learning objectives. Expectations are that students will progress at least as well as they did before attending the charter school, that the specific measurable objectives for the School are achieved, and that learner's will have at least a year's worth of learning in a year's time.

The School will also participate in the Sponsor's benchmark testing program as a means to monitor student's attainment of the curriculum benchmarks as outlined in the NG SSS on a biannual basis (fall and winter interim exams. The assessments will be utilized to assess level of mastery of benchmarks within the NGSSS and to further monitor student progress after instruction and intervention has occurred.

Furthermore, 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 EESAC Committee will participate in the development of the *School Improvement Plan* to ensure input from all stakeholders, including teachers, students, parent representatives, and community members. 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.**

- The school 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 non-

disabled peers) with the provision of reasonable supplementary supports and services and/or modifications and accommodations.

- The school will serve students with disabilities whose needs can be met in a regular classroom and resource room combination (between 40%-80% of instruction occurring in a class with non-disabled peers) with the provision of reasonable supplementary supports and services and/or modifications and accommodations.
- The school will serve students with disabilities whose needs can be met in a separate classroom (less than 40% of instruction occurring in a class with non-disabled peers).

The School will serve students with disabilities whose needs can be met in all three of the above-mentioned classroom environments, as it commits to educate all students in the community without regard to gender, race, heritage, exceptionality, or disability. An ESE Specialist will oversee all aspects of the School's Exceptional Student Education program and will work in collaboration with general education teachers to maximize instructional cohesiveness and ensure the least restrictive environment is provided to all ESE students according to need and exceptionality.

Appropriately certified and trained personnel will provide for the needs of all students through the Response to Intervention (RtI) model that will be implemented at the School. Interventions are provided through general education settings as a first step towards success through additional support and targeted instruction. Student responsiveness determines further assessment and instructional needs, allowing for enhanced intensity of interventions as needed. In this way, students who have skill deficiencies receive the remediation needed and then exit interventions. After going through the three tiers of intervention in the RtI process, students who continue to demonstrate academic deficiencies will be referred for possible placement in ESE. Once identified and placed, the ESE program will provide instruction in the least restrictive environment, already having received interventions to meet their needs and working with teachers who already understand their learning style and history. Through RtI, student needs will be addressed before referral can ~~even~~ occur.

**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.**

Admission procedures will be the same for all students wishing to enroll in the School. Students with disabilities and students served in English for Speakers of Other Languages (ESOL) programs shall have an equal opportunity of being selected for enrollment in the School – Section 1002.33(10)(f). The School will not discriminate on the basis of race, religion, ethnic origin, or exceptionality in any circumstance. Any student wishing to enroll will be required to follow application procedures under the set timeline. Parents must accept all conditions associated with enrollment at the School, including a parent involvement contract. In compliance with Florida's Charter School Legislation, the school will have a "first come, first served" policy for admission unless the number of applicants exceeds the capacity of the

facility. If this is the case, a lottery will be conducted to provide random and fair selection. Through this system of admissions, all students wishing to enroll have a fair and equal opportunity of doing so.

Marketing materials will include an explanation of the school highlights:

- Tuition-free
- Public charter school
- Accommodations for students with “exceptionalities,” “disabilities,” and “limited English proficiency”

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

The School hereby agrees to adopt and implement the Sponsor's policies and procedures with respect to ESE students. It is the School’s mission to place students in an environment where they can develop to their highest potential.

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 in the paragraph that follows. The School does acknowledge 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.

**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.

To school 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. ESE 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; Sections 1000.05 and 1003.57, Florida Statutes; Chapter 96-186, Laws of Florida; and Chapter 6A-6 of the Florida Administrative Code). Additionally, the School will follow guidelines and procedures detailed in the Sponsor’s *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)**

A free appropriate public education 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. **Individual Education Plans (IEP)**- and Educational Plans (EP) for gifted will be developed, and maintained and meetings will be 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 the School understand their child.

- **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-** The School will use a multi-tiered Response to Intervention (RtI) model for the implementation of research-based instruction and intervention. The Response to Intervention model integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. The school 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. 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 RtI model at the school will have four essential components. A school-wide, multi-level instructional and behavioral system for preventing school failure, screening, progress monitoring, data-based decision making for instruction and movement within the multi-level system will be implemented. Regardless of the number interventions the school implements, each will be classified under one of the three levels of prevention. This will allow for a common understanding across the entire process. At Tier 1, research-based core instructional and behavioral methodologies, practices and supports designed for all students provide the foundation in general education. Tier 2 consists of supplemental instruction and interventions that are provided in addition to and in alignment with core instruction and behavioral supports to targeted groups of students identified as needing additional assistance. Tier 3 is targeted for

those students that require intensive instructional or behavioral intervention in addition to and in alignment with core instruction. At this tier, instruction and intervention intensity is reflected in increased frequency, greater duration and/or more individualization.

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

The SST will assist teachers in providing additional interventions for students with learning, emotional, social, and behavioral problems in school, primarily within general education classes. The SST process is initiated as assistance is requested and the collection of student information such as history of grades, background screening, attendance, academic, behavioral and/or social-emotional screening assessments etc. is conducted. Continual filtering of 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 SST, a data driven 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 SST a reliable and efficient system incorporating the tiers of intervention delivery.

In addition to the SST 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 SST process.

The SST 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 are 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 are notified of intervention implementation and student progress over time. The School Psychologist will periodically conduct fidelity checks on the SST 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 are 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 are kept informed of planned intervention efforts and the student's progress in response to intervention throughout the entire SST process.

**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 are 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 M-Team 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 education 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, 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 the 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.

Instructional services for students identified as ESE will include modifications of the existing curriculum, methodologies, and materials to facilitate and provide ample opportunities for these students to acquire the necessary skills and competencies as outlined in their IEP. It is expected that by these interventions, students will be able to integrate into the School's regular program to the degree that is possible based on their level of exceptionality. Research-proven best practices in the instruction of ESE students will be implemented and instructional staff will be provided professional development opportunities as student needs arise.

#### **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 SST. 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, 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 time-lines and specifications of the Sponsor and the State Department of Education.

The School will work with Broward County Public Schools and seek advice and guidance with regards to the appropriate placement of each student with a disability. Decisions related to



students with disabilities will be made with full regard to Section 504 of the Rehabilitation Act of 1973, the Individuals with Disabilities Act, and Free Appropriate Public Education (FAPE). The School accepts and agrees to implement the Sponsor's policies regarding Exceptional Student 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.**

Decisions related to students with disabilities will be made with full regard to Section 504 of the Rehabilitation Act of 1973, the Individuals with Disabilities Act, and Free Appropriate Public Education (FAPE). The School accepts and agrees to implement the Sponsor's policies regarding Exceptional Student Education.

**Least Restrictive Environment**

The School believes that the least restrictive is the most effective environment for all of its students. Students will be segregated from a class with non-disabled peers only when the nature and severity of the disability prevents achievement in a regular classroom utilizing supplementary aids. An inclusion model with ESE support will be implemented as often as possible to support this belief. This allows for collaboration between an ESE Specialist and general education teacher to provide collaborative support of student progress towards IEP and grade-level goals through ongoing progress monitoring.

The School's intent is to serve every student in the community who wished to attend, regardless of exceptionality or disability. As such, the School is willing to commit time and resources to modifying its facility in any way that further accommodates its students' needs in accordance with all applicable federal and state laws. Some possible modifications that may be made to accommodate student needs are:

- Adding elements (such as ramps and rails) to become ADA accessible
- Adjustments for visually or hearing impaired students
- Modifying physical classroom arrangements
- Visual stimulation variations in classrooms
- Assistive technology provisions
- Adjusting placement of classrooms/labs

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

The School will use its students' IEPs to determine effectiveness of its ESE program. The School will accommodate all provisions of IEPs to advance the successful attainment of goals for its

students. If the students are successful, the school is successful. SST data reviews inform placement decisions, but may also serve to educate teachers and administrators of student progress towards their measurable goals, and make revisions to instruction as needed. Evaluating the success of goal-attainment through IEPs will create a clear picture of how well the School is educating its ESE population.

The School will also strive to attain AYP status each year of its implementation. This requires the student achievement and growth of its subgroup populations. The ESE subgroup is anticipated to make the necessary gains and goals in all measured subject areas; may also be used to measure the School's effectiveness in serving ESE students.

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

Exceptional students who are below grade level require a structured strategy to assure engagement in the curriculum by providing support for the student within standard classes and/or by the provision of subject remedial support classes. To achieve engagement requires effective teaching through the use of content and instruction **that encourages** the students' active and willing participation. Characteristics include: balanced student-centered and teacher-centered instruction, drawing upon students' prior knowledge, allowing students to choose some of their activities, high standards and expectations but also the individualizing of instructional opportunities. The curriculum must be age, stage and context-relevant and presented in an innovative and relevant way. Effective learning must be guaranteed through the use of differentiated instruction, innovative teaching strategies, and challenging but achievable goals.

Students should be engaged both affectively and cognitively **while** assuring that there are planned and sustained follow-up teaching and learning strategies. Engaging with students at an emotional level only works if planned and sustained follow-up teaching and learning strategies are in place.

Assessment strategies are of key importance. In order to assure that the student is benefitting from the curriculum constant feedback is essential along with the use of formative and summative assessments.

Students are provided with an individual IEP. The IEP must contain a statement of special education services/specially designed instruction, including location as well as initiation, duration, and frequency. Monitoring is also carried out on attitude and behavior through Functional Behavior Assessment (FBA) and a behavior intervention plan (BIP) Positive

reinforcement is provided and general education students can be used as academic mentors with younger ESE students

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

The School will be available to all students in grades K-8 in the community it serves. The School will not discriminate on the basis of gender, race, religion, ethnicity, socio-economic status, academic background, native language, or disability. All students who follow enrollment procedures within the established timeframe will be accepted into the school, except when the number of applicants exceeds the capacity of the School. In this case, a random selection lottery will be held. As all students in the community who are entering K through 8<sup>th</sup> grades are eligible for enrollment, it is anticipated that the student population will reflect the population of the community. It is, therefore, anticipated that approximately 10% of the student body will be served by the ESE program at the School.

**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 school's teaching staff will include a certified ESE Specialist upon opening of school. The specialist will meet all requirements for Highly Qualified Status under the federal NCLB Act and will have prior experience in providing services to students with disabilities. The specialist will be responsible for:

- Maintaining IEP and 504 plans, including monitoring implementation with classroom teachers
- Scheduling and following all due process requirements as outlined in Section 504 of the Rehabilitation Act and IDEA.

ESE teachers will instruct students with disabilities according to the level of support and special services as specified in each student's IEP. All teachers will be licensed and certified according to the specialized services they are providing. The number of students enrolled in the ESE programs will determine the number of teachers hired.

The School will contract services for speech-language pathologists and occupational and physical therapy services as needed based upon the students enrolled at the School. As with other personnel, the individuals hired to provide these services will meet all licensure and certification requirements for their field of service.

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

An appropriate Educational Plan (EP) will be created for all students who are identified as gifted as indicated by State Rule 6A-6.030191. During an EP meeting, the plan will be created to detail the education for the student. Members in attendance of this meeting may include parents, the regular education teacher, a teacher of the gifted, an administrator, and a school psychologist. The Educational Plan may include:

- Present levels of performance
- Goals, or short-term objectives
- Specially designed instruction to be provided
- How progress towards goals will be measured and reported to parents
- Student strengths and other considerations or special needs

Once this plan is in place, it will become the foundation for how that student will be served and for evaluation of program effectiveness. The School believes that it will be able to accommodate the needs of the gifted and talented through its many advanced course offerings. The AP Laureate program will offer gifted and talented students exemplary opportunities to advance and grow, as well as be recognized for their talents. Teachers at the School will be adept at differentiating instruction. Therefore, even regular, grade-level course offerings will provide for the needs of gifted and talented students, as teachers will adjust the level, complexity, and pace of the curricula to meet student needs.

## **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.**

The *Lulac et al vs. State Board of Education* Consent Decree, commonly known as the META Consent Decree is the framework for compliance with federal and state laws regarding the civil rights of ELL students. The Consent Decree requires that English Language Learners (ELL) be entitled to equal access to all programs and services appropriate to their academic needs without regard to their level of proficiency in English, including categorical programs such as gifted, Title I, and others. The School hereby agrees to comply with all guidelines set forth in the META Consent Decree including all court-ordered provisions and federal laws as outlined below:

Title VI and VII Civil Rights Act of 1964

Office for Civil Rights Memorandum (Standards for Title VI Compliance) of May 25, 1970

Requirements based on the Supreme Court decision in *Lau v. Nichols*, 1974

Equal Education Opportunities Act of 1974

Requirements of the Vocational Education Guidelines, 1979

Requirements based on the Fifth Circuit court decision in *Castañeda v. Pickard*, 1981

Requirements based on the Supreme Court decision in *Plyler v. Doe*, 1982

Americans with Disabilities Act (PL 94-142)

Florida Education Equity Act, 1984

Section 504 of the Rehabilitation Act of 1973

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### **Equal Access**

ELL students will be provided educational services in full compliance with the META Consent Decree. All students at the School will have access to the full range of programs and educational opportunities provided by the School, without regard to race, gender, religion, ethnicity, socio-economic status, academic level, native language, disability, or current language proficiency.

### **Home Language Survey**

All parents/guardians of students enrolling in the School will complete the Home Language Survey (HLS) to immediately identify students who require assessment for English for Speakers of Other Languages (ESOL) services. This simple form asks parents/guardians to answer three yes/no questions related to the home language and language background of the student. A “yes” response to any of the questions indicates assessment is required. Parents are advised that the student will need an aural/oral language assessment of English proficiency to determine eligibility and placement in the ESOL program if necessary. The student is then referred to the ELL committee for further screening. Based on the results of the assessment, if the student is found to be in need of ESOL services parents are notified of the placement.

### **ELL Committee**

The School’s ELL Committee may be comprised of an ESOL teacher, administrator, classroom teacher, guidance counselor, and parent/guardian of the ELL student. This committee will be responsible for ensuring the School’s compliance with the META Consent Decree and the identification and placement of ELL students, including maintaining consistency and fidelity to assessment administration. The committee will ensure that ELL plans are kept current and that students are being properly serviced. They will conduct performance review meetings as necessary to determine placement and/or promotion. Student performance will be evaluated in the student’s dominant language in addition to English assessments until independence in English has been reached.

### **Program Placement**

The ELL Committee will strive to ensure proper and immediate placement of all students qualifying for ESOL services. The program of instruction will be effective in meeting the needs of the students it serves.

English instruction will include the development of the four basic language skills of listening, speaking, reading, and writing. ESOL instruction will all be provided in English. Conversational

language is typically mastered initially, with complex academic language requiring additional time and study to fully develop; therefore, ESOL services and assistance will be provided to support ELL students in all academic subject areas as outlined by the District's ELL Plan.

### **ELL Testing Accommodations**

All test administrators at the School will provide accommodations for ELL students during the administration of statewide assessments:

ELL students may be given additional time beyond the time limit specified in the test administration manual for administration of the test to non-ELL students. Students must never be permitted to continue testing from one day to another.

ELL students may be provided English to heritage language/heritage language to English dictionaries. The dictionary would be familiar to ELL students because of its regular availability in instructional settings. A dictionary written exclusively in the heritage language or English shall not be provided.

ELL students may be provided the opportunity to be tested in a separate room with the ESOL or heritage language teacher serving as test administrator.

The ESOL or heritage teacher may answer questions about the general test directions in the student's heritage language, but the teacher is prohibited from reading the prompt to the student or answering questions about the prompt.

To ensure accommodations are an integral part of the core instruction of ELL students, teachers will incorporate these accommodations with ELL students on a regular basis in the classroom.

### **Progress Monitoring Plan (PMP) Accommodations for ELL Students Less Than 2 Years in the Program**

The School makes accommodations in its progress monitoring for ELL students less than 2 years in the program. ELL students cannot be retained for lack of English language proficiency. Such students are acquiring English language proficiency while mastering academic grade-level content and will be held harmless in considerations of retention, promotion, and grading. A number of factors must be considered:

- Length of time in the ESOL program
- Educational background
- Length of time in the country
- Academic progress during school year
- Cultural adjustment
- Home support
- Age appropriateness
- Progress with Language Arts standards
- Progress with English language proficiency
- Mobility (migrant)
- Assessment data in the native language (if available)

The rights of ELL students will be upheld in regards to promotion, retention, grading, and equal access to all education programs at the School. The parents/guardians of ELL students will be notified of the student's academic progress in a timely manner. Any student who does not meet the School's expected level of mastery will be provided remediation.

#### **ELL Data Collection/Folder**

The School's front office staff will collect and report student demographic data. Student residence will be verified with two proofs of residence, and health records will be reviewed to determine appropriate immunization history. A registration packet will be handed to each parent/guardian. School forms will be provided in the native language of the student when feasible. When the information has been collected, the school front office staff will enter all information onto the student information database. Home language information for students and parents will be included. A folder shall be maintained in the student's cumulative file containing information regarding the student's ESOL status: HLS form, assessment information, ELL Student Plan, Placement Data, Exit Data, ELL Committee Meeting notes, and other applicable information.

#### **ELL Extension of Service**

The School will consider extending ESOL services to students still in the ESOL program at the end of their third year of participation. Students will be assessed to determine English proficiency 30 days before the anniversary date of the fourth, fifth and sixth year (if needed) to ensure compliance with state requirements. Once assessment has been completed, the ELL Committee will convene, inviting the parent/guardian, to determine eligibility. The ELL Committee will determine the best course of action and make recommendations based on the assessment data, grades, age, maturity, prior educational background, length of time in the United States, home support, cultural adjustment, academic progress during the school year, and other applicable information. The Committee will consider what is best for the English language acquisition of the student and what is best for the academic achievement of the student in its determination.

#### **Comprehensive English Language Learning Assessment (CELLA)**

The School will administer the state-required assessment, Comprehensive English Language Learning Assessment (CELLA) annually as per state guidelines. This instrument is designed to measure English language proficiency skills in each of the four language domains: listening, speaking, reading, and writing. Once CELLA results have been received, the School will use the results to inform instructional practice in order to increase the English language proficiency and to increase the academic achievement of each ELL student. Students who score proficient on

each domain of the CELLA shall be referred to the ELL Committee for consideration of exit from the ESOL program. Please see the ELL Exit Criteria/Procedures section for more detailed information regarding exit.

### **Exit Criteria/Procedures**

A student may be eligible for exit based upon teacher recommendation/observation. When this happens, the child's name is given to the ESOL assessor who is responsible for the reevaluation process and procedures designed to determine exit eligibility. Also, a student may be eligible for exit once the student reaches proficiency on each sub-test of the CELLA for grades K-2. For grades 3-12, a student must also score 3 or above on FCAT reading or meet graduation requirements for a standard high school diploma. A student who has been classified as Limited English Proficient/ELL and enrolled in an ESOL program may be reassessed utilizing additional information at the request of a teacher, counselor, administrator or parent. The ELL Committee may use other assessment information to determine that the student should be exited from the ESOL program if the committee determines that other instructional programs or a combination of instructional programs better meet the needs of the student. If it is determined, after reviewing data presented to the committee, that the student may exit the program, an ELL Recommendation Form must be completed and signed by the ELL Committee members present at the time of the meeting. The documentation of the assessment instruments used and the justification for such action shall be retained as part of the ELL student file. Copies will be given to the parents in the native language, when feasible.

### **Post Program Monitoring**

The performance of the former ELL student shall be reviewed periodically to ensure parity of participation once he/she has been reclassified. These reviews shall take place automatically at the student's first report card upon exiting the ESOL program, semiannually during the first year after exiting, and at the end of the second year. Any consistent pattern of continuing under-performance on appropriate tests and/or grades shall result in the convening of an ELL Committee with parental participation to assess the student's need for additional appropriate placement in ESOL or other needed programs. The ELL Committee will review the academic progress of former ELL students periodically. The date of the review will be recorded on the appropriate form (Grade Follow-up Form). A copy will be placed in the student's ELL folder.

### **Comprehensible Communication**

The School will provide communications in Spanish or Creole, and in any other language whenever feasible, upon request by the parents/guardians of ELL students. Parent conferences and meetings are translated by a staff member proficient in Spanish or Creole, and in any other language whenever feasible. Student success is dependent on parental involvement; at various school events and meetings, translation services will be provided upon request. It is critical that



the voice of the parents of the School's ELL students be heard. It is the goal of the School for parental involvement to be one of the highest priorities, so clear communication is vital to reach such a goal.

### **ESOL Program Evaluation/Monitoring**

The School will use performance accountability best practices to ensure compliance with State and Federal laws. The School has clearly stated goals and measurable objectives that can be achieved within budget for each major educational and operational program. The School is accountable for the achievement of individual subgroups. The assessment instruments used will follow the established guidelines of the district. The School will also utilize the Comprehensive English Language Learning Assessment (CELLA) to measure the growth of students classified as ELL students.

All ELL students participate in statewide assessments with the approved State accommodations. The School will review CELLA and FCAT scores to determine ELL progress and proficiency. The School will focus on ensuring the academic success of ELL's. Additionally, classroom teachers will evaluate student performance by monitoring daily performance, classroom grades, progress reports and report cards throughout the year. Additional monitoring of student progress is accomplished using alternative/authentic assessment based on portfolio development for the purpose of programmatic assessment and determining individual student needs. These ongoing monitoring processes assist in the evaluation of appropriate instructional programming.

### **Individual ELL Student Plans**

An individual ELL student plan is required for each identified ELL student. The ELL plan may include, but is not limited to, assessment data, ESOL program participation information, schedule of instructional time, ELL committee information, and a PMP if needed. The ELL plan is to become a part of the student's permanent school record, not to be removed even once the student exits the program. The plan will document: the needs of the student, program placement, progress monitoring, evaluation results, parent meeting, and student exit procedures. In addition, post-program monitoring will also be documented in the plan.

### **ESOL and Support Services**

The school will implement an ESOL program of instruction in meeting the needs of the ELL population to be served. Program instruction will be designed to develop the student's mastery of the four language skills, including listening, speaking, reading, and writing. Following state guidelines, the School will provide ESOL instruction as well as second language strategies in all other cores subjects including but not limited to mathematics, science, social studies, and computer literacy.

At the elementary level, ELL students shall be provided basic ESOL programming for the minimum number of hours per day or week, as specified in the individual ELL student plan. Such plans shall specify that each student receive, at minimum, the amount of basic ESOL instruction that may include special or alternative language arts necessary to attain parity of participation

with non-ELL students in language arts. The English Language Learner shall not receive less than the total amount of instruction received by a non-ELL student at the same grade level. Basic ESOL services shall seek to prepare students for reclassification as soon as the student has attained a sufficient level of English language proficiency and academic achievement according to the entry and exit standards.

Elementary students will be served in one of the following instructional models:

Self-contained - where only ELL students are grouped in one class and receive specialized English language instruction from the ESOL certified/endorsed homeroom teacher.

Pull-out model - where an ESOL resource teacher provides either 90 minutes of uninterrupted ESOL/Reading instruction or 120 minutes to included ESOL/Reading and Writing instruction at a location other than the ELL students' classroom. In both cases the ESOL resource teacher is responsible for providing grade level instruction and assigning grades for these subjects.

Inclusion model - where ELL and non-ELL students are grouped in a classroom and the ESOL resource teacher comes into the classroom ("push-in") to provide them with specialized English language instruction.

At the middle school grades, students identified as ELL will be placed in two ESOL courses dependent on the student's grade and level of language proficiency:

Language Arts content course scheduled by grade level:

M/J Language Arts I-III Through ESOL

Grade 6 100200002

Grade 7 100201002

Grade 8 100202002

Language Arts course scheduled by ESOL level:

M/J Developmental Language Arts Through ESOL\*

ESOL I 1002180L1

ESOL II 1002180L2

ESOL III 1002180L3

ESOL IV 1002180L4

\*If levels need to be combined, the *Developmental Language Arts Through ESOL* placement may be combined with contiguous language proficiency levels in the same group (ESOL levels: I/II; II/III; III/IV).

The School will support the education of the students, providing the support not only in the ESOL classroom but also in the other classroom settings in which the student will receive instruction. The School's effectiveness in serving ELL students will be evaluated by the School's ability to demonstrate learning gains of ELL students as evidenced by their performance in all respective portions of the FCAT and consistent with the annual goals specified in the Student ELL Plan. Similarly, the school's ability to meet Annual Measurable Objectives (AMO), including AMO for ELL subgroup, will also serve to demonstrate effectiveness in serving the School's ELL population.

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

The population the School will serve will determine the staffing plan for the ELL program. An ESOL Coordinator will be assigned to be responsible for overseeing the ELL Committee and maintaining all documentation required for compliance. Other ELL instructors will be hired as needed based upon the population of ELL students at the School. All ELL instructors will be ESOL certified and highly qualified for the areas they will teach. Teachers who provide primary language instruction will either be ESOL-endorsed or will be "tagged" to complete the state-mandated 300 hours of ESOL in-service training or the equivalent. The School will track each teacher's progress and will ensure that teachers add the ESOL endorsement to their Florida teaching certificates once the training has been completed. Teachers of content areas, such as math, science, social studies, or computer literacy, will either have a minimum of 60 hours of state-mandated ESOL in-service training or the equivalent through college coursework. This training requirement will also apply to teachers of elective courses, such as, art, physical education, and music. Administrators and guidance counselors will also either have a minimum of 60 hours of state-mandated ESOL in-service training or the equivalent through college coursework. The School will ensure compliance of its staff with these requirements as spelled out in the META Consent Decree so that the staff has the ability to increase both the English language acquisition and the academic achievement of all ELL students.

Once the student enrollment reaches at least 15 ELL students of the same language background, the School will provide a bilingual/bi-literate paraprofessional or teacher proficient in the students' home language and in English, in order to assist in basic subject area tutorials. Responsibilities include but are not limited to:

- Assist ELL students in basic subject area classes
- Function as a liaison between classroom teacher and ELL student
- Assist in providing home/language communication between the school and parent

**C. Explain how English Language Learners who enter the school below grade**

## **level will be engaged in and benefit from the curriculum**

Many students enter our schools with limited or interrupted school experiences from their home country. Specially selected teachers at the School will work with below level ELL learners in order to improve their engagement in the curriculum by use of the following:

Consistently implemented, high quality initial classroom instruction and follow-up small-group instruction that is well differentiated according to student needs.

Small-group instruction that targets the ELL's deficiencies and that is focused on areas of most critical need.

Differentiated instruction that provides several learning options, or different paths to learning, which help students take in information and make sense of concepts and skills.

Effective use of technology. Greater access to technology and computer-assisted learning that can engage ELL's motivation, and scaffold instruction.

Best practices in instruction such as the following:

Auditory, visual, and kinesthetic activities to reinforce concepts and directions (for example, incorporate movement into classroom lessons).

Visuals in order to clarify meaning and check for comprehension.

Hands-on experiments and activities.

Experiential activities to build upon what students already know.

Activities that are student centered and provide frequent opportunities for students to practice verbal communication skills.

Open-ended sentences to encourage students to talk

Student-conducted interviews

Student role-playing techniques

Cooperative group activities encouraging ELL students to work with English proficient students

Opportunities for students to help each other – (at elementary level, use the "Buddy System")

Summarize stories and illustrate them in order to check comprehension.

Simplify and adapt materials.

Use of charts, tables, maps, graphs, timelines, and flowcharts to stimulate oral communication and to simplify information.

Use games that encourage oral and/or written English language interaction.

Use manipulatives to help students understand concepts at the concrete level.

Use the TPR (Total Physical Response) method – (student shows understanding of the spoken word by performing actions in response to a command).

## **Section 8: School Climate and Discipline**

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

The academic and personal success of students is at the forefront of all processes and procedures. The School recognizes that without a safe and orderly environment for students and teachers, these extraordinary curricular achievements cannot be made. A strict code of conduct will be followed at the School to stimulate a productive learning environment and to promote responsible citizenship.

The School has decided to adopt the Broward County Public School's Code of Student Conduct. This will be beneficial for students who may be transferring to the charter school from within the district. The School will follow the Sponsor's matrix of consequences.

Systems of rewards and consequences will be implemented by classroom teachers and followed according to code of conduct measures outlined by the Sponsor. Discipline measures will be fair and consistent, utilizing best practice techniques that promote student ownership of behavior. Students will be encouraged to take responsibility for their actions so that they may learn from their mistakes. The School commits to rewarding the efforts of its students, including positive reinforcement for students demonstrating exemplary behavior and conduct.

The discipline measures followed at the School will closely align to the character education developed through the School's use of the book, *The 7 Habits of Highly Effective People* by Stephen Covey. The School believes that this alignment will be a powerful influence that students will carry with them throughout their lives. As students experience behavioral or disciplinary issues, their attention will be drawn to these strategies through conferencing with teachers, administrators, and parents. Some issues to be enhanced by this resource are:

- *Anti-Bullying* – Students will value each other and treat each other with respect. Through learning the value of listening to others, they will be able to value multiple points of view and communicate effectively.
- *Conflict resolution* – Students learn to build relationships effectively and turn conflict into “win-win” situations.
- *Obedience to teachers and attention to coursework* – Students will value goal-setting and prioritizing to achieve these goals. Students learn the connection between their coursework and their future goals. This promotes respect and collaboration between teachers and students.
- *Maintaining healthy habits* – Drug and alcohol prevention as well as prevention of self-harm (cutting, choking, etc.) will be highlighted through building healthy habits of body, heart, mind, and soul. Students learn the connection between decisions made now, whether healthy or not, and future goals and quality of life.

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

## **Code of Conduct**

All families will receive a written handbook outlining the Code of Conduct and all policies and procedures relating to it. The *Acknowledgement of Responsibility* contract will be signed by both parents and students within the first week of school to acknowledge receipt of the handbook and acceptance of the policies therein.

The School will follow the District's Code of Student Conduct when handling disciplinary action. Teachers will strive to use informal classroom management techniques that are proactive and diffuse issues before they escalate. Teachers will guide students toward responding appropriately to difficult situations. *The 7 Habits of Highly Effective Teenagers* will be used as a resource tool. The School will utilize the corrective strategies appropriate to the level of misconduct as outlined in the district's Code of Student Conduct.

If proactive measures fail, the following is an example of classroom and administrative consequences that may be implemented to curb misbehavior before it disrupts the orderly operation of the classroom:

### **Classroom Consequences**

- 1st Consequence – Verbal Warning
- 2nd Consequence – Detention
- 3rd Consequence – Parent contacted
- 4th Consequence – Referral to administration

### **Administrative Consequences**

1. Administrative Detention
2. School Center for Special Instruction (SCSI) - Indoor Suspension
3. Detention – Alternate to Outdoor Suspension
4. Outdoor Suspension

### **Additional Disciplinary Actions**

In compliance with the Code of Student Conduct, the following measures may also be utilized by an administrator to further conduct management:

- Removal from class
- Peer mediation

- Saturday school
- Referral to School Center for Special Instruction (SCSI)
- Revocation of right to participate in social and/or extracurricular activities
- Behavior plan

## **Suspension**

The principal or other administrator may suspend a student for up to ten days based upon the severity and/or frequency of misconduct. Administrators will take all circumstances into account when making suspension decisions, such as prior disciplinary offenses, previous disciplinary strategies attempted, and the appropriateness of other strategies that may be attempted before suspension. Parents will be notified immediately of the offense and dates of the suspension.

During a suspension from school, students will be permitted to complete missed work for credit applied toward their final grades, provided it is submitted within three days of returning to school. Students will be solely responsible for assignment completion as well as all material covered in class during their suspension. The teacher of the class will not be responsible for making any special provisions for the student in this situation. The only responsibility of the teacher will be to accept and grade the timely submission of work and apply it to the student's grade. Any work not submitted in the proper time or fashion will be documented as a "zero" or "F" and will no longer be accepted.

## **Dismissal or Recommendation for Expulsion**

The School will follow all district regulations regarding expulsion as indicated in the District Code of Student Conduct. Should the consideration of expulsion arise, the principal may request the School's Governing Board review the student's file, conduct, and previous administrative disciplinary actions and vote to make a recommendation to the District Superintendent that the student be recommended for expulsion. The final decision regarding expulsion lies solely with the School Board and Sponsor, therefore the School will follow and document all procedures appropriately. The Governing Board of the School will serve as the final decision regarding referral to Sponsor and School Board for further action.

## **CODE OF ETHICS**

- To provide a strong academic education, in a positive, strong academic atmosphere; upholding the values of discipline, responsibility and respect.
- To give as much importance to the democratic development of our children as to their intellectual education and reinforce the basic principles that governs the educational structure of the school.

- To avoid racial and class prejudice and develop the capacity to interrelate with all social levels in a harmonious atmosphere, regardless of race, color, nationality or religion.
- We always make an effort to surround our children with an environment that encourages human development through serious study, integration within the community, and personal maturity.
- We encourage parental responsibility in the education of our children.
- We demand the care of school materials and school property.
- We will uphold our obligation and responsibility to our students, teachers, staff members and educational community.
- All new members in our institution (students, teachers, parents and staff) must abide by our code of ethics, all school regulations and policies. Always upholding our school's name and its principles, and never under any circumstances should they use blasphemes.

## **CODE OF ETHICS – EDUCATION PROFESSION**

**The School abides by the 6B -1.001 Code of Ethics of the Education Profession in Florida and by the 6B-1.006 Principles of Professional Conduct for the Education Profession in Florida.**

- 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.
- 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.
- 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.
- All instructional personnel and school Administrators in a position that requires direct contact with a student are subject to all background screenings as mandated by the FL. Department of Education.
- Employee or Administrator misconduct that affects the health, safety or welfare of the student must be reported. Employees or Administrators have the duty to report actual or suspected cases of child abuse, abandonment or neglect and have immunity from liability if they report such cases in good faith; and have a duty to comply with child protective investigations and all other provisions of law relating to child abuse, abandonment, and neglect.

## **ACTS AND POLICIES**

### **NOTICE OF NONDISCRIMINATORY POLICY**



The School collaborates in an open social setting that allows authentic integration, regardless of race, color, nationality or religion with all rights and privileges afforded by the activities and programs of the school. We believe in avoiding racial and class prejudice and develop the capacity to interrelate with all social levels in a fraternal spirit. Furthermore, no student will be subjected to any disciplinary action because of the use of a language other than English.

The School has a published non discriminatory policy that reads, as follows:

*Avant Garde Academy, Inc. (AGA) is an Equal Opportunity Employer and a non-discriminatory educational provider. It is the policy of AGA to comply with all applicable state and federal laws regarding non-discrimination in employment and educational programs and services. AGA will not discriminate on the basis of race, creed, gender, national origin or age in administration of its educational policies, admissions policies, athletic, and other school programs.*

### **NON-AGGRESSION POLICY**

The use of aggression with the intent of hurting others emotionally, physically or verbally will not be tolerated. Such behavior will be reported immediately to a staff member and will be investigated. Disciplinary action will be taken according to the seriousness of the incident.

### **ETHICAL RESPONSIBILITIES TO CHILDREN**

Our paramount responsibility is to provide safe, healthy, nurturing, and responsible settings for our youth. We are committed to support the child's development, respect individual differences, and help them to learn to live and work cooperatively, and promote health, self-awareness, competency, self-worth and resiliency.

### **ETHICAL RESPONSIBILITIES TO FAMILIES**

In accordance with the FACCM (Florida Association for Child Care Management) organization families are of primary importance in children's development. (The term "family" may include others, besides parents, who responsibly involved with the child). Because the family and the early childhood practitioner have a common interest in the child's welfare, we acknowledge a primary responsibility to bring about collaboration between the home and school in ways that enhance the child's development.

### **PROCEDURES FOR REPORTING MISCONDUCT**

- All employees must follow-up each reported incident with the school the principal and authorities when pertinent.
- All employees are required to immediately inform the principal (or administrator if the principal is not available) of a suspected misconduct by another student, instructional personnel or school personnel.

- All employees are required to write down all details witnessed regarding the incident (time, date, and occurrence occurred). In addition, you must also document the name of the person that you reported the incident to, as well as the time and date reported.
- If necessary, as per the above steps, the toll free abuse hotline number will be used: 1-800-96A-BUSE.

There will consequences for personnel and administrators who fail to report abuse or misconduct.

## **II. ORGANIZATIONAL PLAN**

### **Section 9: Governance**

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

Avant Garde Academy, Inc., a non-profit Florida corporation, d/b/a Avant Garde Academy K8-Broward, is the legal entity that will operate the school as per the Articles of Incorporation and Bylaws. The Board is fully committed to the School's mission and is fully aware and accepting of the responsibility that will be entrusted upon them as the holder of the School's charter. A balanced Board of educators and business professionals will oversee the delivery of academic excellence and operational efficiency. The Board understands its fiduciary responsibility to effectively and properly manage public funds. Clarity of roles and responsibilities will be clearly delineated and enforced.

The Board of the School serves as the ultimate policy-maker that will have the responsibility for the management and oversight of the school. The Board will provide advice and direction to the School's Principal and administrative staff on an on-going, continuous basis. This high level of involvement will include the oversight of school operations to ensure the detailed execution of the school's mission and objectives. The Board will follow established rules and procedures to contract with experienced professionals to provide selected services, in order to ensure the successful opening and continuing operation of the school.

The members of the Board of the School shall serve as unpaid fiduciaries. At no time shall any member of the Board be employed at the school, contract for services, provide procured goods or otherwise receive remuneration of any kind whatsoever while serving on the Board. Board members may be reimbursed for reasonable expenses incurred for activities directly related to Board responsibilities. Such reimbursement shall be presented by the Board President and approved by a majority vote of the Board at a regularly scheduled and noticed public meeting.

The Board is fully aware of their responsibility to provide effective and proper management of the School and be good stewards of the public funds allocated to the School. Some of the key functions of the Board are, as follows:

- The board meets regularly to address matters of policy, strategic direction, organizational performance and community impact.
- The board receives financial and other important information sufficiently in advance of the board meeting.
- The board meets regularly throughout the year, with a majority of directors in attendance.
- Board candidates are formally selected with an emphasis on the skills needed to advance the work of the organization.
- New directors receive comprehensive orientation after election to the board.
- Ongoing training is provided regularly to the board to ensure effective service by directors.
- The board maintains active involvement through rotation of duties and/or term limits.
- Meetings deal primarily with policy formulation, and the review and evaluation of the work of the organization. Routine matters, requiring board action but little discussion, are handled with dispatch. Some of these routine items may be placed on the consent agenda by the Board President.
- The committee structure reflects the organization's strategic priorities and changes, when necessary, to advance the mission. Committees are used effectively so that board members with relevant skills can focus on key issues.
- The board understands its legal obligations.

The Board and Administrators are the leaders of the School and as the stewards of the public's trust and charter's mission and vision will carry out their duties in a professional, responsible and ethical manner. The School's leaders are focused on fulfilling the School's mission and making sure that all students have an equal opportunity to achieve academic success and personal growth and development. The School's leaders:

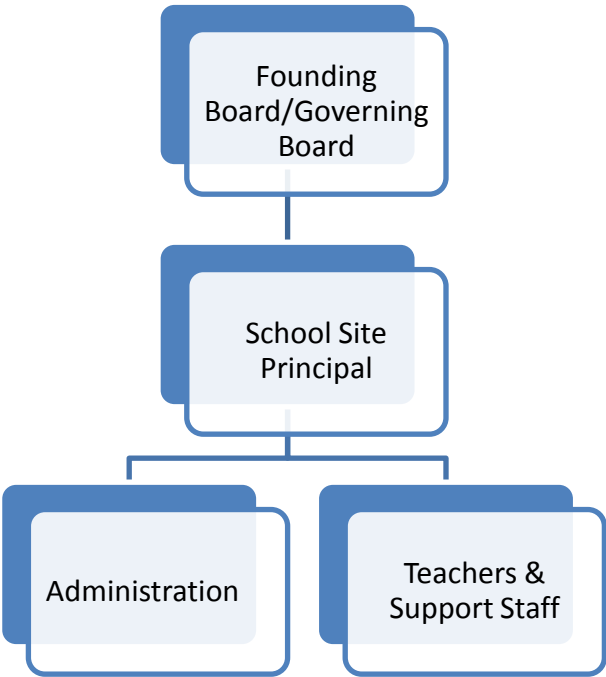
- Have a strong understanding of and ensure compliance with applicable local, state, and federal laws, standards and regulations;
- Consistently implement the educational program outlined in the School's charter;
- Effectively communicate with and engages stakeholders in the vision and mission of the school;
- Monitor school climate and takes appropriate steps to ensure that it is conducive to student learning and professional development;
- Monitor and evaluates the effectiveness of the curriculum and instructional programs;
- Provide information about students, their performance, and school effectiveness that is meaningful and useful to stakeholders;
- Treat all individuals with fairness, dignity and respect;
- Respect diversity and implements instructional strategies, innovations, and activities that are research based and reflective of best practice.

**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 School has clearly defined the roles, responsibilities and relationship between the key parties involved in the planning, development, operation and oversight of the School. The Board understands that it is the ultimate policy-making body with the responsibility for the oversight of the affairs and management of the School and its operations. The Board is directly responsible to Broward County Public Schools for the fulfillment of the terms of the Charter Agreement. The Board directs the policies of the school and hires a Principal to implement those policies. The Board will consult with educational, legal and tax experts, as may be required, for the effective execution of its mission and policies.

The Principal of the School will report directly to the Governing Board and will have the responsibility for leading and supervising all aspects of school operations within statutory limits. The school’s faculty and staff will report directly to the Principal. The School’s leadership team will consist of the Principal, an Assistant Principal, and all support staff needed to ensure that the operations of the school are aligned with its mission and vision. The Principal, hired by the Board, will serve as the instructional leader of the school and will make all school-based decisions, establishing and implementing procedures to ensure smooth day-to-day operations of the school. The support staff will be responsible for carrying out the procedures established by the Principal in their daily routines and interactions with the stakeholders of the school.

The following organizational chart depicts the relationship between the Members of the Board, the school site administration and staff.



The Governing Board is responsible for the implementation and compliance of the Charter Agreement with the Sponsor. It sets the policy for the school site administrator & provides oversight. Sections 9.3, 9.4 and 9.8 (below) further define the role and responsibilities of the Board.

The School's Principal, hired by the Board, will be responsible for all aspects of school operations within the scope of operating policy and budgetary approval granted by the Board. The table titled "Board, Committee and Staff Roles in Financial Oversight" in Section 9.3 further defines the Principal's responsibilities & interaction with the Board. The Principal's job description is found in Section 10.

The support staff is responsible for carrying out the policies and procedures established by the Principal in the day to day operations of the School.

**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

**Responsibility of the Governing Board as a whole**

The Governing Board shall hold all power afforded to it by Florida Laws for Not-For-Profit Corporations and as described in Section 1002.33, Florida Statutes. The Governing Board understands that it is ultimately the policy-making body that will have the responsibility for oversight of the affairs and management of the school and supervision of school operations. The Governing Board is directly responsible to the Sponsor for the fulfillment of the terms of the Charter Agreement. The Governing Board directs the policies of the school and hires a Principal to implement those policies. The Governing Board will consult with educational, legal and tax experts as may be required for the effective execution of its mission and policies.

The Board fully understands and will comply with all of the requirements of the Sponsor and Federal and State agencies. The Board will ensure that the School:

- ✓ Not charge tuition or fees
- ✓ Be nonsectarian in its policies, practices and operations
- ✓ Be accountable to its sponsor for its academic and financial performance
- ✓ Comply with requirements pertaining to: the provision of services to students with disabilities; civil rights; and student health, safety and welfare
- ✓ Comply with requirements governing public records and public meetings
- ✓ Maintain all financial records that constitute its accounting system in accordance with current law
- ✓ Annually conduct a financial audit

- ✓ Participates fully in the Florida's education accountability program

The School's Board will approve the annual budget and amendments reflecting changes in revenues and expenditures. Monthly financial statements will be provided to the Broward County Public Schools as required by section 1002.33(9)(g), F.S. Rule 6A-1.0081, F.A.C., which details the requirements for information that must be contained in the financial statement.

The Board will ensure that the School abide by the charter school law (s. 1002.33(9)(g), F.S.) that mandates that each charter school provide financial information comparable to other public schools. The School will maintain all financial records which constitute their accounting system in accordance with the publication titled "Financial and Program Cost Accounting and Reporting for Florida Schools," which is known as the Red Book.

### Board, Committee and Staff Roles in Financial Oversight

<b>Board's Role</b>	<b>Finance Committee's Role</b>	<b>Charter School Administrator's Role</b>
Approves a budget that reflects the charter school's goals and Board policies	Revises budget as needed and makes recommendations.	Prepares the budget and presents it to the Finance Committee or full Board with backup information.
Approves the format and frequency of financial and programmatic reports to comply with all regulations and reporting requirements.	Recommends format for financial and programmatic summary reports for Board approval.	Makes recommendations for financial and programmatic reports to the Board; assures reports include information required by charter contract.
Reviews monthly or quarterly financial statements.	Reviews monthly financial statements with the School's administrator, school business manager, and/or CPA.	Monitors income and expenses on a daily basis. Prepares financial and educational program reports that can be compared to the charter school contract, budget and projected activities.
Ensures adequate financial controls are in place and that financial reports are in accordance with accounting practices and applicable provisions of the Charter Agreement.	Reviews accounting and control policies and makes recommendations for changes and improvements.	Raises policy issues and provides information for standard accounting policy decisions. Carries out policies established by the School's Board.

Reviews the audited financial statements, management letter, and senior staff's response.	Reviews the audited financial statements, management letter, and senior staff's response with administrator and auditor.	Provides information and offers recommendations to Finance Committee. If necessary, responds to the audit firm's management letter.
Approves the Schools investment policies and reviews them annually.	Regularly reviews and makes recommendations about investment policies.	Provides additional information and financial analysis if needed.
Is well-informed about the School's finances.	Coordinates Board training on financial matters. Acts as liaison between full Board and charter school administrator on financial matters.	Provides training and information as requested.

### **Responsibility of the Officers and Members of the Governing Board**

The President of the Governing Board of the School will preside over all meetings of the Governing Board and will have general authority and duties outlined in the office of the President as well as any other duties the Governing Board may prescribe.

The Vice President, in the absence of the President, shall take ownership of the duties of the President; therefore, shall have such other powers and perform such other duties as the Governing Board may prescribe.

The Secretary shall keep records/minutes of all of the meetings of the Governing Board and its committees, provide adequate notice of all meetings of the Governing Board, keep the seal of the Corporation in safe custody; and maintain all documents required by law.

### **Composition**

The proper governance of a charter requires a diversified Board with varied skill sets. The Governing Board, as a whole, will identify and attempt to recruit members who possess the following skills: legal, financial, real estate, fundraising, strategic planning, academic oversight, marketing, human resources and public relations. The most effective Governing Boards are able to recruit and retain board members that have these diverse and functional skills and share a common passion for the school's vision. Governing Board meetings will serve as the venue for grappling with the most important issues facing the organization. An Advisory Board has been created to provide an additional layer of diversity and expertise.

### **Officers**

The Officers of the Governing Board will share the principal areas of responsibilities and will chair the committees. These Officers, such as chair, vice-chair, treasurer and clerk, ensure an

additional level of accountability by having a member responsible to the group for specific tasks and functions. Sharing tasks and responsibilities assist boards in not becoming overly dependent on the school leader.

### Committee structure

Well-functioning committees are the heart and soul of any effective Governing Board. This is the place where a group of experts can really delve deeper into key issues and bring their findings back to the full board. The Governing Board as a whole will clarify the role of committees, what can be decided at a committee level versus what needs to be brought to the full board for discussion.

Board Meetings will be concluded with the completion of a checklist that will serve as a quality control mechanism.

Board Meeting Minutes Checklist	Yes	No	Comments
• Attendance — Is there consistent attendance and a quorum?			
• Agenda — Do items requiring board action appear to be within the scope of the charter and appropriate roles for the board to undertake?"			
• Does discussion of past activities include qualitative evaluation or is it mere reporting?			
• Were major policy decisions made or clarified?			
• Are monthly financials being reviewed?			
• Did the discussion and decisions further the mission of the school?			
• Did school goals, standards and data drive decision-making?			
• Were unresolved issues from the previous month's meeting carried over			



and resolved at this meeting?			
<ul style="list-style-type: none"> <li>• Is sufficient time being spent monitoring student achievement, fiscal health, legal compliance, faithfulness to the terms of the charter?</li> </ul>			

### Individual Board Members - Responsibilities & Obligations

The individuals comprising the Board of the School will provide the richness of their professional, business and educational experience to support the school's development.

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. Individual Board members and school site leaders will be encouraged to attend the annual Florida Charter School Conference.

**D. Describe the proposed policies and procedures by which the governing board will operate, including board powers and duties; board member selection and 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 will establish rules, policies and procedures to govern itself and the school's administration. The policies and procedure will include, but are not limited to, the following:

- Establishing, modifying & implementing the school's mission & purpose
- Principal/administrator selection & role
- Job Descriptions for all staff & Board Members
- Performance assessments for all classes of employees

- Accountability
- Code of Ethics & conflict of interests
- Staff development
- Board member development
- Stakeholder engagement & participation
- Budgetary & Financial
- Vendor selection
- School climate & student safety
- Character & civic education

### **Board Member Selection, Removal & Term Limits**

The Governing Board of the School shall consist of no less than three (3) and no more than seven (7) members. The terms of each Board Member shall be staggered to facilitate continuity on the Board. Potential Board members shall be nominated annually by Board members and shall be selected from the community and areas of major interest.

The five seats shall be as follows:

- Seats 1, 3, 5 and 7: Three (3) year term appointed by the Board
- Seats 2, 4, and 6: Two (2) year term, appointed by the Board

In General. Board Members shall serve without compensation. The method for selecting members of the Board is designed to identify and select those persons who are qualified in terms of training, education, experience, credibility and respect.

Qualifications. The members shall reflect the diversity of the community and be qualified in terms of training, education, and experience. At least one of the members shall have education, training and/or experience in the field of finance or business (not a requirement, but a goal), one board member in the field of law (not a requirement, but a goal) and one member in the field of education (not a requirement, but a goal).

Officers. The Board of Board Members shall annually elect officers, including the President of the Board, from its membership, pursuant to procedures devised by the Board, except that the position of President and Treasurer shall be filled by Board members with a three (3) year term.

### **Code of Ethics & Conflict of Interest**

The members of the Governing Board and the school's staff will abide by the Board's code of ethics. The Governing Board will establish, adopt and communicate a rigorous code of ethics and conflict of interest policy for its members and all school site personnel. All Board Members shall be required to complete the Sponsor's Board Disclosure form. Board Members shall be

responsible for avoiding any behavior or action that will result in a conflict of interest between their responsibility as a Board Member and their personal/professional interests. Board members may not participate in the selection or award of bids or administrative process if a conflict of interest exists. A conflict of interest exists when an “employee, officer, any member of his or her immediate family, his or her partner, or an organization which employs the parties indicated herein, has a financial or other interest in the firm selected for the award”

**E. Explain how the founding group for the school intends to transition to a governing board.**

The Founding Board will transition to a permanent Governing group. A minimum of one founding board member will transition to the Governing Board. This will strengthen the governance of the school and support the start up phase and opening of school.

Terms of Office. The initial term of office for all Board Members shall commence with the execution of the Charter Agreement between the Sponsor and the School. After the expiration of the Board Members’ initial term, all subsequent members’ terms shall begin on July 1. Three year Board Members shall be eligible to serve three (3) consecutive three (3) year terms, but shall be ineligible for further reelection until one (1) year has elapsed. A Board Member may extend the second term by one year, if an only if, to serve a second consecutive year as Board Chair. All one year Board Members shall be ineligible for reelection until one (1) year has elapsed. Regardless of the foregoing, all Board Members shall continue to serve until their replacement has been nominated and approved to serve.

Nominating Committee. On or before May 1 of each year and beginning with the second year of the school’s operation, the Board shall name a three person Nominating Committee to perform the duties set forth below.

Nominations. Ninety (90) days prior to the expiration of a current Board Member’s term the Nominating Committee shall nominate two or more persons to fill the seat. The Committee may conduct personal interviews of the nominees, if the Nominating Committee deems it helpful. The Nominating Committee shall advance its recommendations to the full Board no later than 45 days prior to the expiration of the current Board Member’s term.

Selection. The Board shall make the selection for the seat from the list of nominees forwarded by the Nominating Committee.

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

The School will develop a year round Board development and recruitment process that will build a public charter school leadership team around its shared values. The Governing Board will carry out a plan, as follows:

- **Board development committee:** The Board will engage in an ongoing, year-round function of prospecting, contacting, recruiting, orienting, supporting, providing ongoing training, and evaluating Board directors. One (1) Board Member will be asked to chair this committee.
- **Link recruitment to the strategic plan:** Board recruitment and development activities will be matched with the new requirements and demands called for by the strategic plan. The Board and the board development committee, reviews the mission, vision, goals and strategies, and identifies any new skills, knowledge, personal contacts and other attributes future board directors will need to possess in order for the Board to do its part in advancing the strategic plan.
- **Profile the current Board:** The board development committee will create a profile of the current board using a matrix with key factors that define sought-after expertise, knowledge, skills, experience, as well as relevant demographic factors. The Committee will use the matrix to complete the profile of desired new board members to aid in the recruitment process.

The Board will follow the provisions that are established by FLDOE for the approval of charter school governing board training pursuant to Section 1002.33, F.S., which states that every member of the governing body of a charter school operating in Florida shall participate in governance training. The Board's governance training will meet the requirements of this rule and be approved by the FLDOE. Each governing board member will complete a minimum of four (4) hours of instruction focusing on government in the sunshine, conflicts of interest, ethics, and financial responsibility as specified in Section 1002.33(9)(k), F.S. After the initial four (4) hour training, each member will, within the subsequent three (3) years and for each three year period after that to complete a two (2) hour refresher training (Rule 6A-6.0784, F.A.C.) on the four (4) topics above in order to retain his or her position on the charter school board. New members joining the School's board will complete the four (4) hour training within 90 days of their appointment to the board.

The training course will be scheduled for the members of its Governing Board, in accordance with State law. All Governing Board members will be required to complete this or another similar approved course. The School's Principal will provide a copy of the board member's

training report to the school's Sponsor within ten (10)-days of receiving the report from the trainer.

**G. List each member 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.**

The Founding Board of the School consists of three (3) Board Members. The permanent Governing Board will consist of three to seven members. There will be a parent Ex-Officio member. All members of the Board subsequent to the Governing Board Members named in the Articles of Incorporation shall be appointed by majority vote of the Board Members.

The President of the Board is Julia Valent.

Ms. Valent has dedicated her professional life to raising children's aspirations through theatre and the arts. She is a seasoned fundraiser who has assisted several non-profit organizations raise the necessary funds for their operational viability and program success. Ms. Valent and her husband, Dr. Phillip Valent, have co-chaired the annual Holy Cross Hospital Gala, the hospital's major fundraising source. Other important organizations that have benefited from Ms. Valent's expertise and leadership are: YMCA, the Youth Fair, Florida Theatrical Association, Story Theatre Productions, and WannaGive Foundation. From 1986 through 2003 she served as Executive Director/Producer of Story Theatre Productions, Inc. based in Fort Lauderdale, Florida. Story Theatre became the largest presenter of educational live theatrical performances for young and family audiences in North America, under her direction. Ms. Valent presented live theater to over 85,000 school children annually in professional venues located in Tallahassee, Tampa, Orlando, Palm Beach, Fort Lauderdale and Miami, Florida. She is Vice-Chairperson of Florida Theatrical Association and the Holy Cross Hospital Auxiliary in Fort Lauderdale, Florida. Ms. Valent has extensive experience with the requirements and responsibilities of non-profit boards.

The Treasurer of the Board is Antonio R. Cruz, DMD

Dr. Cruz possesses a unique set of skills in business, finance and dentistry. He received his Bachelors degree from Rutgers University and a Doctor of Medical Dentistry from the University of Medical Dentistry. He owned and managed his own dental practice and sold it to a national corporate dental organization. Dr. Cruz currently participates in the financial and managerial analysis of dental practices and its subsequent sale and purchase. He is an active civic leader.

The Secretary of the Board is Mario Ruiz

Mario Ruiz is a dynamic business leader with over 20 years experience in the financial industry. He is a financial investment expert accustomed to facilitating complex real estate and construction transactions as well as an active, contributing civic leader. Mr. Ruiz has served as the Director of Commercial Lending & Dealing with Mortgage & Real Estate investors in the purchase, sales and financing of Commercial & Residential properties to foreign

nationals and local real estate investors. Mr. Ruiz has a Bachelors degree in Civil Engineering.

Parent Board Member Seat – Vacant

The Board will appoint a parent as an Ex-Officio member of the Board.

The Board will create a Board Development Committee as an on-going effort to recruit and develop board members.

The Board has invited several community leaders to consider being a member of the Governing Board or Advisory Board after the approval of the charter application. These individuals are representative of the diversity and experience in education, finance, banking, and law that the organizers will look for in composing the Governing Board. The Board will create a Board Development Committee as an on-going effort to recruit and develop board members.

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

There is a skill to diffusing parent concerns and it usually involves patient listening and empathy with the parent's grievance. The Board will recruit a Principal that is an experienced school leader with knowledge of Florida School Law and the Sponsor's Board rules and procedures.

The Principal also will have business and customer relationship skills. If after giving the parent an opportunity to communicate their concern, the Principal is unable to resolve the Parent's problem within his authority and the boundaries of Florida School Law, then the Parent may request an appearance before the Governing Board. The Board shall expect that all of its employees will treat parents, students and other stakeholders with respect and proper courtesy.

## **Section 10: Management**

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

The Board will implement an on-site administration that will consist of a Principal and administrative support staff that will be responsible for the day-to-day operation of the school in the areas of: working with the teaching staff, addressing student-related issues, overseeing

the parental involvement agreements and providing input and support for curriculum development. The Principal, along with the leadership team, will be responsible for ensuring the school is operating in accordance with the mission and vision set forth in the charter application and the Sponsor. The Principal and the leadership team will serve as Instructional Leaders, demonstrating mastery of the Florida Principal Competencies, to make all school-based decisions relating to the operations of the school. The Board will provide the school with secretarial staff that will be responsible for supporting the principal and leadership team with the daily interactions with stakeholders. These duties will include recruitment, counseling, monitoring and curriculum alignment. Included in the Appendixes section of this application are the job descriptions for each of the key positions.

An Assistant Principal will support the Principal in the day to day management of The School. Administrative staff will be added as student enrollment increases in order to assist in the administration of the School. The administrative staff is responsible for curriculum development, supporting the instructional staff, interacting with students and directing dynamic parental involvement agreements and activities. The administrative staff will be required to clearly understand and carry out their role as instructional leaders. They will make all school-based decisions, help establish and implement procedures for the day-to-day operations of the school. The secretarial and administrative support staff will be responsible for providing the support mechanism to fulfill the daily needs of the school. The principal, along with the leadership team, will be responsible for ensuring the school is operating in accordance with the mission and vision set by the Board and Sponsor. Job descriptions for the key positions are found in the Appendixes section of this application.

The School will incorporate the following elements of success into the fabric of the school's day to day operations.

1. Continuous School Improvement Planning
2. Teacher and Leader Effectiveness
3. Curriculum Planning
4. Assessment and Data Process
5. Culture of Excellence focused on Academic, Data, Behavior, and Climate
6. Extended Learning Opportunity
7. Stakeholder Involvement and Communication

The Principal, with the support of the administrative staff, will ensure that the operations of the school (resources, courses, policies) are in accordance with the mission and vision of the school.

The proper selection, oversight and support of the school’s instructional leaders and teachers are one of the most critical components for the school’s success.

**The Principal**

The School’s Board will select a dynamic Principal who is committed to the school’s mission and will lead others by example. The top administrator functions as a bridge between the board and the staff of the organization. The Principal is empowered by the Board to act on its behalf and implement Board level policies and procedures. The administrator is given the following authority: recruit, hire, organize, and supervise all staff; develop and implement administrative policies and procedures; and allocate resources within the Board’s established budgetary guidelines. The Board will hold the Principal accountable to the scope of duties outlined in the Principal’s job description through annual job performance appraisals. Some of the key items in the performance appraisal will include curriculum development, success working with the teaching staff, addressing student-related issues, impact of the parental involvement agreements, and efficient use of resources.

**PRINCIPAL – KEY ROLES, RESPONSIBILITIES & ACCOUNTABILITY**

**QUALIFICATIONS:**

- Education:** An earned Master’s Degree from an accredited college or university.
- Certification:** A valid Florida Certification in School Principal, or Professional School Principal.
- Experience:** A total of five (5) years of school experience is required; which includes a minimum of three (3) years of required experience as a Principal, Assistant School Principal, or District Administrator.

**REPORTS TO:** The School’s Board

**SUPERVISES:** All Administrative, Instructional, and Service/Support Personnel assigned to the School.

**POSITION GOAL:** To provide the leadership and management necessary to administer and supervise all programs, policies and activities of the School to ensure high quality educational experiences and services for the students in a safe and enriching environment.



**KNOWLEDGE,  
SKILLS**

**AND ABILITIES:** The School Principal will effectively perform the performance responsibilities using the following knowledge, skills and abilities: Ability to: prepare and manage the school's budget and allocated resources; to read, interpret, follow and enforce the State Board Rules, Code of Ethics, Broward School Board policies, and other state and federal laws; use effective interview techniques, coaching procedures, and evaluation procedures; use effective public speaking skills, group dynamics, and interaction and problem solving skills; maintain a sensitivity to multicultural issues; perceive the impact of a decision on other components of the organization; communicate effectively both orally and in writing; and analyze and use data. The School Principal will need knowledge of current educational trends and research. Knowledge and understanding of the unique needs and characteristics of all of the School's stakeholders.

**LEADERSHIP:**

**The School Principal shall:**

- Establish and monitor a school mission and goals that are aligned with the Board's mission and goals.
- 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 School's job description.
- Provide leadership in the implementation of the Sunshine State Standards, Florida Write, Florida Comprehensive Assessment Test (FCAT) and other tests measuring student achievement.
- Maintain active involvement in the school improvement planning process with the School's Parent & Community Advisory Group by providing resources for decision making and priority setting.
- Use quality improvement principles and processes in daily school administration.
- 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 school's instructional program to ensure continuous, appropriate student growth and achievement.
- 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 for existing problems.
- Use appropriate interpersonal styles and methods to guide individuals or groups to task accomplishment.
- 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 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.
- Provide leadership to involve the school in quality initiatives.
- Communicate school information, goals, student learning and behavior expectations to all customer groups.
- Use effective communication techniques with students, teachers, parents and stake holders.
- Provide for the articulation of the school's instructional program among school personnel.
- Communicate, through proper channels, to keep the Board informed of impending problems or events of an unusual nature.
- Communicate effectively, both orally and in writing, with parents, students, teachers and the community.

#### **INFORMATION & ANALYSIS:**

##### **The School Principal shall:**

- Provide leadership and direction for the implementation and evaluation of curriculum and instruction.
- Address the diverse needs of the school population consistent with the School's mission.

- Analyze and use data for decision-making to improve actions, plans, and processes.
- Use current research, performance data, and feedback from students, teachers, parents and community to make decisions related to improving instruction.
- Access, analyze, interpret and use data in decision-making.
- Use key information, such as benchmarks and comparison data, in analyzing results to effectively measure performance.
- Make data accessible to all stakeholders.

#### **STRATEGIC QUALITY PLANNING:**

##### **The School Principal shall:**

- Develop long- and short-term plans and goals within the School Improvement Plan, aligned with the School's strategic plan.
- Collaborate and provide resources to ensure the development of the School's Improvement Plan.
- Set high goals and standards for self, others and the organization.
- Establish and actively pursue the School's vision and mission in collaboration with staff, parents, students, and other stakeholders.
- Communicate overall School Improvement Plan requirements to all staff so they can describe how goals and plans relate to their work.
- Oversee the selection and acquisition of instructional materials and equipment.
- Collect input and analyze data to develop goals.
- Manage the school's student accounting as it relates to Florida Education Finance Program (FEFP) funding and future planning.
- Direct the development of the master schedule and assign teachers according to identified needs.
- Allocate resources consistent with implementation of the School Improvement Plan.
- Utilize a systematic process for collecting input from stakeholders and incorporate customer requirements in developing the 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.
- Facilitate the horizontal and vertical articulation of curriculum within the school as well as between the school and its feeder system.
- Provide recognition and celebration for student, staff, and school accomplishments.

#### **CUSTOMER FOCUS:**

##### **The School Principal shall:**

- Develop positive relationships with customers (students, parents, teachers, and community).
- Facilitate a program of family and community involvement.
- Serve as final arbitrator for serious discipline problems in accordance with the School's policy and state statutes.
- 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.
- Work with parents to resolve complaints or concerns.
- 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, drop-out 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:**

##### **The School Principal shall:**

- Analyze data and information to plan staff development to accomplish school goals.
- Complete annual Needs Assessment to determine staff development needs.
- Lead and manage personnel development through staff development, in-service and other developmental activities linked to student achievement gains and the school improvement plan.
- Build a school community and environment supporting learning and growth for all toward achieving the school's mission.
- Facilitate the development and implementation of an effective staff development program.

- Participate in the Board's management meetings and other activities to enhance professional development.
- Successfully participate in the staff development programs offered to increase the individual's skill and proficiency related to the assignment.
- Serve as a coach/mentor to assistant principals or others aspiring to leadership roles.
- Review current developments, literature and technical sources of information related to job responsibility.
- Use team approaches in solving problems and improving processes and provide frequent feedback to those involved in improvement efforts.
- Delegate responsibilities to appropriate staff members.
- Consider data and results from action research when solving problems and improving processes.
- Contribute to positive staff morale through support and recognition of groups and individuals working toward school improvement.
- Assign tasks and supervise personnel in task accomplishment, including special projects.
- Provide recognition and celebration for student, staff, and school accomplishments.
- Appropriately and professionally manage personnel issues, including hiring, evaluation, staff deficiencies and retention; provide feedback on professional performance and offer assistance to strengthen weaknesses in performance.
- Interview and select qualified personnel to be recommended for appointment.
- Establish job assignments, supervise all assigned personnel, and conduct performance assessments according to Board's policies and procedures
- Establish and maintain individual professional development plans for each instructional employee linked to student achievement.
- Consider the aspirations of self and others in relation to the jobs and tasks assigned when assessing expertise and developmental needs.

#### **MANAGEMENT OF PROCESSES:**

##### **The School Principal shall:**

- Identify quality requirements of materials/services and communicate this information to parents, community and suppliers..
- Access 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.
- Understand, support, and implement the procedures, negotiated agreements, policies and decisions of the School's Board, Sponsor, State, and Federal governmental entities.
- Implement the Board policy, state statutes, and federal regulations as they pertain to the School.

#### **OPERATIONAL RESULTS:**

##### **The School Principal shall:**

- 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 the School's student accounting and attendance procedures.
- 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 School's extra-curricular student activities and funds.
- Provide leadership in the effective use of technology in the classroom and in school administration.
- Coordinate plant safety and facility inspections at the School.
- Supervise transportation services at the School.
- Ensure adherence to good safety procedures.
- Comply with district procedures to manage equipment inventory, property leasing, and rental of School Board property.
- Perform other duties as assigned by the Board consistent with the goals and objectives of the position.

#### **PHYSICAL REQUIREMENTS:**

Medium work: Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force frequently and/or up to 10 pounds of force as needed to move objects.

**TERMS OF EMPLOYMENT:**

Salary and benefits shall be consistent with the policies established by the School's Board. Length of the work year and hours of employment shall be established by the School's Board.

- Keeps informed of trends and educational innovations as they relate to department concerns

**POSITION DESCRIPTION****TITLE: Middle Assistant Principal**

**REPORTS TO:** Principal

**POSITION GOAL:** To serve as a liaison between and among the Principal, teachers, student body and members of the community and to assume responsibilities of the Principal in the absence of the Principal.

**KEY RESPONSIBILITIES:**

1. Assist the Principal in developing and administering a total school budget.
2. Assist the Principal in keeping adequate financial records of all internal account activities.
3. Assist the Principal in planning and administering the instructional program of the school.
4. Assist the Principal in the evaluation and recommendation of all personnel in the school.
5. Assist the Principal in administering the School's rules.
6. Assist the Principal in developing and supervising extra-curricular and athletic programs.
7. Assist the Principal in developing a public relations program for the school.
8. Assist the Principal in developing a comprehensive plan for the school, both annual and long range.
9. Assist the Principal providing necessary services that will give the optimal education for students.
10. Assist the Principal in providing leadership for training staff.
11. To perform other duties as assigned by Supervisor

**KEY JOB REQUIREMENTS:**

1. Master's degree with certification in Administration/Supervision/Educational Leadership.
2. Minimum of three years teaching experience and/or Educational Administration.

3. Makes decisions and final recommendations which routinely affect the activities of an entire facility or school. Position duties may include responsibility for developing strategic plans for one or more facilities or schools.
4. Work is non-standardized and widely varied requiring the interpretation and application of a substantial variety of procedures, policies, and/or precedents used in combination. Frequently, the application of multiple technical activities is employed; therefore, analytical ability and inductive thinking are required. Problem solving involves identification and analysis of diverse issues.
5. Supervision is present to establish broad objectives relative to basic position duties or departmental responsibilities. Independent judgment is required to set objectives, coordinate activities within a department or to complete a project. Actions taken may be based on similar situation encountered in the past.
6. Requires regular contacts to discuss issues of moderate importance and to respond to inquiries. Also requires continuing contacts with officials at higher levels on matters requiring cooperation, explanation and persuasion or with public involving the enforcement of regulations, policies and procedures.
7. Responsible for making recommendations within one department in the areas of compensation, staff selection, disciplinary action, complaints, employee performance, appraisal, and similar supervisory duties. Plans, assigns and evaluates the work of subordinates for effective operations and results of the units.
8. Plan events that will occur during the year, and have some effect on the department's annual expenditures, and or revenues.
9. Advanced Professional Skills: The professional theory and practice of the level above, but applied at the advanced level of the "seasoned" professional. Requires extensive knowledge of their professional discipline and a working knowledge of related fields. Understands information in several unrelated professional disciplines.
10. Work requires only minor physical exertion and/or physical strain.

**TERMS OF EMPLOYMENT:** Twelve (12) months



**EVALUATION:** Performance in the position will be evaluated by the Principal.

**TITLE: Business Manager**

**REPORTS TO:** Principal for all operational tasks; Board Treasurer for preparation of monthly reporting to Board; Board Finance committee.

**POSITION GOAL:** The Business Manager is responsible for all financial aspects of the school. The Business Manager is responsible for managing the financial and budgetary processes of the school to ensure that the school realizes maximum benefit from its budget.

**PERFORMANCE RESPONSIBILITIES:**

*Budget Management:*

- Develop and monitor an annual budget cycle that is adequate for the school's needs including preparation of periodic budget forecasts.
- Prepare and maintain annual school budget.
- Prepare and maintain budget forecast on an ongoing basis.

*Cash Management:*

- Prepare and maintain cash flow analysis to ensure an adequate supply of cash on hand.
- Accounts Receivable:
  - Ensure revenue transfer is adequate and timely according to the school's charter contract.
  - Ensure receipt of fees for after-school programs, field trips and other activities from parents.
- Accounts Payable:
  - Maintains and monitors method for ensuring purchases, receipts and invoices are matched appropriately.
  - Ensure vendors are paid according to established payment terms.
  - Manage credit cards that are held by employees, monitor monthly activity.

*Accounting:*

- Ensure accurate data entry of expenditures and deposits.
- Query journals, ledgers, and H.R. Accounts for tracking and reporting purposes; generate reports and reconcile actuals and budget ledger; prepare budget vs. actuals projections and analyses; review budgets and expenditures with appropriate individuals.

- Revise, maintain, implement, and monitor the school's accounting policies and procedures with special attention to separation of duties.
- Ensure school meetings requirements of our 501c(3) status on an ongoing basis.
- Prepare and accurately account for year-end accruals.
- Reconcile Bank Statement monthly.
- Reconcile classroom budgets bi-yearly.
- Make cash and check deposits.
- Process reimbursements for employees and Board members.

*Financial Reporting:*

- Prepare a monthly set of financial statement to include a balance sheet, statements of revenue and expenditures (compared to budget, Statement of Cash Flow.
- Prepare a monthly Cash Flow report for Treasurer and Principal.

*Annual Audit:*

- Prepare year-end books for audit.
- Assist with annual audit as needed.

*Inventory Management:*

- Ensure assets are inventoried once per year.

*Risk Management:*

- Ensure adequate insurance is maintained for the school and that it meets the requirements of GO's HUSD contract.

*Payroll Processing:*

- Process monthly payroll for all hourly and salaried employees.
- Prepare and submit all required payroll tax reports in a timely fashion.
- Ensure payroll entries in the accounting systems are accurate and up-to-date.

**REQUIREMENTS:**

Knowledge of SACS, Red Book, School Account Code Structure.

- Accounting/ Book keeping experience.
- Knowledge of Charter Schools and their issues with government and district.
- Knowledge of non-profit corporation legalities.
- Experience working in a school environment with principals, teachers, parents, students, trustees.
- A minimum of an Associate's Degree in Business or Accounting.
- A minimum of five years accounting, cash management and budgeting experience, preferably seven.
- Previous experience in a school setting preferred.

- Knowledge of Florida charter school law and knowledge of charter school operations is preferred.

**TERMS OF EMPLOYMENT:** Twelve (12) months

**EVALUATION:** Performance in the position will be evaluated by the Principal.

## **TITLE: Data Entry Clerk**

**REPORTS TO:** Principal

**POSITION GOAL:** Perform specialized clerical work involving data entry and maintenance of data/record/files. May process data to provide reports and other requested information.

### **KEY RESPONSIBILITIES:**

1. Set-up, enter and edit data from assigned area into computer database or system.
2. Create, run, verify and edit reports.
3. Update files and send and receive data files, as needed.
4. Maintain system operations for assigned area.
5. Respond to and process requests and add records, as needed.
6. Perform other duties assigned by supervisor.

**TERMS OF EMPLOYMENT:** Twelve (12) months/ 258 days

**EVALUATION:** Performance in the position will be evaluated by the Principal

## **TITLE: Media Specialist**

**REPORTS TO:** Principal

**SUPERVISES:** Library Aides, Clerks if assigned

**POSITION GOAL:** Committed to the improvement of the teacher-learning process through effective use of media; the educational media specialist takes the initiative in assisting teachers and students in translating objectives into meaningful learning experiences. The media specialist is a key person

in the selection, creation, and use of materials and equipment which contribute substantially toward the improvement of learning for all students.

**PERFORMANCE RESPONSIBILITIES:**

1. To work cooperatively within the school community in planning media center services and activities.
2. To convert plans into written programs including policies, procedures, budgets, etc.
3. To maintain user-oriented environment, arrange and circulate resources, and manage personnel.
4. To conduct program assessment and analyze data for program modification.
5. To know how to select and evaluate all types of media, to know the sources for selection, the criteria for judging, and to have the ability to purchase media in terms of the needs of the students and teachers in their particular situations.
6. To provide for the weeding, inventory and repair of all materials and equipment.
7. To plan with the faculty for a systematic and integrated program of library instruction; instruction that covers fundamental library skills and is taught in a context of meaningful relationships for the pupil.
8. To serve as a resource consultant when working with the faculty on curriculum development, provide reference assistance, motivation and guidance in reading/viewing/listening, to orient and instruct students and educators.
9. To provide production resources and technical assistance and encourage teachers and pupils toward a multi-media approach to learning.
10. To serve as a spokesman for the media program and profession. To belong to professional organizations, know current trends, and make them known to the personnel with whom they work.
11. To perform other duties as assigned by the Principal.

**TERMS OF EMPLOYMENT:** Ten (10) months – Teacher Salary Schedule

**EVALUATION:** Performance in the position will be evaluated semi-annually by the Principal.

**TITLE:** Guidance Counselor

**REPORTS TO:** Principal

**POSITION GOAL:** This position provides a professional student support service for students. It includes assisting students in

making wise choice regarding their educational, vocational, and social needs and advising them of opportunities available to meet their goals.

**PERFORMANCE RESPONSIBILITIES:**

1. To assist students in obtaining their previous school records or other appropriate documents and/or forms.
2. To advise students of program offerings and requirements.
3. To coordinate student registration and orientation for students.
4. To maintain current student records and interpret information about each student.
5. To interpret interest or aptitude survey instruments or refer students to appropriate educational personnel and programs for service.
6. To assist students in developing a positive and realistic self-concept.
7. To advise students of higher education and/or career opportunities and requirements.
8. To provide students with information regarding financial aid or refer students to appropriate personnel or agencies.
9. To refer students to appropriate community agencies.
10. To confer with students and teachers regarding individual student progress.
11. To confer with teachers and administrators regarding improvements in curriculum and general school operation.
12. To maintain and promptly submit accurate complete records as required by law, district policy, and administrative regulations.
13. To participate in staff meetings and in-service training activities.
14. To participate in professional organizations and public relations activities.
15. To perform other duties as assigned by the Principal.

**TERMS OF EMPLOYMENT:** Ten (10) months – Teacher Salary Schedule

**EVALUATION:** Performance in the position will be evaluated by the Principal/Director in accordance with Collective Bargaining Agreement.

**TITLE:** Reading Coach

**REPORTS TO:** Principal

**POSITION GOAL:** This position focuses on student achievement by working with teachers to ensure quality implementations of research-based reading programs(s) and scientifically-

based reading strategies/practices at the middle school level.

**EXAMPLES OF RESPONSIBILITIES INCLUDE:**

1. Serve as a coach, mentor, and conduct on-going classroom observations of literacy instruction.
2. Facilitate implementation of appropriate curriculum by providing on-going support for middle school teachers as they identify and implement authentic learning activities and materials.
3. Support and assist classroom teachers in assessing specific literacy needs of students, develop appropriate, differentiated instruction, and refer students to the middle school remediation process if necessary.
4. Assist the District in implementing the middle school literacy curriculum at the school.
5. Provide opportunities for professional development in reading components, scientifically-based reading research, high quality reading instruction, and data interpretation and management; involving teachers, assistants, administrators, parents, and other stakeholders.
6. Coordinate and assist with literacy assessment, student progress monitor, and training teachers in student data analysis according to model specified in grant
7. Participate in the selection and/or adoption of textbooks and other instructional materials at the school and/or county level
8. Assist in the preparation and monitoring of the School Improvement Plan
9. Be responsible for the documentation of grant-specified activities, and assist with evaluation of effectiveness of grant implementation.
10. Perform other duties as directed by the Principal or the Director of Secondary Education.

**QUALIFICATIONS:**

1. Minimum of a Bachelor's degree in Middle Grades Education from an accredited college or university and be endorsed or certified in reading, working toward endorsement or certification.
2. A minimum of three years successful teaching experience in reading instruction.
3. Demonstrated competency in knowledge of the Sunshine State Standards, scientifically-based reading research, exemplary practices in reading instruction and data analysis.
4. Ability to plan, organize and direct activities for teachers.
5. Ability to establish and maintain effective working relationships with teachers, administration, district staff, and the public.
6. Experienced in facilitating adult training.

**TERMS OF EMPLOYMENT:** Ten (10) months – Teacher Salary Schedule

**EVALUATION:** Performance in the position will be evaluated by the Principal.

**TITLE:** Paraprofessional/Teacher Aide

**REPORTS TO:** Principal

**POSITION GOAL:** Perform a variety of instructional tasks and clerical duties in classroom to assist teaching staff with education of school students.

**KEY RESPONSIBILITIES:**

1. Assist students with work. Read to children and work with students on small group activities.
2. Assist teachers with lessons. Perform teacher's duties in classroom when teacher is not present.
3. Monitor and grade student homework. Assist teacher with assigning homework.
4. Accompany students to and from bus, to classrooms, to nurse's office, and for parent pick-up. Direct children at crossing areas.
5. Make copies to assist teacher with lesson plans/daily projects. Prepare visual aids.
6. Provide clerical support including filing, recording grades, typing, sorting and distributing mail, running errands, etc.
7. Perform other duties assigned by supervisor

**TERMS OF EMPLOYMENT:** Nine (9) months/ 187 days

**EVALUATION:** Performance in the position will be evaluated by the Principal

**TITLE:** Teacher

**REPORTS TO:** Principal

**POSITION GOAL:** Teach efficiently and faithful, using the books and material required, following the prescribed courses of study, and employing approved methods of instruction.

**PERFORMANCE RESPONSIBILITIES:**

1. To maintain a valid Florida Teaching Certificate.

2. To conform to all rules and regulations that may be prescribed by the State Board of Education and the Sponsor; and conform to the rules and regulation that may be prescribed by the School's Board.
3. To use prescribed materials and methods in the efficient execution of his/her teaching duties according to subject area or grade level to which assigned.
4. To prepare and maintain such records and reports as may be required by State and Federal law, regulations of the State Board, School, Board, or Sponsor.
5. To fulfill the term of any signed written contract by the School's Board.
6. To perform other duties as assigned by the Principal or designee.

**TERMS OF EMPLOYMENT:** Ten (10) months – Teacher Salary Schedule

**EVALUATION:** Performance in the position will be evaluated by the Principal

### **HIGHLY QUALIFIED TEACHERS**

NCLB dictates that all students be taught by a "Highly Qualified Teacher" (HQT) who holds at least a bachelor's degree, has obtained full State certification, and has demonstrated knowledge in the core academic subjects he or she teaches.

NCLB requires teachers in K-12 schools to meet the definition of Highly Qualified Teacher (HQT) through the following criteria:

1. minimum of a bachelor's degree
2. full state teacher certification
3. demonstrated subject matter knowledge in each core academic subject assigned to teach, including Bilingual, English as a Second Language, and Special Education.

The School recognizes that teacher quality is one of the most important factors in improving student achievement and eliminating achievement gaps. The School will follow the guidelines set by the Sponsor's Office of Professional Development (OPS). The School will direct its teaching staff to assist any developmental coursework offered by OPS or will pursue development opportunities outside those offered by OPS.

NCLB allows states to develop an additional way for current teachers to demonstrate subject-matter competency and meet highly qualified teacher requirements. Under the High, Objective, Uniform State Standard of Evaluation (HOUSSE), proof may consist of a combination of teaching experience, professional development, and knowledge in the



subject obtained from previous years of teaching experience.

**The duties and responsibilities of the instructional staff are as follows:**

**DEMONSTRATE PROFICIENCY**

- Demonstrate mastery of all state competencies
- Demonstrate mastery of all twelve of the teacher practices benchmarks for the 21<sup>st</sup> century at the professional and eventually the accomplished level
- Foster students' achievement gains from baseline assessment levels to be evident in pre/post test comparison results, standardized test scores, and portfolios
- Maintain student portfolios

**DEMONSTRATE INITIATIVE**

- Demonstrate consistent attendance
- Demonstrate efficiency
- Demonstrate punctuality
- Initiate opportunities for professional development
- Initiate and present innovative ideas for special projects, school functions, field trips, extracurricular activities, and clubs
- Provide supplemental instruction

**PARTICIPATE IN CONTINUED PROFESSIONAL DEVELOPMENT**

- Attend workshops and conferences
- Demonstrate oral proficiency
- Demonstrate written proficiency
- Pursue further education and supplemental credentials

**SERVE AS ROLE MODELS FOR STUDENTS**

- Maintaining and promoting a safe environment and administer student surveys twice yearly
- Promote problem-solving skills and character education
- Promote and enforce Code of Excellence

**ADVISE PARENTS**

- Document parent phone calls, conversations, and conferences
- Work as partners to create behavior modification plans and create
- Pupil Progression Plans for students
- Keep parents updated through interim reports, report cards, phone calls, and notes

home

- 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
- 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

#### PARTICIPATE ACTIVELY IN SCHOOL FUNCTIONS

- Attend parent/teacher meetings and conferences
- Plan and participate in special events

#### WORK COOPERATIVELY AND PRODUCTIVELY WITH CO-WORKERS

- Take initiative to implement projects, programs, and/or compensate for shortcomings within your classroom and/or the school environment
- Exhibit congeniality among co-workers, students, and parents
- Be flexible - always have a back-up plan

#### FOLLOW GUIDELINES REGARDING SAFETY AND EDUCATION

- Complete and maintain accident reports
- Consistently maintain portfolios
- Supervise student recreation
- Complete, distribute, and maintain files of all behavior and homework referrals as required
- Complete and maintain files of all report cards, interim reports, and county test records
- Maintain up-to-date lesson plans within the guidelines of the curriculum
- Follow safety requirements regarding aisles, doorways, fire alarms, and fire extinguishers at all times
- Participate in monthly fire and tornado drills
- Keep dangerous objects and toxic substances (ammonias, medicines, etc.) out of the reach of children at all times
- Follow appropriate medication guidelines for all students (never to give Tylenol, cough drops, or any prescription medications without the written consent of the parent and administrator and accompanied by the appropriate medical forms).

## SERVE AS ROLE MODELS FOR STUDENTS

- Promote problem-solving skills and character education
- Promote and enforce school rules
- Maintain a pleasant and respectful demeanor among students and parents

### **B. Outline the criteria and process that will be used to select the school's leader and process by which the school leader will be evaluated.**

The Board of the School will be responsible for hiring the School Principal, who will be responsible for the operations of the School in accordance with established charter school best practices and guidelines outlined by the Sponsor and set forth by the School's Governing Board. The Principal will serve as the instructional leader of the school and will be responsible for its academic excellence. The Governing Board will make its priority to recruit individuals who have the administrative and instructional knowledge and experience to undertake the daily challenges of the position of Principal.

The Board will research leadership recruitment initiatives and district expectations for a principal and will identify highly-qualified, local candidates. An initial list of qualified candidates has already been developed. The Governing Board has held preliminary conversations with some candidates. The scope of search will be expanded, if necessary, with national recruitment agencies, such as New Leaders New Schools to seek an individual who has the following minimal requirements:

- a Master's degree (higher degrees preferred);
- a progressive background in administration (preferably school setting) and teaching experience aligned to the mission and vision of the school;
- appropriate certification in Educational Leadership in the State of Florida;
- documented experience in working with School Advisory Councils or educational boards;
- leadership capabilities that are aligned to implementing the National Reform Agenda;
- knowledge of the needs of the student population the school will serve;
- references from previous supervisors that demonstrate a positive administrative experience;
- documented excellent communication skills; and
- capacity to meet or exceed the following Florida Principal Competencies: Proactive Orientation; Decisiveness; Commitment to School Mission; Interpersonal Search; Information Search; Concept Formation; Conceptual Flexibility; Managing Interactions;

Persuasiveness; Concern for Image; Tactical Adaptability; Achievement Motivations; Management Control; Developmental Orientations; Organizational Ability; Delegation; Self-Presentation; Written Communication; Organizational Sensitivity.

### **Principal Evaluation**

The evaluation of the school's leader, other administrators and instructional staff will be aligned with the requirements of SB736. Fifty percent of a school administrator's evaluation will be based on student performance over a 3-year period. The remainder of the evaluation will be based on indicators that include the recruitment and retention of effective or highly effective teachers, improvement in the percentage of classroom teachers evaluated at the effective or highly effective level, other leadership practices that result in improved student outcomes, and professional responsibilities. If less than 3 years of student growth data is available for an evaluation, the School will include the years for which data is available and may reduce the percentage of the evaluation based on student growth to not less than 40 percent for classroom teachers and school administrators and not less than 20 percent for other instructional personnel.

The School will utilize an Administrator Performance Appraisal to facilitate the professional evaluation of the Principal. The Board may also establish additional evaluative procedures including, but not limited to; interviews, goal review, budget review, and evaluation of climate surveys. The goal of the tool is to insure that principals are meeting appropriate expectations and setting goals to meet those expectations as they relate to each individual area. The following steps will be followed:

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

### **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 Governing Board will use a 18:1 ratio in K-3 a 22:1 ratio in 4-8, in accordance with the Class Size Amendment as it applies to Charter Schools, to staff the school. The Governing Board will direct the Principal to ensure that all teachers are certified in their area of instruction and

deemed Highly Qualified and adhere to the guidelines set forth by the policies of the Governing Board and Sponsor. The School will have a teacher salary schedule that is competitive with the local charter school market and Sponsor. The Governing Board of the School will use the following staffing plan:

<b>Administrative Staff</b>					
Principal	1	1	1	1	1
Assistant Principal	1	1	2	2	2
Business Manager	0	1	1	1	1
Administrative & Teacher Support	1	1	1	1	1
Admin. Assistant/Office Mgr.	1	1	1	1	2
Receptionist	1	1	1	1	1
Registrar	1	1	1	1	1
Sub-Total Administrative	6	7	8	8	9
Guidance Counselors	1	1	2	2	2
Computer Technician-Hourly	0.5	0.5	1	1	1
Media Specialist-Hourly	0.5	0.5	1	1	1
Hall Monitor/Security	2	2	2	2	2
Food Service	1	1	1	1	1
Sub-Total Support Staff	5	5	7	7	7
<b>Instruction Staff</b>					
Teachers (K-8)*	40	49	57	63	69
Technology	1	1	1	2	3
Art/Music	1	1	1	1	1
Music	0	1	1	1	1
Spanish	1	1	1	2	2
PE	1	1	2	2	2
ESE	2	2	2	3	3
Sub-Total Instructional	46	56	65	74	81
<b>TOTAL Staffing</b>	<b>57</b>	<b>68</b>	<b>80</b>	<b>89</b>	<b>97</b>

\*The staffing of ESE personnel will depend on enrollment and exceptionality following the Sponsor's teacher student ratios. The school anticipates that the majority of the ESE population will be students with Learning Disabilities. The staff to be hired must meet highly qualified status according to No Child Left Behind guidelines which involves in many cases dual certification, such Elementary and ESE or Subject Area and ESE. The staffing plan and projected operating budget will be adjusted in accordance with the final enrollment figures obtained during the October count.

#### **D. Explain the school's plan for recruitment, selection, and development.**

## RECRUITMENT

The Governing Board of the School will work with the principal to ensure that all faculty members have the qualifications needed to be deemed Highly Qualified and meet the needs of the students served by the school. Therefore, the recruitment plan will take the following into consideration:

- partner with local universities to assign interns to the school who will be considered for possible openings that may arise based on their performance. The School is currently partnering with the University of Central Florida and is interviewing education graduates that are certified and have completed an internship;
- utilize the Florida Department of Education website entitled “Teach in Florida” to announce and recruit Highly Qualified teachers;
- conduct two job fairs a year to organize efforts that will recruit instructional experts to serve as teachers at the school and increase the rigor and relevance of the teaching and learning;
- create a competitive salary schedule that includes performance incentives to attract high performing teachers; and
- utilize local media venues to advertise openings.

The Governing Board of the School will ensure that the hiring procedures focus on representing the diverse racial/ethnic background of the students it serves. All school-based personnel, including teachers, administrators and staff, will comply with the Sponsor’s requirement for fingerprinting, background checks and drug screening prior to employment at the school. The Board intends to issue an RFP to use a human resources and payroll company, such as ADP Total Source or ACH, to provide the Human Resource services. Included within the scope of work of these services is recruitment support that will be capitalized by the Board and school site administrators to attract and retain the most talented and highly qualified instructional staff available.

## SELECTION OF STAFF

The Governing Board will provide the necessary support to assist the Principal in recruiting and hiring candidates that possess the following qualifications and skills:

### *Principal/Administration*

- a Master’s degree;

- a progressive background in administration (preferably school setting) and teaching experience aligned to the mission and vision of the school;
- appropriate certification in Educational Leadership in the State of Florida;
- documented experience in working with School Advisory Councils or educational boards;
- leadership capabilities that are aligned to implementing the National Reform Agenda;
- knowledge of the needs of the student population the School will serve;
- references from previous supervisors that demonstrate a positive administrative experience;
- documented excellent communication skills; and
- capacity to meet or exceed the following Florida Principal Competencies: Proactive Orientation; Decisiveness; Commitment to School Mission; Interpersonal Search; Information Search; Concept Formation; Conceptual Flexibility; Managing Interactions; Persuasiveness; Concern for Image; Tactical Adaptability; Achievement Motivations; Management Control; Developmental Orientations; Organizational Ability; Delegation; Self-Presentation; Written Communication; Organizational Sensitivity.

#### *Instructional Staff*

- appropriate certification in the field that will be assigned to the teacher;
- Bachelor's Degree;
- references from previous supervisors that demonstrate satisfactory performance (preferably in the education field);
- ability to be a team player and participate in Professional Learning Communities; and
- commitment to the vision and mission of the school.

The Governing Board of the School will not authorize an individual to provide instruction in the school if they do not contain a certificate or license in Florida or if their license has been revoked or suspended. The School will adhere to the fingerprinting requirements outlined in Section 1012.32, F.S., and all employees will have to participate in a background check and drug-screening. The Governing Board will appoint a hiring committee to work with the principal in recruiting and hiring the staff to ensure alignment to the vision and mission of this charter. The hiring process for the school will be as follows:

- the Governing Board hires the Principal, works with universities to develop partnerships that will attract Highly Qualified Teachers and will appoint the hiring committee (inclusive of all stakeholders);
- the Hiring Committee will work with the Principal to advertise positions, develop interview questions for the positions available and conduct initial interviews. The

committee will also verify candidate credentials and references and provide two recommendations to the principal of possible candidates to be hired; and

- the Principal conducts a final interview (includes content experts such as department chair) and hires the candidate of choice.

## EVALUATION OF STAFF

The Governing Board will evaluate the Principal annually using a comprehensive summative form that validates the principal's competence and possession of the competencies aforementioned in the Florida Principal Competencies. The Governing Board will measure the Principal's performance in terms of meeting and exceeding these competencies annually with emphasis in the areas outlined within the Principal's job description included in the Appendix section of this charter application.

SB 736 (Chapter 2011-1, L.O.F.) revises the evaluation, compensation, and employment practices for classroom teachers, other instructional personnel, and school administrators to refocus the education system on what is best for students. The bill aligns with Florida's successful Race to the Top application to which 62 of the 67 school districts and 53 local unions have supported and agreed to implement. The bill revises the evaluation system to focus on student performance. The bill reinforces Race to the Top, which requires 50 percent of the evaluation for classroom teachers and other instructional personnel to be based on student performance for students assigned to them over a 3-year period. The bill specifies that 50 percent of a school administrator's evaluation is based upon the performance of the students assigned to the school over a 3-year period. If less than 3 years of student growth data is available for an evaluation, the School must include the years for which data is available and may reduce the percentage of the evaluation based on student growth to not less than 40 percent for classroom teachers and school administrators and not less than 20 percent for other instructional personnel. The School will measure student learning growth based on the performance of students on the state-required assessments for classroom teachers, other instructional personnel and school administrator evaluations. School districts would be required to use the state's learning growth model for FCAT-related courses beginning in the 2011-2012 school year. The remainder of a classroom teacher's evaluation is based on instructional practice and professional responsibilities. The evaluation system must differentiate among four levels: highly effective; effective; needs improvement or, for instructional in the first three years of employment who need improvement, developing; and unsatisfactory.



For instructional personnel who are not classroom teachers, the remainder of the evaluation would consist of instructional practice and professional responsibilities, and may include specific job expectations related to student support. The remainder of the school administrator's evaluation would include the recruitment and retention of effective or highly effective teachers, improvement in the percentage of classroom teachers evaluated at the effective or highly effective level, other leadership practices that result in improved student outcomes, and professional responsibilities.

School districts, beginning with the 2014-2015 school year, must administer local assessments that are aligned to the standards and measure student mastery of the content. The school district can use statewide assessments, other standardized assessments, industry certification examinations, or district-developed or selected end-of-course assessments.

The School will embrace the spirit of SB 736 and Race to the Top by tying the most significant gains in salary to the effectiveness demonstrated by the evaluation. Beginning with instructional personnel or school administrators hired on or July 1, 2014, the evaluation will determine an individual's eligibility for a salary increase. The salaries of quality teachers, other instructional personnel, and school administrators will grow more quickly, while those of poor performing employees will not. The new salary schedule will require a base salary schedule for classroom teachers, other instructional personnel, and school administrators with the following salary increases:

- An employee who is highly effective, as determined by his or her evaluation, will receive a salary increase that must be greater than the highest annual salary adjustment available to that individual through any other salary schedule adopted by the school district.
- An employee who is effective, as determined by his or her evaluation, will receive a salary increase between 50 and 75 percent of the annual salary increase provided to a highly effective employee.
- An employee under any other performance rating will not be eligible for a salary increase.

The bill holds charter schools to the same standard as other public schools with respect to performance evaluations for instructional personnel and school administrators, assessments, performance pay and salary schedules, and workforce reductions.

The Principal's evaluation will include a student performance component that will be aligned to the school accountability requirements of the State of Florida under the Florida A+ Plan and the federal requirements of the United States Department of Education under the No Child Left Behind Act. The student performance section will make 50% of the total performance rating

given to the principal. The Principal will evaluate the Assistant Principal annually adhering to the same guidelines established in the Principal's evaluation.

### **Teacher Evaluation**

The Principal will evaluate the teachers using a performance appraisal system that will be established to validate teacher competence in accordance with Florida Statutes and as specified in the Educator Accomplished Practices which include the characteristics needed in a teacher such as the knowledge, skills and abilities to effectively support high student achievement. Additional areas that will be considered are: assessment, communication, continuous improvement, critical thinking, diversity, ethics, human development and learning, knowledge of subject matter, learning environment, planning, role of the teacher, and technology. Lastly, the teacher evaluation will include a student performance component that will be aligned to the school accountability requirements of the State of Florida under the Florida A+ Plan and the federal requirements of the United States Department of Education under the No Child Left Behind Act. The student performance section will make 40% of the total performance rating given to the teacher. For teachers in non-tested areas, a mutually agreed upon student performance target area will be developed by the teacher and principal at the beginning of each school year. This mutually agreed upon target should be aligned to the overall vision and mission of the school.

The Principal will conduct formal teacher observations three times a year. Additional observations will be conducted should areas of concern arise during any the observation. If teachers are found unsatisfactory, an improvement plan will be created to assist with the improvement of the deficiencies noted. This plan will include but not be limited to specific strategies, resources, and timelines for the teacher to improve the weaknesses. The Principal will also use the Class Walk Through Program to provide ongoing feedback on the teacher's performance.

The Principal also will evaluate other support staff such as custodians and clerical staff. Based on the evaluation, the principal will conduct appropriate evaluative conversations with the employee.

These evaluation methods will serve as a decision making factor for continued employment with the School.

### **RETENTION OF STAFF**

The Governing Board believes that the retention of staff is based on relationships developed and benefits provided. The Governing Board wants to ensure its' employees are provided with competitive benefits and employee services, within the School's financial parameters and

responsibilities. Experience and research dictates that when the employees have a good benefit package and a positive working relationship with their supervisors the environment is conducive to effective teaching and learning. The Board is committed to ensuring that its' leaders have strong interpersonal skills to promote professional growth among the instructional staff. This school culture of excellence results in high retention rates and high academic performance. In addition, the school will have a clear human resource process that demonstrates its commitment to employees by addressing their concerns.

## **Section 11: Education Service Providers**

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

Not applicable. The Board has not contracted the services of an ESP, at this point in time. The Board recognizes the complexity of managing a school and the high level of expertise required. The Board will decide whether to contract with an ESP after approval of the charter school application by the Sponsor. The Board will begin a thorough process of interviewing and evaluating qualified educational service providers, if it decides to contract with an ESP. Providers will be invited to propose services that will assist the Board in executing its mission. The board will evaluate any vendor for subject area expertise and experience. The Board may select one or more vendors to provide the needed services or may choose to contract with a single provider.

### **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 provision, and terms of property ownership (real, intellectual and personal)**

Not applicable at this time. The Governing Board will provide the Sponsor with a copy of the contract if it chooses to contract with an ESP.

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

Not applicable at this time. An RFP will be issued and an extensive evaluation and interview process will be conducted for any proposed vendor. The Board will follow the Sponsor's and

FDOE guidelines for selecting and contracting with an ESP. A sample ESP contract is attached to the application.

**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**

Not applicable at this time. The Governing Board intends to only contract with qualified vendor(s) that can provide support services for financial management. The Governing Board remains ultimately responsible for fiduciary oversight and management of the school. Internal controls for reporting and appropriate safeguards for fiscal management will be implemented and maintained at all times in accordance with industry acceptable standards, sound accounting principles and the Sponsor's requirements.

**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**

Not applicable at this time. The Board will ensure compliance with all pertinent statutes regarding conflicts of interests and governance between the Board and ESP. All Board members will be trained on the roles and responsibilities by a Florida Department of Education approved trainer. The Board will reserve the right to terminate any vendor, including the ESP, based upon performance or failure to provide services.

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

Not applicable at this time.

**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**

Not applicable at this time.

## **Section 12: Human Resources & Employment**

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

The School will provide a competitive compensation plan to attract and retain good, loyal and committed employees. The Board will promote a healthy, productive work environment that rewards creativity and performance. The School will be a not-for-profit, private employer and will not participate in the Florida Retirement System. Regular full-time employees are eligible for holiday pay. Recognized holidays include those recognized by the Sponsor or as established in the annual school calendar by the Governing Board.

The staff's overall compensation plan will include health, dental, vision and life insurance benefits for full time employees. The Board intends to contract with a human resource service provider for these benefits. These providers offer an array of benefit options for small to medium size employers. They facilitate the offering of a broader spectrum of coverage to full time employees, while reducing the time management cost of shopping for benefits and administering them.

**B. Describe the 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.**

The purpose of the School's personnel policies and procedures is to provide guidelines for the varied range of personnel related employment, evaluation, discipline, dismissal, benefits and code of conduct issues. The policies will clearly set forth and communicate the principles of fairness and due process and will be in full compliance with all applicable laws and regulations. The Board is in the process of adopting the School's policies and procedures. The Board is reviewing the Sponsor's employee handbook and the FLDOE Charter Support Unit's policies and procedures for charter schools.

All faculty and staff members will be hired through a comprehensive recruitment and selection process. This process includes, supervisor and peer interviews, teaching demonstrations (for teachers), and review of credentials, background checks and reference checks.

The School will employ Highly Qualified Teachers (see Staffing Plan, Section 10). The school will follow the letter and spirit of the No Child Left Behind Act (NCLB) of 2001 in seeking and developing "highly qualified" teachers. All teachers must possess, at a minimum, the following qualifications: possessing a Bachelors Degree; having the requisite State credentials or certificate; and demonstrating core academic subject matter competency.

Some of the qualifications the School will look for in its teachers are, as follows:

- Appropriate certification
- Bachelors degree in Education or area of specialization in the grade(s) to be taught; advanced degrees appreciated
- Exemplary personal presentation and interpersonal skills
- Literate in computer skills
- Committed to high student achievement
- Strong referrals and recommendations
- Mentoring characteristics & attitude
- Communications skills with parents, students, resource personnel and other stakeholders
- History of professional development

The School will not hire an individual to provide instructional services or to serve as a teacher aide if the individual's certificate or licensure as an educator is suspended or revoked by this or any other state. The School will require all employees to undergo a background check and fingerprinting in collaboration with the Sponsor as required by §1002.33 (12)(g), Florida statutes prior to that employee reporting to the classroom. The School will not violate the anti-discrimination provisions of Federal or State law in its hiring and employment practices.

The school's vision, mission and objectives will be clearly delineated and communicated. Recruitment and development efforts will look to motivate staff to embrace and embody the school's mission. The School will strive to promote a sense of enthusiasm and commitment as well as a strong belief in and understanding of the charter school concept.

All staff members will be expected to adhere to the highest standards of conduct and behavior and set a positive example for all students.

### **Code of Professional Practices**

The School will adopt the Florida Department of Education's Code of Professional Practices.

### **Drug-free Workplace**

The School is a drug-free workplace and all personnel may be subject to random drug testing. Testing procedures and guidelines will be communicated to employees prior to implementation and will be consistent with those of the BCPS. All employees shall use the Charter Schools General Drug Test Authorization form. Applicants may not report to work until the school receives notification of a negative test.

The school may terminate a staff member's employment when performance or conduct does not meet standards, in accordance with established and communicated policies and procedures. In most cases employees will be given a reasonable opportunity to correct the problem. Once a corrective action opportunity is given to an employee and the school

determines that the employee has failed to make the necessary correction, he or she will be subject to further discipline, including termination.

A summary of the policies and procedures regarding probationary period, voluntary and involuntary termination, job performance, misconduct, and insubordination, are as follows:

#### *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 Federal or State laws. The school maintains consistency in its termination of employees through the consistent implementation of its policies and 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 accrued compensation, other than as required to be paid by law.

#### ***Job Performance***

Employees may be disciplined or 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, state 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 Governing Board. The employee shall have the right to contest the dismissal at the board meeting and present testimony or evidence in connection with the action to dismiss.

### **Evaluation of Faculty**

The school sets very high standards and expectations for the performance of the faculty. Faculty and staff are evaluated on a regular basis through-out the school year and all new educators are evaluated within the first forty-five days using the Formal Professional Evaluation Form.

Teachers are provided with a variety of tools to insure success in the classroom. During preplanning



activities teachers are provided the following documents as a part of the Faculty Handbook:

- Developing Questions Planning Tool
- Examples of Support Interventions for ESE Students
- Homework Planning Tool
- Lesson Planning Tool
- Multicultural/Foreign Language/ESOL Education Strategies
- Parent Conference Planning Tool
- Personal Characteristics of Effective Classroom Managers
- Phone Call Planning Tool
- Procedures Planning Tool
- “S.M.A.R.T.” Objectives
- Techniques to Reduce Misbehavior in the Classroom
- The Modification Process - ESE Accommodations

These research-based tools are designed to provide teachers with a resource to help insure success in daily activities in the classroom environment.

The following are evaluation tools used during the school year by administrators and lead/mentor teachers. The goal is for the teacher to improve his/her skills in the classroom.

The following tools will be employed:

- Formal Professional Evaluation Form
- Standardized Professional Practices for Teachers
- Employee Self Evaluation
- Goal Planning Template
- Rubric for Evaluating Teachers

In the event deficiencies are found a Professional Development Plan is put into place and the teacher is paired with a mentor. Professional development and in-service opportunities are also provided.

### **Professional Development**

The School is committed to maintaining a high level of 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 through the Teacher Education Center (TEC) or another approved source.

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 School will require all staff to report to school two weeks prior to the opening of school for the purpose of becoming oriented to the various policies, methodologies and programs that will become the framework for the new charter school. Training will be provided by consultants, staff members, publishers, etc. Professional development will be an ongoing commitment of the School and support will be demonstrated annually in the budget development process.

Teacher training will also be offered throughout the school year in a variety of areas:

- **Strategies for Teachers:** Creating a positive classroom environment where every student can learn through proactive discipline, positive reinforcement, and consistent routines. Keeping the classroom in control.
- **Data-Driven Decision Making for Teachers and Administrators:** Interactive Workshop teaching staff how to use Specific Performance Indicators (SPI) to identify student needs. Staff members will be trained on types of educational research, corresponding sources of data, and collection instruments to be used for continuous school improvement. Teachers will be trained on how to use quantitative and qualitative data to plan and improve classroom instruction.
- **New Discoveries about Reading & Reading Instruction:** The latest research on reading to help struggling readers and keep others on a steady course of improvement.
- **Mission and Vision:** School administrators build understanding of the school's mission and vision. Faculty and staff will be trained in the development and use of the school's mission and vision toward achieving teaching and the School's goals. The faculty, staff, parents, students, and community stakeholders will play a role in annually assessing how well the mission and vision statements are aligned with the school culture and needs. The results of this assessment will be reviewed in this training yearly to ensure that the mission and vision statements serve as the vehicle for continuing school excellence.
- **The Art of Effective Communication:** Effective communication. Skills and confidence to communicate as a consummate professional with parents, teachers and students.
- **Improving Individual Student Achievement:** small group training focusing on specific subject related instructional and assessment strategies used to increase student achievement. The focus of this training will be on specific strategies by core academic areas as detailed in the instructional program strategies and assessments.
- **Continuous Improvement Process:** The mission of the School comprises of a continuous improvement process both in and out of the classroom. The process and professional development that accompanies is conducted by lead teachers and administrative staff. It builds on the importance of adopting a school "culture" of

continuous improvement through climate surveys, student and staff assessments, and the development of a School Improvement Plan (SIP).

- **ESE Strategies for the Inclusion Model:** Assisting ESE students without disrupting the rest of the classroom. Making the necessary adaptations for ESE students while keeping other students on track.
- **Effective Teaching Strategies in Science:** Teaching techniques, focusing on the essential standards and engaging students. How to apply those methods to science instruction.
- **Differentiated Instruction – Emphasis on Reading:** Providing individualized instruction to 20+ students in the same classroom. How to run an effective reading block using small group instruction. Ensure that all students are reaching their full reading potential
- **Literacy Leadership Workshop** – Teachers will be schedule by departments and rotate throughout this 1 day workshop comprised of the following 4 sessions: Differentiated Instruction, Content-Area Classroom Libraries, Vocabulary Strategies/Word Walls and Reciprocal Teaching Strategies. The sessions will prepare teachers to adopt the *Just Read Florida!* Initiatives into their daily instruction.
- **Teachers as Facilitators:** Select teachers will attend local, state and national conferences and serve as trainer to the remainder of the staff upon return to the School. In-house workshops and meetings will be held monthly by administrators and may occur as often as biweekly through team leaders, in order to facilitate support, encourage communication, allow for team planning, and troubleshoot concerns and needs.

## 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 education options.**

The School will hold periodic information meetings at various locations to inform area residents and other interested persons about the charter school opportunity. The promotional plan to publicize the school will be designed to reach the entire community and, accordingly, all racial/ethnic groups within it. The school will implement a community awareness plan that will target area elementary schools, area communities and homeowner associations. Presentations will include information about charter schools in general and specifically about the School’s curriculum focus and the application procedure. Flyers will be developed in multiple languages (including Spanish and English) for distribution at area businesses, community centers, churches, and child care facilities. The School’s staff will make extensive efforts to address people where they meet, work, pray and play in order to communicate the opportunities available at the new school. Special effort will be taken to ensure that marketing, application

and registration materials are available in multiple languages. All marketing materials and the School's website will include the following statement: "Tuition-free public charter school".

The School's staff will contact social service agencies in the area that typically serve "harder to reach" families referenced here. Information brochures and applications printed in multiple languages (including Spanish, English, and if required, Haitian-Creole) will be distributed to these agencies to facilitate the school's desire to inform these groups about the new school. School personnel will solicit opportunities to meet with families served by these agencies for a "direct" opportunity to inform parents about the new 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.**

Students will be considered for admission without regard to ethnicity, national origin, gender, or achievement level. Although students will most likely come from the neighboring communities, the promotional plan to be followed in publicizing the school will be designed to reach the entire community and accordingly, all racial/ethnic groups within it. Marketing materials will be printed in the various languages that are representative of the targeted student population. The School will embrace all students, regardless of their racial, cultural, ethnic or religious orientation. This message will be clearly communicated in all oral presentations and printed materials.

The School has adopted a non discrimination policy and will include this statement in its advertisements and enrollment marketing communications:

*"Avant Garde Academy, Inc. (AGA) is an Equal Opportunity Employer and a non-discriminatory educational provider. It is the policy of AGA to comply with all applicable state and federal laws regarding non-discrimination in employment and educational programs and services. AGA will not discriminate on the basis of race, creed, gender, national origin or age in administration of its educational policies, admissions policies, athletic, and other school programs."*

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

The School will be open to all eligible students residing in Broward County with special recruiting efforts focused on those residents living within a four-mile radius of the school site.

The school will not discriminate on the basis of race, color, sex, religion, national or ethnic origin, or disability in the admission of students.

The School will be nonsectarian in its programs, admission policies, employment practices, and operations. The school will not charge tuition or fees except for those fees normally charged by other public schools.

To ensure that the school is available to serve the residents of the school's neighborhood, the school may elect to focus some of its enrollment efforts to target students residing within the community. The School will use the reasonable distance definition as provided under FS. 1002.33 (10)(4)(e). Such students shall be subject to a random lottery and to the racial/ethnic balance provisions described in subparagraph (7)(a)8 or any federal provisions that require a school to achieve a racial/ethnic balance reflective of the community it serves or within the racial/ethnic range of other public schools in the same school district.

As provided for in Florida's Charter School Legislation, the School may also give enrollment priority to the following student populations:

- Students articulating from one charter school to another pursuant to an articulation agreement between the charter schools which has been approved by the Sponsor;
- Siblings of students enrolled in the charter school;
- Children of employees of the charter school; and
- Children of Board Members of the School
- Students residing within a "reasonable distance" of the charter school where "reasonable distance" is defined roughly as a four-mile radius around the school.

#### **Enrollment Timeline:**

February-March 2014: Initial student registration period begins.

March 31, 2014: Students who have registered will be officially enrolled. If the number of applicants exceeds capacity, admission lottery will be conducted. Parents will be notified of child's acceptance to the school.

April 1- June 30, 2014: Second registration period begins. If number of applicants exceeds capacity, lottery will be conducted. Parents of students enrolled during second registration period will be notified of their child's acceptance to the school.

Year two (2) and subsequent years:

Recruitment activities after the first year of school will commence at the end of the calendar year. The earlier enrollment period will enhance the effectiveness of the school's marketing and communications efforts and allow students and parents to more carefully weigh their options.

**Lottery Process:**

The School will have an open admissions procedure, utilizing a "first come, first served" policy as required by statute, unless the number of applicants exceeds capacity. In such case, all applicants shall have an equal chance of being admitted through a random selection process conducted by the School's accounting firm in conformity with Florida's Charter School Legislation. All students in the lottery will be assigned a waiting list number should student seats become available or capacity increases. Any premature vacancies will be filled in the same way described above. If the number of applications falls short of the established capacity, supplemental registration periods may be held for the purpose of reaching student capacity.

The School will ensure that all eligible students with disabilities will receive a free and appropriate public education in accordance with the regulations set forth in Section 504 of the Rehabilitation Act of 1973, Title 11 of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Act.

The School will hold an initial enrollment period from February 1 to April 1 of each year (or the first business day in that month if these dates fall on a weekend). If the number of applicants for any grade level exceeds the available student vacancies for that grade level then a lottery will be held to randomly select from the total of student applicants for that grade. An offer of admission will be made to those applicants selected in the lottery to fill the number of student vacancies. Parents shall have ten (10) business days to respond to the admission offer. This period may be reduced in the weeks immediately preceding the opening of school. If the parent's response is negative or if there is no response then the School shall move to the next applicant selected in the lottery until all student vacancies have been filled. If for some reason, student spaces should become available after all names in the applicant pool have been exhausted, then the School will move to accept applicants from a first-come, first-served waiting list established after the close of the initial enrollment period.

**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.**

The School will require parents and students to sign separate Parent and Student Agreements (Contracts). The home-school partnership is solidified through a Student/Parent Contract, entered into as a requisite for initial and continued enrollment at the School. The Contract will be implemented as a major initiative of the School and parents willingly agree to the required 30 hours of service as an investment in the child's education. The School will provide various options to allow parents to meet this obligation.

Utilizing the Memorandum of Opinion originating from the Office of General Counsel, Florida Department of Education, Opinion No. 03-05, the Board shall reserve the right to deny reenrollment privileges to a student as a result of a breach of the parent contract for volunteer service. It is the express intention of the School to provide parents and guardians with an over-abundance of opportunities for fulfilling the volunteer requirement. The School will be flexible in providing other means of facilitating compliance by the parent/guardian, so that no student is denied readmission as a result of this policy.

Through the contract, parents and students agree, as members of the School's family, to abide by all of the school rules and regulations, and specifically, the parent contract stipulates various items that will be utilized in support of the child's education, providing certain means for ensuring their success. For example, the parent contract dictates:

- The School's Student Code of Excellence and the BCPS Code of Student Conduct and acknowledges subsequent receipt of same at time of registration.
- The School's attendance policy that speaks to withholding of credit due to absences, excusing absences, the tardy policy and authority for signing students out from school, and consequences, such as detention, etc.
- The School's uniform policy and acknowledgement of parent/student handbook receipt at time of registration. The parent's responsibility to provide transportation to and from the School
- The 30 hours of parental volunteerism prior to the last day of school
- That breach of the parental contract may result in the child's losing preferential re-enrollment status at the School for the following school year, meaning they may not automatically articulate to the next grade level without reapplying for open enrollment.

The School will finalize these policies after approval of the charter application by the district. The incoming school Principal will collaborate with the Board to finalize these policies.

Student responsibilities described in the Student Contract include such basic items as the student's responsibility to wear the proper uniform, behave appropriately and be responsible for timely submission of class assignments and/or homework.

These items are proposed drafts and will require final approval from the Board of Directors. Although the Board has not fully determined all policies applicable to the lack of fulfillment of these agreements by parents, it is expected that students not fulfilling their responsibilities stated in the agreement will be subject to the School's regular disciplinary procedures. The Board shall give parents every opportunity to fulfill their agreement, but if a parent shall consistently or flagrantly disregard the School's policies, then the School may withhold an offer of reenrollment to the family's students, depending upon the circumstances. The Board will finalize the contract by February 2014, prior to the commencement of student enrollment activities.

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

It is proven that parental involvement is essential to a student's success and therefore essential to the School. Parent surveys will be distributed annually to monitor general parent opinion and satisfaction with the school program and results of that survey will be included in the Annual Report distributed to all parents. Less than satisfactory parent ratings will be addressed.

Parent involvement will be further encouraged via a volunteer requirement that reflects the parent's ongoing commitment to their child's schooling. Parents will be provided opportunities to meet a minimum 30-hour commitment based on the belief that a parent should be able to dedicate time each month (September to June) to in-school or out-of-school activities in direct support of the school and their child.

Examples of areas where parents and community members will be involved are:

- Quarterly Parent/Teacher Conferences – hosted in the evenings at the school for parents to discuss topics affecting their children's educational progress
- Open Houses, Career Fairs, Special events - held yearly to maintain communication and active involvement between the school and community.
- School Website, Monthly Newsletters, and Event Calendars – updated monthly to disseminate information and maintain open lines of communication
- Parental Service Contracts – parents are expected to volunteer a minimum of 30 hours with their child's teacher and/or be involved in school activities
- Parent Teacher Student Association (PTSA) –coordinates extra-curricular events involving parents, teachers, students, and community members
- Educational Excellence School Advisory Council (EESAC) - comprised of school personnel, parents, students, local businesses, and community members. The School will also foster partnerships with the community and its organizations inviting them to participate as active members in the EESAC



The Board and School Principal will involve parents in the decision-making process by:

- Sending a survey to parents to solicit input before a major policy decision.
- Convening a series of parent and community forums, chaired by board directors, to discuss a major challenge facing the School.
- Hosting monthly parent coffees to create informal opportunities to meet and hear parent concerns.
- Designing the strategic planning process for the school so that there are ample opportunities for parents and community leaders to participate and help shape priorities for the future.

The School will inform parents and community members of decisions affecting the School and its students in a timely and regular basis by:

- Conducting a breakfast briefing for civic leaders to describe the charter school's unique educational program and its positive impact on student achievement.
- Writing personalized letters to all major donors that contributed to the School.
- Including a column written by the Board Chair or his designee in the monthly parent newsletter outlining key issues facing the school.
- Organizing a series of personal interviews by Board directors with the leaders of youth and family service agencies in order to explore opportunities for collaborative programs benefiting children enrolled in the charter school and their families.

### ***Community Partnerships***

The School will develop a mentoring and summer internship program that will support its Civics Oriented Action Plan. The Action Plan is aligned with Common Core Social Studies Program Standards.

The members of the Board and Board Advisory Group will be intricately involved in developing community partnerships. The school will seek partnerships with community service organizations, such as area churches to inform community stakeholders about the proposed school and to determine where there may be other opportunities to develop working partnerships. The Educational Excellence School Advisory Council (EESAC) will assure that the community leaders, parents and school administration are all equally vested in the education of the children attending the School.

### III. BUSINESS PLAN

#### Section 14: Facilities

**If the site is acquired:**

The site is not yet 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**

Not applicable.

**If the site is not acquired:**

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

The exact location for the school facility has not yet been identified. The School will comply with State requirements for Educational Facilities, the Florida Building Code pursuant to FS 553 and Florida Fire Prevention Code pursuant to FS 633. Several sites are being evaluated. The site will be compatible with existing neighborhoods and with local municipal and county planning efforts. The Board will provide a facility that meets the needs of the student population. The facility will meet all applicable commercial and life safety codes. The facility layout will be based on previous plans that have been successfully deployed by other charter schools in the area serving similar populations. The facility layout will accommodate a logical separation of the elementary (K-5) and middle (6-8) school grades. In addition, the layout will include adequate resource rooms for enrichment programs, common areas for gathering (lunch, assemblies, etc), and space for school administration. The school site plan will also include appropriate outdoor recreational areas, designated pick-up and drop-off zones, adequate stacking of vehicles and parking for staff and guests. The District shall not be responsible for costs in the areas of facility construction or maintenance. The School is considering both options of renting an existing facility or building a new one.

**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.*

- A. 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 anticipated costs for building and renovation will be assertively negotiated with the landlord. The school will pay a rental rate at or below average market rates. The Board will negotiate a rate based on a per student basis to benefit the School during the initial years of lower enrollment. The rent per student will increase as the School grows to full capacity. The forecast base rent and all other facilities costs are included for all years of the charter contract in the proposed Budget as part of this application. Utilities and maintenance cost estimates are also shown in the proposed budget. These estimates have been derived from actual historical data from prevailing market rates and costs and other comparable charter school facilities obtained from public records. The budgeted amount for Operation of Plant allocations were derived from the costs of similar size charter schools and the FLDOE Charter Support Unit's budget worksheet. The Board has discussed facility costs with other local charter operators and

their consultants in order to formulate a realistic budget. The Board has performed market research on available properties and will continue to do so during the application approval process. The estimated cost to lease a facility is \$750 per student in year one increasing annually to \$1,000 per student in year five. The School will rent or build the facility in several phases, in order to reduce the upfront cost and accommodate the annual increase in the projected student enrollment. The facility, when built to full capacity, is expected to be in the 100,000 to 120,000 square foot range and occupying one to three floors. The School understands that grades K-1 must be located on the first floor and grade 2 on the first or second floor and grades 3-8 may occupy floors one to three. The District shall not be responsible for costs in the areas of facility construction or maintenance. The School has utilized the budget tool workbook provided by the FLDOE Charter Support Unit and adapted it to local market conditions and preferences.

Lease payments will commence when the School takes possession of the facilities. A long-term lease will provide the School with the necessary facilities without the associated risks of ownership. The Governing Board will be able to focus on its core mission without the distraction of site acquisition, permitting, financing, and construction of facilities. The lease documents will provide the school continuing rights to possession and use of the facilities. The lease will contain wording that stipulates that all property located in the School belongs to and will revert to the Sponsor in the event that the School is closed by the BCPS.

The Governing Board understands that charter operators must provide evidence of a lease or property ownership (Certificate of Occupancy/Certificate of Use, Occupational License/Business License), Fire Permit, Health Permit, and Evidence of Insurance. The board will comply with these and all other requirements.

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

The Board understands the importance of proper site selection in the success of a new charter school. The selected site will be in Broward County. The site plans will go through the County's zoning procedures for charter schools. The Governing Board understands that after receiving approval from the County, the site will be subject to Federal/State/Municipal laws/rules regarding life safety, fire, ADA, accessibility, parking, playground, and other requirements before the opening of school. The School will comply with State requirements for Educational Facilities.

In every classroom and throughout the building evacuation routes for fire safety precautions or other emergencies will be posted. A facility security plan will be established by the school in

order to control access to the building and maintain a safe environment for students and staff.

The School will comply with State requirements for Educational Facilities. The proposed educational facilities will comply with the Florida Building Code pursuant to chapter 553 and the Florida Fire Prevention Code, pursuant to s. 633.025.

#### **Estimated Facility Timeline – August 2014 School Year**

<b><i>August- October 2013</i></b>	<b><i>November 2013 – December 2014</i></b>	<b><i>January - April 2014</i></b>	<b><i>May - July 2014</i></b>
Present charter application for approval	Finalize facility needs & configuration	Continue build-out	Project Management site review
Modify Business & Facility Plan based on District feedback	Begin build-out	Identify and order FF&E needs for July arrival	Building completed/ Inspections completed
Continue facility search & due diligence	Construction administration	Hire the Principal	Finalize hiring/ enrollment
Finalize Facility Contract	Streamline policies & procedures	Food Services Contracted	Quality site inspection
Schematic Design Phase			"Soft" opening for Community Leaders

The facility and the site's location will serve the school's needs well. The facility plan includes the consideration of a multi-year phased facility build-out model to best align enrollment demands and program needs with the facility. The phased development of the facility will also help the school meet its financial obligations. The Board has considered the best interests of the students, parents and community in identifying, vetting and selecting potential sites.

#### **I. Describe the back-up facilities plan**

The board does not anticipate delays that will prevent the timely opening of school but has identified several properties, in the event that there are unforeseen circumstances that delay the completion of the proposed facilities. The properties will meet all of the Sponsor's facilities requirements. The Governing Board will request a one (1) year deferment of the charter authority in the unexpected event it is unable to find an adequate facility in time for an orderly and seamless opening of school.

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

The Board is fully aware of its responsibility to comply with the State of Florida's constitutional class size requirements, as it applies to charter schools. The facilities layout will consciously be created to facilitate the School's staffing and class schedule with strict adherence to class size requirements.

## **Section 15: Transportation Service**

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

The School will meet all DOE requirements in the State Board of Education Rule 6A-3.0141 "Employment of School Bus Drivers" as well as the Sponsor's School Board Rules 6.173 and 6.60. All vehicles will meet Florida specifications including preventive maintenance and inspections and mechanics must be State certified.

The School may provide transportation through an agreement with the Sponsor, a private school bus transportation provider, or parents. The Board plans to utilize the BCPS rules and procedures for contracting with vendors, in order to:

- Provide for the safety of the students;
- Reduce the School's liability;
- Assure the enforcement of Statutes/Rules; and provide for the controlled and accurate flow of information.

The Board and the School's Principal will follow the vendor contracting information established by the Sponsor. The school will follow the guidelines and requirements of the Sponsor's Transportation department. Only the Sponsor's approved and properly stickered buses will be allowed at the school site.

Charter schools are permitted under §1002.33 10(E)(4), Florida statute to limit the enrollment process to target certain student populations including those living within a reasonable distance of the charter school as long as the resulting racial/ethnic balance is reflective of the

community served by the school or within the racial/ethnic range of other public schools in the same district.

If transportation is offered, the School will restrict transportation of students to those who live within a reasonable distance from the School, usually considered to be within a two to four mile radius of the School.

Transportation of charter school students shall be provided by the charter school consistent with the requirements of Chapter 1006. The governing body of the charter school may provide transportation through an agreement or contract with the district school board, a private provider or parents. The school shall ensure that transportation is not a barrier to equal access for all students residing from a reasonable distance as determined in its charter.

Circumstances will certainly arise where a parent is unable to provide for his or her child's transportation to or from school. In those situations, the school will provide transportation by contracting with an independent private transportation provider. Additionally, the School will also contract private carriers to provide specialized transportation for students with disabilities, based on their particular need(s) as specified in the child's IEP.

The School will enter into agreements with the students' parents, requiring them to provide transportation for their students. That requirement shall be part of the school's parental involvement obligation. 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.

## **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.**

The School will look into both options of contracting with the school district, if available, or a private provider. The Board prefers to contract with the district and take advantage of the BCPS experience in this area, if available.

If the School were to contract with a private provider to prepare school breakfast and lunch meals, the vendor will provide appropriate food service equipment including warming ovens, hand-wash sinks, triple sinks (for equipment and utensil washing), and refrigeration to store food once it has been delivered to the school site and prior to serving students. All food handlers will be required to complete Food Handling Training as mandated by the Department of Health and the Florida Department of Education.

If the School contracts with an independent provider to prepare and serve meals, the private vendor selected will prepare and deliver food to the school in accordance with standards established by the Florida Department of Professional and Business Regulations. The school facility will include a cafeteria that meets state nutritional and sanitation standards. Furthermore, the school will adhere to dietary guidelines under the National School Lunch Program.

The private vendor will be required to maintain and supply the school with daily records of all lunches served and current copies of inspection and insurance certificates. The school agrees to have two annual inspections as required to maintain the Food Sanitation Certificate from the Florida Department of Health.

Student meal counts and records of student participation in the National School Lunch Program will be maintained. The Board will act as the “School Food Authority (SFA)” of the local food service program and will file reimbursement reports directly with the Florida Department of Education. The Board will require the vendor to supply a monthly menu that meets the requirements of the National School Lunch Program and the Florida Department of Education. These menus will be published monthly and presented to parents and students. A copy of these menus will be kept with the record(s) of student participation.

The food vendor will be required to submit evidence of proper meal balance and portion size. As the School Food Authority (SFA), the school will ensure that its point-of-sale system accurately provides a count of reimbursable meals by category (i.e., free, reduced price, paid) served to eligible students. These counts will be taken at the time and point of meal service and only meals that meet meal pattern requirements will be counted and claimed for reimbursement. The school will adopt the sanitation and reporting requirements prescribed by the County’s Health Department.

The local health department will be notified of the school’s existence and intent to provide food service to public school students as described herein. The school will apply for a “Permit to Operate” and always maintain current certification/licensure.

The School will follow the following procedures when distributing and processing Free and Reduced Meal Applications:

Procedures:

1. The school will distribute a Free and Reduced Meal Application (as found on the FDOE website) to all of its students within the first five days of school. Applications will be available in multiple languages.
2. Returned applications will be evaluated by the School’s Business Manager on the basis of the current table for income and number of persons in the household to determine



free or reduced price status.

3. A response will be sent to the student's parent/guardian. In accordance with the National School Lunch Act (42 U.S.C. 1751(b)(2)(c), a confidential list is then compiled and forwarded to the cafeteria manager.
4. Meal benefits begin the day the application is approved, continue through the school year in which the application is approved, and extend for approximately the first 20 days of the next school year. All students approved for free or reduced price lunch are entitled to receive a breakfast in the same category.
5. Applications will be retained for three years beyond the current eligibility year.
6. Edit checks will be completed to compare the number of free and reduced price meals claimed to the number of approved active applications.
7. Applications will be kept confidential as per USDA requirements.
8. The school will collaborate with the district to process as many students as possible via a Direct Certification Method utilizing data provided the district by the Florida Department of Education.
9. Records will be kept regarding how applications were selected for verification, the date(s) notices were sent, notes on contacts made, the results, reasons for any changes in eligibility, and the official's signature.
10. Appropriate nondiscrimination notices will be made including the prominent posting of the USDA nondiscrimination poster.

The Board will seek the collaboration of the District or private food vendor to save staff time and physical space. Some of the features the School would seek are:

- Menu planning
- Nutritional analysis for menus
- Distribution of all products to the individual school sites
- Continued maintenance of equipment they install at all sites.
- A marketing program designed to increase nutrition awareness for students, staff and parents.
- Training programs for school food service personnel (training manual included)
- Utilization of USDA commodities offered to the school district
- Merchandising materials
- Emergency meals that can double as field trip meals
- Product safety
- Inventory controls
- Will work with school staff to initiate ongoing programs to encourage participation and to develop new menu items
- Marketing program to encourage participation

## 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.**

A five-year operating budget with revenue projections, expenses and anticipated fund balances is attached. The school will apply for the Charter School Program (CSP) planning, program design and implementation grants. The potential funds from this grant are not included in the school's budget. The budget provides financial line item information for the school's instructional personnel, administration, instructional support and facilities. The Governing Board will maintain a Surplus during each year of the School's existence. The Five Year Budget and Cash Flow financials show the Surplus and Cumulative Surplus for the School.

**B. Provide a start-up budget (i.e. from the date on which the application is approved to the beginning of the first fiscal year of operation) that contains revenue projections, expenses and anticipated fund balance.**

The following is the anticipated start-up budget:

	February, 2014	March	April	May	June	Total
<b>REVENUES</b>						
Line of Credit	\$25,000					
<b>EXPENSES</b>						
Advertising/Recruitment	\$2,500	\$0	\$2,000	\$500	\$0	\$5,000
Computer/Printer	\$1,500	\$0	\$0	\$0	\$0	\$1,500
Materials/Supplies	\$500	\$200	\$100	\$100	\$100	\$1,000
Administrative Personnel Costs	\$3,500	\$3,500	\$3,500	\$3,500	\$3,500	\$17,500
Total Expenses	\$8,000	\$3,700	\$5,600	\$4,100	\$3,600	<b>\$25,000</b>
Fund Balance	\$17,000	\$13,300	\$7,700	\$3,600	\$0	

A start-up budget of \$25,000 has been developed to facilitate the organizational and pre-operational phase of the school. The Board has obtained a secured line of credit for this amount. The start-up budget is for the four (4) months prior to the beginning of the school year to support operations prior to the beginning of the first year's funding cycle.

The School will apply for the FLDOE Start-up and Implementation Grant that makes \$25,000 available for the grant awardees. The Board understands that this is a competitive grant and has not included this amount in its budget revenue calculations.

**A. 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.*

The School's budget assumes an initial year 1 enrollment of 764 students. The enrollment breakdown with annual increases is provided in the summary section of this application and again in more detail as a response to question 2.2 in Section 1, item 2. The enrollment breakdown is shown by year and grade.

The revenue forecast in the budget is based upon data obtained from the Florida Department of Education Charter School Revenue Estimate Worksheet. The school's budget was developed using available data from existing charter schools with a similar growth pattern. Anticipated additional funding from grants and corporate donations were not included in the revenue forecast.

The Schools budget was developed using the budget planning tool provided by the FLDOE Charter Support Unit and available data from existing charter schools with a similar growth pattern.

**INCOME ASSUMPTIONS**

- FEFP Revenue was calculated based on the second calculation of the FEFP 2013-2014 charter school revenue estimator worksheet provided by the Florida DOE. The revenue for year one of the budget is based on the 2012-2013 base student allocation. Years two through five revenues increase at one percent per year.
- Capital Outlay Revenue begins in year four at an average rate of \$395 per student for the year.

- The School will apply for the Charter School Start-up Planning and Implementation Grant, but those funds were not included in the budget because they are not a guaranteed source of revenue.
- Food service revenue consists of a combination of full-paid lunches and reimbursement from the National School Lunch Program in year two.
- The Board has obtained an start-up loan of \$25,000 for the start up phase and an operational loan for \$200,000 for the School's operations. The operational loan will be utilized to pay for those items that must be purchased before the school opens or at the beginning of the school year and to assist with cash flow needs. The principal and interest on the combined loans will be repaid by year five at an interest rate of 7.75%.
- The Board will provide the necessary credit assurances to assist the School in obtaining capital leases.
- Although interest income will be calculated at current market rates on the fund balance, this amount is not shown in the budget as a conservative budgeting measure.
- Funds obtained from fundraising were not included in the budget, but are projected to be approximately \$25,000 per year.

#### **EXPENSE ASSUMPTIONS**

- Operation of Plant allocations is based on similar charter schools and the FLDOE Charter School Support Unit workbook.
- Teacher salaries are budgeted at an average starting annual rate of \$40,000 and increase in years two through five. The Board and the School's administration will stay abreast of prevailing market salaries and benefit plans for charter school teachers in the local marketplace. It is the Board's intent to remain competitive in the area of compensation, while providing a superior work environment for teachers and other employees.
- Fringe Benefits are estimated at 24% of salary in year one and increases to 24% by year five.
- The School has budgeted \$375 per student for a Chromebook computing device and textbooks. The chromebook costs \$240 each. Most required textbooks are on the cloud through Pearson and other publishers. The School will strive to evolve into a paperless textbook environment as compatibility improves and the relative costs of computing devices continue to decrease.
- Curriculum development is budgeted at \$124,040 in year one increasing to \$91,140 in year 5. This will allow the school to continue to improve its curriculum.
- An ESP management fee of 8% of revenues has been budgeted, in case the Board decides to contract with an educational management organization.

- School administration salaries are detailed in the attachment titled Staffing Plan, included with the financial statements.
- Rent is budgeted in year one at \$750 per student for year one and increasing gradually to \$1,000 per student by year 5. The Board will negotiate the facility lease on a per student basis to protect the financial integrity of the School as it relates to student enrollment.
- The cost for the required independent annual audit is included as a \$15,000 expense under Professional Services. The cost for payroll and accounting is included in the ESP management fee.
- Food service costs are calculated based on vendor provided estimates. The School will compare the vendor provided food, costs and services with those provided by the District.
- Transportation expense has been budgeted at \$116,892 in year one for an estimated 18% of the student population. The School's Parent contract assumes that the parent or guardian will provide transportation or will contract with a District approved vendor.
- Operation of Plant costs have been developed based on similar size charter schools.
- Capital expense costs in year one for Furniture, Fixtures, Equipment, and Computers will be leased or paid from the operational loan, based on a 5 year term at prevailing market. The interest rate is calculated at 7.75%, which will be secured on behalf of the school prior to school opening by the Board. Payments on the operational loan and lease will start in year one of operation. Purchases in subsequent years will be paid for from the school's cash flow.
- Variable costs are based on a per student basis and increase accordingly as student enrollment increases.
- Most operating expenses increase at 3% annually.

Employee benefits are based on the recommended parameters of the FLDOE Charter Support Unit and are adjusted for prevailing local market conditions. The benefits currently offered by other local charter schools have been taken into consideration within the school's budget constraints and parameters. Additional benefits that are budgeted and will be offered are: health insurance, retirement, FICA, unemployment taxes and workers compensation. The board has budgeted \$3,860 per year per employee to pay for the employee's health coverage, which will be made available at the point of hire subject to the health insurance policy's waiting period and other provisions. Dependent coverage will be offered and paid for by the employee through payroll deduction. Employee benefits and taxes are budgeted at 24% of salary. The Board will strive to remain competitive with local charter schools while protecting the financial integrity of the School.

The Board intends to issue an RFP to contract with an employee services provider for its human resources, employee benefits and workers compensation needs. The combined buying power offered by one of these providers will allow the school to obtain a benefit coverage plan comparable to that offered by large Fortune 500 companies.

The use of financing for instructional materials, computers, software, furniture and other equipment will relieve the financial constraints of the school's initial start-up instructional needs. Board members will obtain additional financing as needed. Many of the line item costs have been converted to a per-student formula.

The school has budgeted a percentage of revenues for contracted professional services based on the FLDOE worksheet recommendations and information obtained from local charter schools.

Insurance expenses are estimated based on the worksheet recommendations and adjusted for prevailing local rates. The budget allocation for rent is based on prevailing market conditions for similar sized schools and adequate facilities that are conducive to student success.

Preliminary cost information for food was obtained from Preferred Meals, one of the largest providers of school meals in the nation. The School's cost for contracted food service is estimated at \$1.50 per meal for breakfast and \$2.50 per meal for lunch. The participation rate is estimated at 30% for breakfast and 40% for lunch. The cost to students per meal for students is estimated at \$2.00 for breakfast and \$3.00 for lunch. The School will consider contracting with the District, if this service is made available.

Facilities maintenance will be contracted out. The following guidelines were used to estimate the staffing, operations and facilities costs:

#### Staffing

- The number of instructional staff complies with the class size reduction act.
- Staff development funds are allocated to improve staff effectiveness and implement best practices. The School has budgeted \$20,000 in year one, increasing to \$34,500 by year 5.
- Salaries are forecast using guidance from published pay scale in effect and charter schools of similar size and location.
- Human resources functions and payroll administration will be outsourced to a provider. The cost for these services is included in the ESP management fee.

A STAFFING & SALARY MATRIX is attached along with the financials.

#### Operations

- The school will follow the district's vendor and procurement policy in the procurement of supplies, equipment, construction, training, and other services.
- A monetary cap and threshold will be established for small purchases.
- Instructional material costs are based on consultations with various vendors and through analysis of other schools.
- The infrastructure to implement the school's vision is supported by the budget.
- The Board will negotiate benefits and other operational services, pursuant to the terms and conditions of an RFP.

#### Facilities

- The rent for the school's facility will be at or below prevailing market rates for charter schools of a similar size and location.
- Sites are being reviewed and vetted to meet the school's needs.
- Insurance costs include: Commercial General Liability, Errors and Omissions, Officers and Directors Liability, Worker's Compensation, Employer's Liability, Automotive Liability, Unemployment Insurance, Property & Casualty for building and equipment.
- Furniture, fixtures, and equipment will be acquired through the use of the operational loan or equipment leases.

### **E. Explain the school's spending priorities.**

The Governing Board has established clearly delineated spending priorities that focus on the school's students and teachers. Efficient management practices will be utilized in order to maximize the dollars going directly to the classroom. The board will strive to invest in the latest, innovative and proven tools to help students reach academic excellence. High quality educators will be identified, recruited and developed. The board and administration will work to develop a participatory, rewarding work environment that recognizes creativity and performance.

The spending priorities of the School are as follows:

1. Personnel expenses
2. Instructional Resources
3. Facilities costs
4. Furniture Fixture & Equipment lease payments
5. All other operating expenses, excluding the fee paid to the management company (if applicable)
6. ESP management fees, if applicable

**F. 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.**

A monthly cash flow projection for the first year of operations is attached in the exhibit section of the application. A monthly cash flow projection for the start-up period is found below.

	February, 2014	March	April	May	June	Total
<b>REVENUES</b>						
Line of Credit	\$25,000					
<b>EXPENSES</b>						
Advertising/Recruitment	\$2,500	\$0	\$2,000	\$500	\$0	\$5,000
Computer/Printer	\$1,500	\$0	\$0	\$0	\$0	\$1,500
Materials/Supplies	\$500	\$200	\$100	\$100	\$100	\$1,000
Administrative Personnel Costs	\$3,500	\$3,500	\$3,500	\$3,500	\$3,500	\$17,500
Total Expenses	\$8,000	\$3,700	\$5,600	\$4,100	\$3,600	<b>\$25,000</b>
Fund Balance	\$17,000	\$13,300	\$7,700	\$3,600	\$0	

**G. Describe the school's fundraising plan. 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 Board intends to have a \$25,000 annual fundraising budget objective and revenue source, although it has not included in the budget, as a conservative budget strategy. Fundraising will be conducted utilizing four (4) strategies: parental support, fundraising events corporate sponsorships and strategic partnerships. Fundraising activities will commence after the approval of the application. Strategic partnerships will be forged with local non-profit organizations, chambers of commerce and colleges and universities. The following is a partial list of the fundraising activities that will be implemented:

<b>PARENTAL SUPPORT</b>	<b>EVENTS</b>	<b>CORPORATE</b>	<b>STRATEGIC PARTNERSHIPS</b>
Adopt a Classroom	School-wide	Technology	Colleges



	fundraising drives	Improvements	
Chocolate & product sales	Annual Family Picnic	Donated computers	Universities
Smart Board Drive	National Charter School Day	Sponsorships	Chambers of Commerce

Fundraising is important to all public charter schools, in the wake of the reduced per student funding allocation. The School will develop strong community and corporate partnerships to maximize fundraising opportunities. The Board of the School has held discussions with several organizations and businesses to develop a strong community partnership program and fundraising component.

Partner	Fundraising Program	Fundraising Goal
Entrepreneurial Club	Annual Event	\$2,500
Florida Theatrical Association	Grant	\$1,500
College	College Fair	\$2,500
Chamber of Commerce	Annual Picnic Day	\$2,000

## 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.**

The Board understands that it has the ultimate responsibility for the financial viability of the charter school. The Board will review and approve a preliminary annual budget prior to the beginning of the fiscal year. The Principal will prepare a school-site budget that will include anticipated revenues and expenditures based on student enrollment. The Board will review the budget on a quarterly basis and make revisions as necessary. The Board's Treasurer will review the budget on a monthly basis and inform the Board's President of any changes, as necessary.

The Principal will manage the day-to-day operations and site-based finances, including expenditures and receivables. The board will adopt a policy whereby the principal will need to seek prior board approval for expenditures over a pre-approved amount. The Principal will report at least quarterly to the Governing Board on the progress of the site-based budget and make recommendations and seek approval for large expenses. The Board will oversee the Principal and remain responsible for all financial matters delegated to the principal.

### **Financial Oversight by the Governing Board**

The School will establish financial procedures to further safeguard its finances. The Board will annually adopt and maintain an operating budget, retain the services of a certified public accountant or auditor for the annual independent financial audit and review, and will approve the audit report, including audit findings and recommendations. In the event a financial recovery plan is necessary, the board will monitor it and ensure such plan is appropriately maintained. The Governing Board of the school will also review and monitor the financial statements on at least a quarterly basis during regularly scheduled board meetings.

### **BOARD’S & FINANCE & AUDIT COMMITTEE ROLE IN OVERSIGHT**

<b>Board’s Role</b>	<b>Finance &amp; Audit Committee’s Role</b>
Approves a budget that reflects the charter school’s goals and Board policies	Revises budget as needed and makes recommendations.
Approves the format and frequency of financial and programmatic reports to comply with all regulations and reporting requirements.	Recommends format for financial and programmatic summary reports for Board approval.
Reviews monthly or quarterly financial statements.	Reviews monthly financial statements with the School’s administrator, school business manager, and/or CPA.
Ensures adequate financial controls are in place and that financial reports are in accordance with accounting practices and applicable provisions of the Charter Agreement.	Reviews accounting and control policies and makes recommendations for changes and improvements.

Reviews the audited financial statements, management letter, and senior staff's response.	Reviews the audited financial statements, management letter, and senior staff's response with administrator and auditor.
Approves the Schools investment policies and reviews them annually.	Regularly reviews and makes recommendations about investment policies.
Is well-informed about the School's finances.	Coordinates Board training on financial matters. Acts as liaison between full Board and charter school administrator on financial matters.

### **Board Focus: Formative, Developing and Mature Stages**

The Board will focus on formulating sound financial policies and monitoring all major financial decisions, particularly during the early, formative stage of the school. The Governing Board will focus on controlling costs as the school develops. As the school matures, special focus will be given to evaluating the political and economic environment within which the charter school operates. The Board will decide how that environment affects the charter school's ability to achieve its goals. This financial oversight function consists of three main responsibilities:

1. The board will determine the financial goals of the charter school and monitor management's progress in achieving those goals.
2. It will establish sound financial policies and monitor whether the charter school's activities adhere to those policies.
3. The board will review the charter school's financial control systems in order to safeguard the resources of the school.

### **Monitoring the School's Financial Position**

The Board will develop policies for reducing or controlling the cost of educational programs and related services:

- The Governing Board will work to increase the efficiency of management systems to reduce costs while maintaining the quality of the services provided.

To provide effective financial oversight the board will create a Finance & Audit Committee of members with experience in financial management. The job description for the Finance & Audit Committee is, as follows:

### **Finance & Audit Committee – Job Description**

#### **General Purpose**

The Finance & Audit Committee is commissioned by and responsible to the board. It has the responsibility for working with the charter school administrator to create the upcoming fiscal year budget; presenting budget recommendations to the board; monitoring implementation of the approved budget on a regular basis with recommend proposed budget revisions; recommending to the board appropriate policies for the management of the charter school's assets. The Finance & Audit Committee will be assisted by the charter school administrator.

### **Appointments and Composition**

1. Members of the Finance & Audit Committee will be the treasurer of the board, who shall serve as chair and the president together with other members appointed by the president with the advice and consent of the board in accordance with the by-laws.

### **Responsibilities**

1. Prepare an annual budget for the charter school in collaboration with the charter school's principal.
2. Develop and annually revise a three-year financial forecast and develop long-range financial plans based on the forecast in collaboration with the charter school's principal.
2. Review all grant proposals, and when necessary, recommend action by the board.
3. Review all non-budgeted expenditures over a set dollar amount to be determined by the board and recommend action to the board.
4. Annually submit objectives as part of the planning and budgeting process.
5. Annually evaluate its work as a committee and the objectives it has committed itself to and report on same to the board of directors.
6. Arrange for an annual audit with submission of same to the board.
7. Report to the board at regular meetings in a manner determined by the board.

### **Financial Reports**

At each board meeting, the board will receive certain financial reports that detail the charter school's income, expenses and any surplus or deficit. The reports should highlight any deviations from the budget, projected revenues and any actions the charter school administrator takes to correct those deviations. The board will review and interpret three key financial documents:

- **Cash-flow projection worksheet.** Covers a 12-month period and shows all anticipated financial obligations and expected cash revenues based on the existing work plan and budget. This worksheet helps to reveal if there will be any periods when funds will be insufficient to cover expenses. The worksheet should be updated each month to reflect any changes in cash projections.
- **Balance sheet.** This report shows the financial position of the charter school at a particular point in time. It summarizes the school's assets, liabilities (debts or payables)

and reserves (equity or fund balance), which the board can use to assess the financial stability of the organization and to see whether its liabilities can be met.

- **Income statement.** Also known as a profit and loss statement, this report presents an analysis of the net income or deficit of the charter school over a defined period of time. The board can use this report to assess the overall financial performance of the charter school by comparing actual income and expenditures with the budget. It can also be used to compare current income and expenditures with those of the previous year. Using this information, the board can advise the charter school administrator to revise budgets or work plans or to take actions to reduce costs and/or seek additional revenue.

Capital investments also will be reviewed by the board. Capital investments accounts will be scrutinized to determine whether they are consistent with the organization’s mission and strategic plan, and whether they are financially sound.

The charter school’s Principal will ensure the board, or the board’s Finance & Audit Committee, receives the following information on a quarterly basis:

- A report of revenue and expenses (income statement) compared to the budget, with explanations of any significant variance
- A cash flow projection update
- A balance sheet showing the financial position of the organization at that time
- A report on the number of students currently enrolled compared with the number projected, and compared with the number in same period of the previous year
- A report on fund raising activities and results
- A list of critical issues that might affect the financial stability of the charter school.

## Defining Roles

The complementary financial management and oversight roles of the board, Finance & Audit Committee and charter school administrator are summarized in the chart below:

### Board, Committee and Staff Roles in Financial Oversight

Board’s Role	Finance & Audit Committee’s Role	Charter School Administrator’s Role
Approves a budget that reflects the charter school’s goals and board policies	Revises budget as needed and makes recommendations.	Prepares the budget and presents it to the Finance & Audit Committee or full board with backup information.

Approves the format and frequency of financial and programmatic reports.	Recommends format for financial and programmatic summary reports for board approval.	Makes recommendations for financial and programmatic reports to the board; assures reports include information required by charter contract.
Reviews monthly or quarterly financial statements.	Reviews monthly financial statements with charter school Principal, school business manager, and CPA.	Monitors income and expenses on a daily basis. Prepares financial and educational program reports that can be compared to the charter school contract, budget and projected activities.
Ensures adequate financial controls are in place and that financial reports are in accordance with accounting practices and applicable provisions of the charter contract.	Reviews accounting and control policies and makes recommendations for changes and improvements.	Raises policy issues and provides information for standard accounting policy decisions. Carries out policies established by the charter school board.
Reviews the audited financial statements, management letter, and senior staff's response.	Reviews the audited financial statements, management letter, and senior staff's response with administrator and auditor.	Provides information and offers recommendations to Finance & Audit Committee. If necessary, responds to the audit firm's management letter.
Approves charter school's investment policies and reviews them annually.	Regularly reviews and makes recommendations about investment policies.	Provides additional information and financial analysis if needed.
Is well-informed about the charter school's finances.	Coordinates board training on financial matters. Acts as liaison between full board and charter school	Provides training and information as requested.

	administrator on financial matters.	
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The board will obtain services from a reputable, qualified and experienced CPA firm for accounts receivable/payable, bank record reconciliation, monthly and quarterly reports, audit preparation, and financial management BCPS and DOE reporting. Payroll processing, employee benefits, and insurance requirements will be completed by human services provider.

### **Purchase Order Processing – Financial Controls**

Day-to-day management of the school's finances will involve the principal with the assistance of the CPA, the Finance & Audit Committee and contracted subject-matter experts. The principal will be responsible for the following:

- The principal Identifies needed services to maintain the instructional program and physical facility in top condition.
- Upon identifying a good or service, the principal will authorize a purchase order for procurement of a good or service within the established parameters of the principal's purchasing authority as granted by the Governing Board.
- Purchase requests in excess of the established principal's authority will be referred to the Finance & Audit Committee.
- Upon delivery and confirmation of ordered materials or the satisfactory completion of a service, the principal or his/her designee approves the packing slip, work order or shipping bill and returns these with any invoice to the CPA firm for payment.
- The CPA confirms that the receipt of goods or services has been properly documented and the documents are forwarded to the board's Treasurer for payment to the vendor.
- All internal funds are subject to the same level of control and a thorough record of each internal fund is maintained so that the board, principal and management entities have full visibility on all internal fund revenues and expenses.
- The Finance & Audit Committee reviews all purchase orders for budget alignment.

A sample purchase order form recommended by the FLDOE Charter Support Unit is found in the Attachment section of the application.

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

The Governing Board will establish financial management policies and procedures to further safeguard the public money entrusted to its care. The Governing Board will annually adopt and maintain an operating budget, retain services of a CPA or auditor for the annual independent financial audit and review, and will approve the audit report, including audit findings and recommendations. In the event a financial recovery plan is necessary, the board will monitor it and ensure such plan is appropriately maintained. The Governing Board of the school will also review and monitor the financial statements on a quarterly basis during regularly scheduled board meetings or as often as deemed necessary by the board.

A strong internal control policy will be guided by the following financial management principles:

1. Responsibility will be clearly established.
2. Adequate records will be maintained.
3. Assets will be insured and inventoried and appropriate employees bonded.

Internal accounting procedures for account receivables and accounts payables are, as follows:

- For receivables, all cash payments will be logged, coded by source and deposited daily. Daily deposits will be reconciled to cash receipts logs.
- Disbursements will be made only to approved vendors and must be appropriately authorized.
- Disbursement voucher packages are prepared at the school site and authorized by the principal.
- Disbursement vouchers over the Principal's level of authority are submitted to the board's Treasurer or Finance & Audit Committee with appropriate supporting documentation to substantiate the nature, account classification, business purpose, and amount.
- Disbursement vouchers are reviewed and approved by the Principal and the Treasurer or Finance & Audit Committee.
- All checks over a pre-approved threshold, as established by the Board, will require dual signatures. Certain checks and checks over a certain amount will require board President or Treasurers signature and approval.
- Authorized signatures on checks are limited to the President of the Governing Board, the school principal or designee, as approved by the Governing Board.
- Bank statements will be reconciled on a monthly basis.
- The school will provide regular financial statements to the Sponsor including a statement of revenues and expenditures and changes in fund balances, prepared in accordance with generally accepted accounting principles. These will be provided on the



dates required by the school board in the charter school contractual agreement between the school and the BCPS.

- The school will provide the Sponsor annual audited financial reports as of June 30 of each year. These reports will include a complete set of financial statements and notes thereto prepared in accordance with generally accepted accounting principles for inclusion into the board's annual financial statements, formatted by revenue source and expenditures and detailed by function and object, no later than September 20 of each year.

The School will utilize established procedures for cash receipts, cash disbursements and record keeping. Some of the financial controls include:

- 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, or his/her designate, will authorize all expenditures prior to any commitment being made regarding any school funds.
- 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 principal.
- All funds associated with school-related activities will be administered through the school office.
- All outside groups with a relationship to the school (PTA, Boosters, etc.) will conduct 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 financial 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. A printed copy will be reviewed and initialed by the principal, and a copy kept on file. Bank reconciliation will be performed by someone not handling cash or recording cash.
- Bank statements will be delivered unopened to the Treasurer or President of the Board by a school staff member not involved in cash handling or recording of cash.
- A Balance Sheet and Income Statement will be prepared monthly, a printed copy reviewed and initialed by the principal, and a copy kept on file.
- 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.
- All school property will be inventoried and clearly tagged to safeguard the controls over the assets acquired, which in the event of the charter school's termination, would be required to be returned over to the BCPS.
- Under no circumstances are school funds to be used for personal benefit or gain of administration or staff.

### **Audit Process**

The Governing Board will utilize audits in carrying out its responsibility to assure the school's financial resources are properly managed. The board understands the fiduciary responsibility it holds in using public funds to provide its students with a safe environment conducive to academic excellence. The Board will comply with all of the requirements set forth by the laws, rules and regulations at the Federal, State and local (Sponsor) level.

The Board is fully aware of and will comply with the following:

- An annual audit of the charter school shall be conducted by an independent public accountant licensed to practice public accounting in the State of Florida, and the charter school's independently audited financial statements shall be included in this report, which is due to the Charter Schools Support Office by September 30th of every year. If an annual audit conducted by a certified public accountant in accordance with s. 218.39 reveals one or more of the conditions specified in s. 218.503(1), F.S. have occurred, or will occur if action is not taken, the auditor must notify the governing board of the charter school or charter technical career center, the Board, and the Commissioner of Education within 7 business days. If the Commissioner determines that the charter school requires a financial emergency plan, then the school is considered to be in a state

of financial emergency, and must submit a detailed financial recovery plan with the District and the Commissioner of Education within 30 days. The Commissioner of Education shall annually report to the State Board of Education each charter school and charter technical career center that is subject to a financial recovery plan or corrective action plan. The Board may choose not to renew or to terminate a charter of the charter school or charter technical career center that fails to correct the deficiencies in the corrective action plan within 1 year or that exhibits one or more financial emergency conditions for two consecutive years. The Board shall be entitled to inspection of the charter school's financial and pupil records upon request. The Board has the right to review, upon request, all documentation pertaining to students in the Exceptional Student Education or English for Speakers of Other Languages programs at the charter school. In accordance with s. 218.39 (1)(8), the charter schools' governing board must submit a copy of the annual audit to the Auditor General within 45 days after receiving the audit from the independent audit firm, but no later than 12 months after the end of the entity's fiscal year.

The School 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 to the dates agreed upon for audited and unaudited reports between the Sponsor and the board in the Charter.

The auditor will understand and agree to the following in writing:

*"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, and the Department of Education with 14 working days of the exit interview."*

The Governing Board will comply with all of the Sponsor requirements for submitting the annual audited financial statements and will be prepared to cooperate fully with any additional information that may be requested.

### **Financial Reporting**

The Governing Board will employ stringent financial reporting requirements, as follows:

- All financial transactions and records are scanned to a secure document portal that is available to persons authorized by the board.
- The 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 the 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 ISIS and the school's registrar must inform the principal before withdrawing a student to enable the principal to conduct an exit interview with the family and to 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 §1011.60(1), Fla. Stat.
- The school will provide the Sponsor reports showing balance sheet, income statements, bank reconciliations, and any other documents as agreed to and provided in the Charter.

The Board will establish a Finance & Audit Committee, in accordance with the Florida Consortium Of Charter Schools, Technical Assistance Paper #2009-03, to assist in selecting an auditor to conduct the annual financial audit. Pursuant to section 218.391, F.S., the Finance & Audit Committee shall:

- Establish factors to use for the evaluation of audit services. Such factors shall include the ability of personnel, experience, and ability to furnish the required services. Compensation may be a factor; however, it may not be the sole or predominant factor used to evaluate proposals.
- Publicly announce a request for proposals. Include information on how interested firms can apply for consideration.
- Provide a request for proposal to interested firms with information on how the proposal will be evaluated.
- Evaluate proposals using the established factors.
- Rank and recommend at least three proposals deemed to be the most highly qualified in order of preference.

After the Finance & Audit committee has made its recommendations according to the procedures established in statute, the governing body shall select one of the firms and negotiate a written contract. The written contract must include, at a minimum, the following provisions:

- The services to be provided and fees or other compensations for such services.
- A requirement that invoices for fees be submitted in sufficient detail to demonstrate compliance with the terms of the contract.

- The contract period, including renewals, and conditions under which the contract may be terminated or renewed.

**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. The school will utilize the standard state codification of accounts as contained in the Financial and Program Cost Accounting and Reporting for Florida Schools as a means of codifying all transactions pertaining to its operations for both internal and external reporting. Financial reporting will be subject to any directives issued by the State of Florida and the local school district.

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

The School will maintain student and financial records consistent with Chapter 119, Florida Statutes. Student records will be secured in a rated fireproof cabinet and only appropriate personnel will have access to those records. Retention schedules established by the records and information management program of the Division of Library and Information Services of the Department of State will be followed. Permanent or archival records will be kept in fireproof and waterproof safes, vaults or rooms fitted with noncombustible materials, if feasible, and in such arrangement as to be easily accessible. 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.

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.

**E. Describe the insurance coverage the school will obtain, including applicable health, worker's compensation, general liability, property insurance and director's and officer's liability coverage.**

The School will provide evidence of insurance coverage as required by the Sponsor and in accordance with the timeframe as stated in the Charter. Insurance will only be obtained from an insurer (carrier) authorized by the Department of Insurance of the State of Florida or an eligible surplus line insurer under 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.

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

- School Leaders Errors and Omissions Insurance  
\$1,000,000 per claim/annual aggregate, maximum \$25,000 deductible.

- Fidelity Bonds  
The School will carry fidelity bonds on all employees whose duties include receiving or disbursing cash.

- Commercial General Liability Insurance  
\$1,000,000 per occurrence/\$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  
\$1,000,000 per occurrence/\$3,000,000 annual aggregate including all owned and non-owned automobiles.

- Worker’s Compensation Insurance  
Part 1 as required in Florida Statute and Part II shall have the following limits: \$500,000 each accident; \$500,000 Disease(s); \$500,000 Diseases, each employee; or, as required by Florida Law.

- Fire, Property & Casualty - Bldg. & Equipment Coverage  
Property coverage insurance will be carried on all real and tangible property with a value greater than \$500.

- Unemployment Insurance  
The School will provide health insurance coverage to employees through the agreement with ADP. Employee dependants and spouses are eligible for coverage through the plan at the employee’s expense.

## **Section 19: Action Plan**

### **A. Present a timetable for the school’s start-up.**

The School will implement a detailed action plan that will assure the on-time opening of the school. Special care and attention will be given to developing the innovative components of the School as outlined in the mission, educational and curriculum sections of the application and effectively communicating them to the School’s staff and parents, throughout the timeline in

the action plan. The Board will work closely with an experienced charter school developer to facilitate the implementation of the facilities component of the action plan.

#### **SCHOOL OPENING TIMELINE 2014-2015 SCHOOL YEAR**

<b>Action Plan</b>	
<b>Item</b>	<b>Timeline</b>
Approval of application by BCPS	October - December 2013
Start-up Grant Preparation incorporating the School's unique and innovative features: wholistic development of the student, inquisitive project based learning, student and teacher creativity and a shared learning approach.	November
Board participation in Florida Charter School Conference: board members will focus on governance and innovative programs	November
Start-up Grant Submission	December
School Board approval of contract and public hearing	January - February 2014
Site Selection - initial vetting of adequate facilities	January - February 2014
Develop Board Policies & Procedures	February - March
Hiring a School Principal that is a dynamic instructional leader able to implement the School's innovative programs	March
Identify top sites & negotiate lease terms	March - April
Teacher Recruitment highlighting the unique & innovative programs that promote teacher creativity and project based learning	March - June
Issue RFP for marketing, printing & advertising	March
Marketing and public relations for enrollment	March - June
Parent Orientation Meetings highlighting the unique & innovative aspects of developing the child wholistically	March - May
Parent Meetings to communicate role of parents in the implementation of the School's innovative programs that promote student creativity	March - June
Finalize & approve Board policies & procedures	April
Issue RFP for other products & services	April - June
Selection and Hiring of staff (as per staffing plan)	April - July
Communicate innovative programs to prospective staff & parents	April - July
Purchase required products & services	April - August
Finalize & Execute Lease	May
Board Member required training	May
Initial student registration period	April - June
Ordering classroom materials	April - June
Enrollment of registered students	May
Review pre-opening checklist	May

Lottery - if number of applicants exceeds capacity	May-June
School Principal & CFO FLDOE required training	May-June
Second Registration Period Begins (If number of applicants exceeds capacity, lottery will be conducted)	June 15 - August 1
Final Preparation of Facilities (inspections/permits)	June - July
Employee fingerprinting, drug-testing, & background checks	June – July
Staff orientation and preparation for opening highlighting the School's unique and innovative philosophy and educational programs: wholistic development of the student, inquisitive project based learning, student and teacher creativity and a shared learning approach.	August

Note: this timeline is a projection and is not meant to be binding on the School or Sponsor.



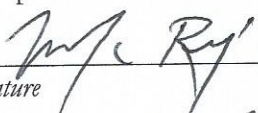
#### IV. STATEMENT OF ASSURANCES

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 **AVANT GARDE ACADEMY, INC.** 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 FRANK BOLANOS, Executive Director/CFO to sign as the legal correspondent for the school.

  
\_\_\_\_\_  
Signature  
  
MARIO RUIZ  
\_\_\_\_\_  
Printed Name

7-28-13  
Date

## **BCPS AUTHORIZED COURSES FOR SECONDARY SCHOOLS CURRICULUM BULLETING**

- **AVANT GARDE ACADEMY, INC. WILL ABIDE BY THE  
BROWARD COUNTY PUBLIC SCHOOLS' AUTHORIZED  
COURSES FOR SECONDARY SCHOOLS - CURRICULUM  
BULLETIN**
- **THE CURRICULUM PLAN, IN ITS ENTIRETY, IS ON FILE  
WITH THE SCHOOL**

## **BCPS CODE OF STUDENT CONDUCT**

- **AVANT GARDE ACADEMY, INC. WILL ABIDE BY THE BROWARD COUNTY PUBLIC SCHOOL'S CODE OF STUDENT CONDUCT)**
- **THE CODE, IN ITS ENTIRETY, IS ON FILE WITH THE SCHOOL**

## **BCPS STUDENT PROGRESSION PLAN**

- **AVANT GARDE ACADEMY, INC. WILL ABIDE BY THE BROWARD COUNTY PUBLIC SCHOOL'S STUDENT PROGRESSION PLAN**
- **THE CODE, IN ITS ENTIRETY, IS ON FILE WITH THE SCHOOL**

## **BCPS EXEPTIONAL STUDENT EDUCATION (ESE) GUIDE**

- **AVANT GARDE ACADEMY, INC. WILL ABIDE BY THE BROWARD COUNTY PUBLIC SCHOOL'S EXEPTIONAL STUDENT EDUCATION (ESE) AND STUDENT SUPPORT GUIDE**
- **THE CODE, IN ITS ENTIRETY, IS ON FILE WITH THE SCHOOL**

Year 1: 2014-2015				Year 2: 2015-2016			
Grade	Class Size	# of Classes	Up to # Students		Grade	Class Size	Up to # Students
K	18	8	144		K	18	162
1	18	8	144		1	18	162
2	18	8	144		2	18	162
3	18	5	90		3	18	144
4	22	5	110		4	22	132
5	22	6	132		5	22	176
6			0		6		0
7			0		7		0
8			0		8		0
<b>TOTAL</b>		40	764		<b>TOTAL</b>	49	938

Year 3				Year 4			
2016-2017				2017-2018			
Grade	Class Size	# of Classes	Up to # Students		Grade	Class Size	Up to # Students
K	18	9	162		K	18	162
1	18	9	162		1	18	162
2	18	9	162		2	18	162
3	18	9	162		3	18	162
4	22	8	176		4	22	198
5	22	8	176		5	22	198
6	22	5	110		6	22	110
7					7	22	88
8					8		0
<b>TOTAL</b>		57	1110		<b>TOTAL</b>	63	1242

Year 5			
2018-2019			
Grade	Class Size	# of Classes	Up to # Students
K	18	9	162
1	18	9	162
2	18	9	162
3	18	9	162
4	22	9	198
5	22	9	198
6	22	5	110
7	22	5	110
8	22	5	110
<b>TOTAL</b>		69	1374

6

(Insert district number in cell A1, enter, then strike F9. Your district data then pulls from Calculation Detail Sheets)

## Revenue Estimate Worksheet for AVANT GARDE ACADEMY K8-BROWARD Charter School

Based on the Second Calculation of the FEFP 2013-14

School District:

Broward

## 1. 2013-14 FEFP State and Local Funding

Base Student Allocation

\$3,752.30

District Cost Differential:

1.0235

Program	Number of FTE	Program Cost Factor	Weighted FTE (b) x (c)	2013-14 Base Funding WFTE x BSA x DCD
(a)	(b)	(c)	(d)	(e)
101 Basic K-3	386.00	1.125	434.2500	\$ 1,667,728
111 Basic K-3 with ESE Services	51.00	1.125	57.3750	\$ 220,347
102 Basic 4-8	180.00	1.000	180.0000	\$ 691,286
112 Basic 4-8 with ESE Services	24.00	1.000	24.0000	\$ 92,171
103 Basic 9-12		1.011	0.0000	\$ -
113 Basic 9-12 with ESE Services		1.011	0.0000	\$ -
254 ESE Level 4 (Grade Level PK-3)		3.558	0.0000	\$ -
254 ESE Level 4 (Grade Level 4-8)		3.558	0.0000	\$ -
254 ESE Level 4 (Grade Level 9-12)		3.558	0.0000	\$ -
255 ESE Level 5 (Grade Level PK-3)		5.089	0.0000	\$ -
255 ESE Level 5 (Grade Level 4-8)		5.089	0.0000	\$ -
255 ESE Level 5 (Grade Level 9-12)		5.089	0.0000	\$ -
130 ESOL (Grade Level PK-3)	85.00	1.145	97.3250	\$ 373,775
130 ESOL (Grade Level 4-8)	38.00	1.145	43.5100	\$ 167,099
130 ESOL (Grade Level 9-12)		1.145	0.0000	\$ -
300 Career Education (Grades 9-12)		1.011	0.0000	\$ -

Totals

764.00

836.4600

\$

3,212,406

2. ESE Guaranteed Allocation:

FTE

Grade Level

Matrix  
Level

Guarantee Per  
Student

51.00

PK-3

251

\$

1,058

\$

53,958

PK-3

252

\$

3,418

\$

-

PK-3

253

\$

6,974

\$

-

24.00

4-8

251

\$

1,187

\$

28,488

4-8

252

\$

3,546

\$

-

4-8

253

\$

7,102

\$

-

9-12

251

\$

845

\$

-

9-12

252

\$

3,204

\$

-

9-12

253

\$

6,760

\$

-

Total FTE with ESE Services

75.00

Total from ESE Guarantee

\$

82,446

3. Supplemental Academic Instruction:

District SAI Allocation

\$

53,067,950

Per Student

divided by district FTE

257,637.67

\$

206

\$

157,384

(with eligible services)

4. Reading Allocation:

Charter Schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds.

Total Base Funding, ESE Guarantee, and SAI

\$

3,452,236

5. Class size Reduction Funds:

Weighted FTE (From Section 1)

X

DCD

X

Allocation factors

PK - 3

588.9500

1.0235

1320.15

=

795,774



4-8	247.5100	1.0235	900.48	=	<u>228,115</u>
9-12	0.0000	1.0235	902.65	=	<u>0</u>
Total *	<u>836.4600</u>				
Total Class Size Reduction Funds					\$ <u>1,023,889</u>

(\*Total FTE should equal total in Section 1, column (d).)

**6A. Divide school's Weighted FTE (WFTE) total computed**

in (d) above: 836.4600 by district's WFTE: 280,213.62  
to obtain school's WFTE share. 0.2985%

**6B. Divide school's Unweighted FTE (UFTE) total computed**

in (b) above: 764.00 by district's UFTE: 257,637.67  
to obtain school's UFTE share. 0.2965%

**Letters Refer to Notes At Bottom:**

7. Other FEFP (WFTE share)	(a)	<u>6,135,390</u>	x	0.2985%	\$ <u>18,314</u>
Applicable to all Charter Schools:					
Declining Enrollment		0			
Sparsity Supplement		0			
Program Related Requirements:					
Safe Schools		6,135,390			
Lab School Discretionary		0			
8. Discretionary Local Effort (WFTE share)	(d)	<u>101,998,178</u>	x	0.2985%	\$ <u>304,465</u>
9. Discretionary Millage Compression Allocation					
.748 mills (UFTE share)	(b)	<u>0</u>	x	0.2965%	\$ <u>-</u>
10. Proration to Funds Available (WFTE share)	(a)	<u>(225,738)</u>	x	0.2985%	-\$ <u>674</u>
11. Discretionary Lottery (WFTE share)	(a)	<u>0</u>	x	0.2985%	\$ <u>-</u>
12. Instructional Materials Allocation (UFTE share)	(b)	<u>19,884,665</u>	x	0.2965%	\$ <u>58,958</u>
Dual Enrollment Instructional Materials Allocation (See footnote i below)					<u></u>

<b>13. Student Transportation</b>	<b>(e)</b>					
<b>Enter All Riders</b>		<u>124.00</u>	x	347	\$	<u>43,028</u>
<b>Enter ESE Student Riders</b>		<u>14.00</u>	x	1,332	\$	<u>18,648</u>
<b>14. Teacher Salary Allocation (WFTE share)</b>	<b>(j)</b>	<u>46,981,326</u>	x	0.2985%	\$	<u>140,239</u>
<b>15. Florida Teachers Lead Program Stipend</b>						<u>                    </u>
<b>16. Food Service Allocation</b>	<b>(g)</b>					<u>                    </u>
					<b>Total</b>	<u><u>\$ 5,059,103</u></u>

<b>18. Funding for the purpose of calculating the administrative fee for ESE Charters.</b>	<b>(h)</b>	
<b>If you have more than a 75% ESE student population please place a 1 in the following box:</b>		<u>\$ -</u>

**NOTES:**

(a) District allocations multiplied by percentage from item 6A.

(b) District allocations multiplied by percentage from item 6B.

(d) Proceeds of 0.748 millage levy (s. 1011.71(3)(b), Florida Statutes) multiplied by percentage from item 6A.

(e) Consistent with Section 1006.21, Florida Statutes and DOE Student Transportation General Instructions. Numbers entered here will be multiplied by the district level transportation funding per rider. "All Riders" should include both basic and ESE Riders. "ESE Student Riders" should include only ESE Riders.

(f) Teacher Lead Program Allocation per Section 1012.71, Florida Statutes

(g) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.

(h) Consistent with Section 1002.33(20)(a), Florida Statutes, for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.

(i) As provided in the 2013 General Appropriations Act, school districts are required to pay for instructional materials used for the instruction of public school high school students who are earning credit toward high school graduation under the dual enrollment program as provided in section 1011.62(l)(i), Florida Statutes.

STAFFING PLAN	YR 1	YR 2	YR 3	YR 4	YR 5
Students	764	938	1110	1242	1374
<b>Administrative Staff</b>					
Principal	1	1	1	1	1
Assistant Principal	1	2	2	2	2
Secretary/Treasurer	0	1	1	1	1
# Administrators	2	4	4	4	4
Administrative & Teacher Support	1	1	1	1	1
Admin. Assistant/Office Mgr.	1	1	1	1	2
Receptionist	0	1	1	1	1
Registrar	1	1	1	1	1
Sub-Total Administrative	5	8	8	8	9
Counselors	1	1	2	2	2
Computer Technician-Hourly	0.5	0.5	1	1	1
Media Specialist-Hourly	0.5	0.5	1	1	1
Hall Monitor/Security	2	2	2	2	2
Food Service	1	1	1	1	1
Sub-Total Support Staff	5	5	7	7	7
<b>Instruction Staff*</b>					
Teachers*	40	49	57	63	69
Band/Chorus			1	1	1
Music/Art	1	1	1	1	1
Art		1	1	1	1
Spanish	1	1	2	2	3
PE	1	1	2	2	2
ESE*	2	3	3	4	4
ESOL*	1	1	2	2	2
P/Time & Sub. Teachers - Hourly					
Sub-Total Instructional	46	57	69	76	83
<b>TOTAL Staffing</b>	56	70	84	91	99

STAFFING & SALARY MATRIX		YR 1		YR 2		YR 3		YR 4		YR 5	
		764		938		1110		1242		1374	
Principal	90000	1	90000	1	90000	1	90000	1	90000	1	90000
Assistant Principal	65000	1	65000	2	130000	2	130000	2	130000	2	130000
Secretary/Treasurer	22000	0	0	1	22000	1	22000	1	22000	1	22000
		2	155000	4	242000	4	242000	4	242000	4	242000
Administrative & Teacher Support	38000	1	38000	1	38000	1	38000	1	38000	1	38000
Admin. Assistant/Office Mgr.	26000	1	26000	1	26000	1	26000	1	26000	2	52000
Receptionist	20000	0	0	1	20000	1	20000	1	20000	1	20000
Registrar-Hourly	20000	1	20000	1	20000	1	20000	1	20000	1	20000
Sub-Total Administrative		5	239000	8	346000	8	346000	8	346000	9	372000
Counselors	26000	1	26000	1	26000	2	52000	2	52000	2	52000
Computer Technician-Hourly	15000	0.5	7500	0.5	7500	1	15000	1	15000	1	15000
Media Specialist-Hourly	15000	0.5	7500	0.5	7500	1	15000	1	15000	1	15000
Hall Monitor/Security	15000	2	30000	2	30000	2	30000	2	30000	2	30000
Food Service	15000	1	15000	1	15000	1	15000	1	15000	1	15000
Sub-Total Support Staff		5	86000	5	86000	7	127000	7	127000	7	127000
Instruction Staff*			0								
Teachers	40000	40	1600000	49	2018800	57	2418852	63	2753672	69	3106404.3
Band/Chorus	40000	0	0		0	1	40000	1	40000	1	40000
Music/Art	40000	1	40000	1	40000	1	40000	1	40000	1	40000
Art	40000	0	0	1	40000	1	40000	1	40000	1	40000
Spanish	40000	1	40000	1	40000	2	80000	2	80000	3	120000
PE	40000	1	40000	1	40000	2	80000	2	80000	2	80000
ESE	40000	2	80000	3	240000	3	120000	4	160000	4	160000
ESOL	40000	1	40000	1	40000	2	80000	2	80000	2	80000
		46	1840000	57	2458800	69	2898852	76	3273672	83	3666404.3
		56		70		84		91		99	
P/Time & Sub. Teachers - Hourly	Hourly		112500		115875		119351		122932		126620

\*The staffing of ESE and ESOL personnel will depend on enrollment and exceptionality following the Sponsor's teacher student ratios. The school anticipates that the majority of the ESE population will be students with Learning Disabilities. The staff to be hired must meet highly qualified status according to No Child Left Behind guidelines which involves in many cases dual certification, such as Subject Area and ESE. The staffing plan and projected operating budget will be adjusted in accordance with the final enrollment figures obtained during the October count.

Additional part-time teachers, hourly food service and security may be used, as needed. Teachers at \$25 per hour, security and food service at \$9 per hour.

AVANT GARDE ACADEMY 5 YEAR BUDGET							
BUDGET LINE ITEMS			YR 1 (2014-2015)	YR 2 (2015-2016)	YR 3 (2016-2017)	YR 4 (2017-2018)	YR 5 (2018-2019)
	Cost	Basis	100 % Enrollment	100 % Enrollment	100 % Enrollment	100 % Enrollment	100 % Enrollment
<b>ENROLLMENT</b>							
K - 5			764	938	1000	1044	1044
6th-8th					110	198	330
Total Enrollment			764	938	1110	1242	1374
<b>REVENUES</b>							
State Sources			\$5,059,103.00	\$6,390,524.00	\$7,562,347.16	\$8,461,653.31	\$9,360,959.46
Federal Sources - NSLP Funds	\$ 2.57	30%	\$0.00	\$130,175.64	\$154,045.80	\$172,364.76	\$190,683.72
Local Sources - Lunch Program Paid Students	\$ 3.75	40%	\$206,280.00	\$189,945.00	\$224,775.00	\$251,505.00	\$278,235.00
Local Sources - Breakfast Program Paid Students	\$ 2.00	30%	\$55,008.00	\$67,536.00	\$79,920.00	\$89,424.00	\$98,928.00
Operating Loan	\$ 200,000.00	School	\$200,000.00				
Capital Outlay	\$ 395.00	Per Student				\$78,210.00	\$130,350.00
Total Revenues			\$5,520,391.00	\$6,778,180.64	\$8,021,087.96	\$9,053,157.07	\$10,059,156.18
<b>EXPENDITURES</b>							
<b>Instruction</b>							
Salaries & Hourly (includes classroom teachers, contract or hourly, and teacher aides) & Bonus	See Staffing Plan		\$1,840,000.00	\$2,704,680.00	\$3,188,737.20	\$3,601,039.24	\$4,033,044.75
Fringe Benefits		24%	\$441,600.00	\$649,123.20	\$765,296.93	\$864,249.42	\$967,930.74
Contracted Professional Services (Includes Therapists & other contracted instructional services)	\$ 150.00	Student	\$114,600.00	\$140,700.00	\$166,500.00	\$186,300.00	\$206,100.00
Classroom Supplies & Equipment: Teacher Supplies	\$ 110.00	Student	\$84,040.00	\$84,420.00	\$99,900.00	\$111,780.00	\$123,660.00
Chromebook & Textbooks (lease)	\$ 375.00	Student	\$286,500.00	\$65,250.00	\$64,500.00	\$49,500.00	\$49,500.00
Student Activities	\$ 60.00	Student	\$45,840.00	\$56,280.00	\$66,600.00	\$74,520.00	\$82,440.00
Computer — Equipment & Repairs for instruction	\$ 2,000.00	Classroom	\$80,000.00	\$18,000.00	\$16,000.00	\$12,000.00	\$12,000.00
Software for instruction	\$ 1,500.00	Classroom	\$60,000.00	\$13,500.00	\$12,000.00	\$9,000.00	\$9,000.00
<b>Sub-Total Instruction</b>			<b>\$2,952,580.00</b>	<b>\$3,731,953.20</b>	<b>\$4,379,534.13</b>	<b>\$4,908,388.66</b>	<b>\$5,483,675.49</b>
<b>Pupil Personnel Services</b>							
Salaries & Hourly (includes counselor, school nurse/health assistant)	\$10.00	Hour	\$23,520.00	\$24,225.60	\$24,952.37	\$25,700.94	\$26,471.97
Fringe Benefits		24%	\$5,644.80	\$5,814.14	\$5,988.57	\$6,168.23	\$6,353.27
Contracted Professional Services (counseling and psychological, contracted nurse services)	\$ 90.00	P/IESE Student	\$6,876.00	\$8,442.00	\$9,990.00	\$11,178.00	\$12,366.00
<b>Sub-Total Pupil Personnel Services</b>			<b>\$36,040.80</b>	<b>\$38,481.74</b>	<b>\$40,930.94</b>	<b>\$43,047.16</b>	<b>\$45,191.24</b>
<b>Media Services</b>							
Salaries (Includes Librarian)	\$40,000.00	School	\$40,000.00	\$41,200.00	\$42,436.00	\$43,709.08	\$45,020.35
Fringe Benefits		24%	\$9,600.00	\$9,888.00	\$10,184.64	\$10,490.18	\$10,804.88
Library Books	\$10-\$40000	School	\$40,000.00	\$40,000.00		\$10,000.00	\$10,000.00
Audio Visual Materials	\$ 7,500.00	School	\$7,500.00	\$7,500.00	\$7,500.00	\$7,500.00	\$7,500.00
<b>Sub-Total Media Services</b>			<b>\$97,100.00</b>	<b>\$98,588.00</b>	<b>\$60,120.64</b>	<b>\$71,699.26</b>	<b>\$73,325.24</b>
<b>Curriculum Development</b>							
Salaries (includes Curriculum Specialist)							
Fringe Benefits							
Curriculum	\$ 60.00	Student	\$45,840.00	\$56,280.00	\$66,600.00	\$74,520.00	\$82,440.00
Development Supplies	\$ 50.00	Student	\$ 38,200.00	\$46,900.00	\$55,500.00	\$62,100.00	\$68,700.00
Student Activities	\$ 40,000.00	School	\$40,000.00	\$40,000.00	\$40,000.00	\$40,000.00	\$40,000.00
<b>Sub-Total Curriculum Development</b>			<b>\$124,040.00</b>	<b>\$143,180.00</b>	<b>\$162,100.00</b>	<b>\$176,620.00</b>	<b>\$191,140.00</b>
<b>Staff Development</b>							
Workshops							
Travel							
Professional Services	\$ 500.00	Teacher	\$20,000.00	\$24,500.00	\$27,000.00	\$29,500.00	\$34,500.00
<b>Sub-Total Staff Development</b>			<b>\$20,000.00</b>	<b>\$24,500.00</b>	<b>\$27,000.00</b>	<b>\$29,500.00</b>	<b>\$34,500.00</b>
<b>Instruction Related Technology</b>							
Salaries (includes Technology Personnel)							
Fringe Benefits							

Instructional Networks							
Hardware Maintenance	\$ 400.00	Classroom	\$16,000.00	\$19,600.00	\$22,800.00	\$25,200.00	\$27,600.00
Computer Learning Labs.	\$ 3,000.00	School	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00
<b>Sub-Total Instruction Related Technology</b>			<b>\$19,000.00</b>	<b>\$22,600.00</b>	<b>\$25,800.00</b>	<b>\$28,200.00</b>	<b>\$30,600.00</b>
<b>Board</b>							
Professional Services (Legal)	\$ 5,000.00	School	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00
Insurance	\$ 7,600.00	School	\$7,600.00	\$7,828.00	\$8,062.84	\$8,304.73	\$8,553.87
Travel	\$ 2,500.00	School	\$2,500.00	\$2,500.00	\$2,500.00	\$2,500.00	\$2,500.00
<b>Sub-Total Board</b>			<b>\$15,100.00</b>	<b>\$15,328.00</b>	<b>\$15,562.84</b>	<b>\$15,804.73</b>	<b>\$16,053.87</b>
<b>General Administration</b>							
Management Fees	8% Revenue		\$404,728.24	\$511,241.92	\$604,987.77	\$676,932.27	\$748,876.76
Administrative Fee	0.05 250 Students		\$84,318.38	\$106,508.73	\$126,039.12	\$141,027.56	\$156,015.99
<b>Sub-Total General Administration</b>			<b>\$489,046.62</b>	<b>\$617,750.65</b>	<b>\$731,026.89</b>	<b>\$817,959.82</b>	<b>\$904,892.75</b>
<b>School Administration</b>							
Salaries (includes Principal, Secretary & other Office Personnel)	See Staffing Plan		\$239,000.00	\$346,000.00	\$356,380.00	\$366,760.00	\$394,320.00
Fringe Benefits		24%	\$54,970.00	\$83,040.00	\$85,531.20	\$88,022.40	\$110,409.60
Equipment Rental / Lease	\$ 300.00	Month	\$3,600.00	\$3,708.00	\$3,819.24	\$3,933.82	\$4,051.83
Travel	\$ 600.00	Administrator	\$1,200.00	\$2,400.00	\$2,400.00	\$2,400.00	\$2,400.00
Advertising and Promotion	\$ 5,000.00	School	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00
License Fees	\$ 1,500.00	School	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00
Uniforms	\$ 300.00	School	\$300.00	\$309.00	\$318.27	\$327.82	\$337.65
Postage	\$ 50.00	Classroom	\$2,000.00	\$2,450.00	\$2,850.00	\$3,150.00	\$3,450.00
Printing	\$ 400.00	Classroom	\$16,000.00	\$19,600.00	\$22,800.00	\$25,200.00	\$27,600.00
Office Supplies	\$ 600.00	Month	\$7,200.00	\$7,416.00	\$7,416.00	\$7,416.00	\$7,416.00
Office Equipment	\$ 5,000.00	School	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00
Computer Equipment	\$ 1,000.00	Administrator	\$3,000.00	\$4,000.00	\$4,000.00	\$4,000.00	\$4,000.00
<b>Sub-Total School Administration</b>			<b>\$338,770.00</b>	<b>\$480,423.00</b>	<b>\$497,014.71</b>	<b>\$512,710.04</b>	<b>\$565,485.08</b>
<b>Facilities Acquisition &amp; Construction</b>							
Building Lease / Rent	\$750-\$1000	p/Student p/yr	\$573,000.00	\$708,190.00	\$888,000.00	\$1,242,000.00	\$1,374,000.00
Remodeling & Renovations							
Purchase of Buildings & Fixed Equipment							
Land							
<b>Sub-Total Facilities Acquisition &amp; Construction</b>			<b>\$573,000.00</b>	<b>\$708,190.00</b>	<b>\$888,000.00</b>	<b>\$1,242,000.00</b>	<b>\$1,374,000.00</b>
<b>Fiscal Services</b>							
Salaries-Hourly (Accounting & Bookkeeping Personnel)	\$ 21,000.00	Hour	\$21,000.00	\$21,630.00	\$22,278.90	\$22,947.27	\$23,635.69
Fringe Benefits		0%	\$0.00	\$0.00	\$11,139.45	\$0.00	\$0.00
Professional Services (payroll, accounting, auditing)			\$15,000.00	\$15,450.00	\$15,913.50	\$16,390.91	\$16,882.63
<b>Sub-Total Fiscal services</b>			<b>\$36,000.00</b>	<b>\$37,080.00</b>	<b>\$49,331.85</b>	<b>\$39,338.17</b>	<b>\$40,518.32</b>
<b>Food Services</b>							
Salaries - Hourly (Food Service Workers)	\$ 10.00	Hour	\$23,520.00	\$24,225.60	\$24,952.37	\$25,700.94	\$26,471.97
Fringe Benefits							
Food - Vendor provided meals	Bkfst \$1.50 Lunch \$2.50	Student Bkfst 30% Lunch 40%	\$199,404.00	\$244,818.00	\$289,710.00	\$324,162.00	\$358,614.00
Materials & Supplies	\$ 2,000.00	School	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00
Equipment Rental / Lease							
Inspection fees	\$ 500.00	School	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00
<b>Sub-Total Food Services</b>			<b>\$225,424.00</b>	<b>\$271,543.60</b>	<b>\$317,162.37</b>	<b>\$352,362.94</b>	<b>\$387,585.97</b>
<b>Pupil Transportation Services</b>							
Salaries (Drivers & Transportation workers)							
Fringe Benefits							
Contracted Transportation Services - 18% of Students	\$ 850.00	0.18	\$116,892.00	\$143,514.00	\$169,830.00	\$190,026.00	\$210,222.00
Insurance							
Repairs & Maintenance							
Fuel							

<b>Sub-Total Pupil Transportation Services</b>			<b>\$116,892.00</b>	<b>\$143,514.00</b>	<b>\$169,830.00</b>	<b>\$190,026.00</b>	<b>\$210,222.00</b>
<b>Operation Of Plant</b>							
Salaries (Custodian, crossing guards, security)			\$20,000.00	\$25,000.00	\$31,250.00	\$39,062.50	\$48,828.125
Fringe benefits							
Purchased Service (Custodial, fire and alarm, pest control etc.)	\$ 75.00	Classroom	\$3,000.00	\$3,675.00	\$4,275.00	\$4,725.00	\$5,175.00
Lawn Maintenance	\$ 150.00	Classroom	\$6,000.00	\$7,350.00	\$8,550.00	\$9,450.00	\$10,350.00
Pest Control	\$ 40.00	Classroom	\$1,600.00	\$1,960.00	\$2,280.00	\$2,520.00	\$2,760.00
Security Services	\$ 100.00	Month	\$1,200.00	\$1,236.00	\$1,273.08	\$1,311.27	\$1,350.61
Property insurance	\$ 600.00	Classroom	\$24,000.00	\$29,400.00	\$34,200.00	\$37,800.00	\$41,400.00
Telephone Services	\$ 5,600.00	School	\$5,600.00	\$5,768.00	\$5,941.04	\$6,119.27	\$6,302.85
Water & Sewer	\$ 15,000.00	School	\$15,000.00	\$15,450.00	\$15,913.50	\$16,390.91	\$16,882.63
Electricity	\$ 2,000.00	Classroom	\$80,000.00	\$98,000.00	\$114,000.00	\$126,000.00	\$138,000.00
Custodial Supplies & Equipment	\$ 5,000.00	School	\$5,000.00	\$5,150.00	\$5,304.50	\$5,463.64	\$5,627.54
<b>Sub-Total Operation of Plant</b>			<b>\$161,400.00</b>	<b>\$192,989.00</b>	<b>\$222,987.12</b>	<b>\$248,842.58</b>	<b>\$276,676.76</b>
<b>Maintenance of Plant</b>							
Repairs & Maintenance	\$ 500.00	Classroom	\$20,000.00	\$25,235.00	\$29,355.00	\$32,445.00	\$35,535.00
Supplies	\$ 5,000.00	School	\$5,000.00	\$5,150.00	\$5,304.50	\$5,463.64	\$5,627.54
<b>Sub-Total Maintenance of Plant</b>			<b>\$25,000.00</b>	<b>\$30,385.00</b>	<b>\$34,659.50</b>	<b>\$37,908.64</b>	<b>\$41,162.54</b>
<b>Administrative Technology Services</b>							
Internal Technology Support							
Technology Personnel							
Systems Operation	\$ 500.00	Classroom	\$20,000.00	\$24,500.00	\$28,500.00	\$31,500.00	\$34,500.00
Systems Planning & Analysis							
<b>Sub-Total Administrative Technology Services</b>			<b>\$20,000.00</b>	<b>\$24,500.00</b>	<b>\$28,500.00</b>	<b>\$31,500.00</b>	<b>\$34,500.00</b>
After Care Programs							
After Care Salary							
Fringe Benefits							
<b>Sub-Total After Care Programs</b>			<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
Computers Hardware-Lab	\$ 750.00	Classroom	\$30,000.00	\$6,750.00	\$6,000.00	\$4,500.00	\$51,750.00
FF&E Lease	\$ 435.00	Student	\$66,468.00	\$66,468.00	\$66,468.00	\$66,468.00	\$66,468.00
Computers Software	\$ 20,000.00	School	\$20,000.00				
<b>Sub-Total Capital Expenses</b>			<b>\$116,468.00</b>	<b>\$73,218.00</b>	<b>\$72,468.00</b>	<b>\$70,968.00</b>	<b>\$118,218.00</b>
<b>Debt Service</b>							
Redemption of Principal			\$45,000.00	\$45,000.00	\$45,000.00	\$45,000.00	\$45,000.00
Interest			\$8,463.24	\$8,463.24	\$8,463.24	\$8,463.24	\$8,463.24
<b>Sub-Total Debt Service</b>			<b>\$53,463.24</b>	<b>\$53,463.24</b>	<b>\$53,463.24</b>	<b>\$53,463.24</b>	<b>\$53,463.24</b>
<b>Total Expenditures</b>			<b>\$5,302,993.66</b>	<b>\$6,634,606.44</b>	<b>\$7,775,492.22</b>	<b>\$8,870,339.24</b>	<b>\$9,881,210.49</b>
<b>Surplus (Deficit) - Unrestricted Fund Balance</b>			<b>\$217,397.34</b>	<b>\$143,574.20</b>	<b>\$245,595.74</b>	<b>\$182,817.84</b>	<b>\$177,945.69</b>
<b>Cummulative Surplus</b>			<b>\$217,397.34</b>	<b>\$360,971.54</b>	<b>\$606,567.28</b>	<b>\$789,385.12</b>	<b>\$967,330.81</b>
Number of Teachers			40	49	57	63	69
Annual Salary			\$40,000.00	\$41,200.00	\$42,436.00	\$43,709.08	\$45,020.35

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[illegible]



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[illegible]

# *Certified Copy*

I certify the attached is a true and correct copy of the Articles of Incorporation of AVANT GARDE ACADEMY, INC., a Florida corporation, filed electronically on July 18, 2012 effective July 16, 2012, as shown by the records of this office.

I further certify that this is an electronically transmitted certificate authorized by section 15.16, Florida Statutes, and authenticated by the code noted below.

The document number of this corporation is N12000006981.

Authentication Code: 120718134832-000237475200#1

Given under my hand and the  
Great Seal of the State of Florida  
at Tallahassee, the Capital, this the  
Eighteenth day of July, 2012



*Ken Detzner*  
Ken Detzner  
Secretary of State

# **BYLAWS**

of

## **Avant Garde Academy, Inc.**

a Florida Nonprofit Corporation

### **ARTICLE 1 OFFICES**

The corporation's principal office shall be fixed and located at such place within the boundaries of the County of Miami Dade, 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.

### **ARTICLE 2 PURPOSE**

The corporate purpose is the establishment, development and oversight of a public charter school as authorized by the local school board. The corporation is organized exclusively for educational purposes under section 501(c)(3) of the internal Revenue Code or corresponding section of any future federal tax code.

### **ARTICLE 3 NO MEMBERS**

#### **Section 3.1 No Members**

The corporation shall have no members. 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 4 DIRECTORS**

#### **Section 4.1 General Powers**

Subject to the limitations of the Florida not-for-profit corporation law, the corporation's Articles of Incorporation and these Bylaws, the activities and affairs of the corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board. The Board may delegate the management of the corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board. No assignment, referral or delegation of authority by the Board or anyone acting under such delegation shall preclude the Board from exercising full authority over the conduct of the corporation's activities, and the Board may, subject to contractual obligations as may exist, rescind any such assignment, referral or delegation at any time.

#### **Section 4.2 Specific Powers**

Without prejudice to its general powers, but subject to the same limitations set forth above, the Board shall have the following powers in addition to any other powers enumerated in these Bylaws and permitted by law:

- a. To select and remove all of the officers, agent and employees of the corporation; to prescribe powers and duties for them which are not inconsistent with law, the corporation's Article of Incorporation or these Bylaws; and to fix their compensation;
- b. To conduct, manage and control the affairs and activities of the corporation and to make such rules and regulations therefore which are not inconsistent with the law, the corporation's Articles of Incorporation or these Bylaws, as it deems best;
- c. To Adopt, make and use a corporate seal and to alter the form of the seal from time to time, as it deems best;
- d. To borrow money and incur indebtedness for the purpose of the corporation, and to cause to be executed and delivered therefore, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecation's and other evidences of debt and securities therefore;
- e. To act as trustee under any trust incidental to principal object of the corporation, and receive, hold, administer, exchange and expend funds and property subject to such trust;
- g. to acquire by purchase, exchange, lease, gift, devise, bequest or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of real and personal property;
- h. To assume pay obligations, enter into any contracts or other instruments, and do any and all other things incidental or expedient to the attainment of any corporate purpose; and
- i. To carry out such other duties as are described in the Charter.

#### Section 4.3 Number, Election and Term of Directors

- a. The authorized number of Directors shall be no less than three (3) and no greater than seven (7) until changed by amendment of these Bylaws.
- b. Those Directors who are to be elected by the Board of Directors shall be so elected at the annual meeting of the Board by the Directors then in office. The existing president of the corporation shall nominate each Director and the remaining Directors shall vote on each such nominated Director. The duration of the term of each Director shall be staggered so as to promote continuity in the Board.

#### Section 4.4 Resignation and Removal

Any Director may resign effective upon giving written notice to the Board, unless the notice specifies a later effective time. If the resignation is effective at a future time, a successor may be selected (by the existing president) before such time, to take office when the resignation becomes effective. A Director may be removed without cause by a majority of the Directors then in office.

#### Section 4.5 Vacancies

- a. A Board vacancy or vacancies shall be deemed to exist if any Director dies, resigns, or is removed, or if the authorized number of Directors is increased.
- b. The Board may declare vacant the office of any Director who has been convicted of a felony.
- c. A vacancy on the Board shall be filled in the same manner of selection as that used to select the Director whose office is vacant, provided that vacancies to be filled by election by Directors may be filled by a vote of the majority of the remaining Directors, although less than a quorum. Each Director so elected shall hold office until a successor has been appointed and qualified.

- d. No reduction of the authorized number of Directors shall have the effect of removing any Director prior to the expiration of the Director's term of office.

#### Section 4.6 Place/notice of Meetings

Meetings of the Board may be held at the principal office of the corporation or at any other place that has been designated in the notice of the meeting by resolution of the Board. Appropriate notices of the meeting complying with Florida law shall be posted. The public, any board member or officer of the corporation shall place any desired item on the agenda of any board meeting notifying, in writing, no later than 5 business days prior to the scheduled board meeting, a description of the item to be placed in the agenda and said description shall be delivered to the then acting secretary of the corporation.

#### Section 4.7 Annual Meetings

The Board shall hold an annual meeting for the purpose of organization, selection of Directors and officers, and the transaction of other business.

#### Section 4.8 Quarterly Meetings

Quarterly meetings of the Board, shall be held on such dates and at such times and places as may be from time to time fixed and notified by the Board.

#### Section 4.9 Special Meetings

- a. Special meetings of the Board for any purpose(s) may be called at any time by the Chairman of the Board, if there is such an officer, the President, or the Secretary.
- b. Special meetings of the Board may be held after each Director has received notice by mail, telecopy, e-mail or telephone.
- c. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

#### Section 4.10 Quorum and Voting

One half (1/2) of the authorized Directors plus one (1) of the authorized Directors then in office shall constitute a quorum. The Board shall attempt to reach a general consensus on all actions before the Board; provided, however, that every act or decision done or made by a majority of the Directors present at a meeting duly held at which a quorum is present is an act of the Board. A meeting at which a quorum is initially present may continue to transact business notwithstanding the withdrawal of Directors, if any action taken is approved by at least a majority of the required quorum for such meeting

#### Section 4.11 Waiver of notice

Notice of a meeting need not be given to any Director who signs a waiver of notice, a written consent to the holding of the meeting, an approval of the minutes of the meeting, whether before or after the meeting, or who attends the meeting without protesting the lack of notice prior thereto or at its commencement. All such waivers, consents and approvals shall be filed with the corporate records or made a part of the minutes of the meetings.

#### Section 4.12 Adjournment

A majority of the Directors present, whether or not a quorum is present, may adjourn any Directors' meeting to another time and place. If a meeting is adjourned to more than twenty-four (24) hours,

notice of such adjournment to another time or place shall be given prior to the time scheduled for the continuation of the meeting, to the Directors who were not present at the time of the adjournment.

#### Section 4.13 Rights of Inspection

Every Director has the absolute right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the corporation provided such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the corporation's obligations to maintain the confidentiality of certain books, records and documents under any applicable federal, state or local law.

#### Section 4.14 Fees and Compensation

Directors shall not receive any compensation for their services; however, the Board may approve the reimbursement of a Director's actual and necessary expenses incurred in the conduct of the corporation's business. The corporation shall carry liability insurance covering the Directors and officers of the corporation as described in the Charter in the conduct of the corporation's business.

#### Section 4.15 Standard of Care

- a. A Director shall perform all duties of a Director in good faith, in a manner such Director believes to be in the best interests of the corporation and with such care, including the duty to make reasonable inquiries, as an ordinarily prudent person in a like situation would use under similar circumstances.
- b. In performing the duties of a Director, a Director may rely on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by:
  - (1) One or more officers or employees of the corporation whom the Director believes to be reliable and competent in the matters presented;
  - (2) Legal counsel, independent accountants or other persons as to matters that the Director believes to be within such person's professional or expert competence; or
  - (3) A committee of the Board upon which the Director does not serve as to matters within its designated authority, provided the Director believes that the committee merits confidence and the Director acts in good faith, after reasonable inquiry when the need therefore is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

### ARTICLE 5 OFFICERS

#### Section 5.1 Officers

The officers of the corporation shall be President, Secretary and Treasurer. The corporation may also have at the discretion of Board, one or more Vice Presidents, one or more Assistant Secretaries, one or more Assistant Treasurers, and such other officers as may be elected or appointed. Any number of offices may be held by the same person.

#### Section 5.2 Election

The officers of the corporation, shall be chosen at the annual meeting of the Board by and shall serve at the pleasure of the Board, and shall hold their respective offices until their resignation, removal or other disqualification from service, or until their respective successors shall be elected.

### Section 5.3 Subordinate Officers

The Board may elect, and may empower the President to appoint, such other officers as the business of the corporation may require, each of whom shall hold office for such period, have such authority, and perform such duties as are provided in these Bylaws or as the Board may from time to time determine.

### Section 5.4 Removal

Any officer may be removed, either with or without cause, by the Board at any time or, except for an officer chosen by the Board, by any officer upon whom the Board may confer such power of removal. Any Such removal shall be without prejudice to the rights, if any, of an officer under any contract of employment.

### Section 5.5 Resignation

Any officer may resign at any time by giving written notice to the Board; such resignation may not prejudice the rights, if any, of the corporation under any contract to which the officer is a party. Any such resignation shall take effect at the date of the receipt of such notice or at any later time specified therein and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

### Section 5.6 Vacancies

A vacancy in any office because of death, resignation removal, disqualification or any other cause shall be filled in the manner prescribed in these Bylaws for regular election or appointment to such office, provided that such vacancies shall be filled as they occur and not on an annual basis.

### Section 5.7 President

Subject to such powers, the President is the general manager and chief executive officer of the corporation and has, subject to the control of the Board, general supervision, direction and control of the business and officers of the corporation. The President shall preside at all meetings of the Board. The President has the general management powers and duties usually vested in the office of President and general manager of a corporation as well as such other powers and duties as may be prescribed from time to time by the board and as are described in the Charter.

### Section 5.8 Vice Presidents

In the absence or disability of the President, the Vice President(s), if any are appointed shall, in order of their ranks as fixed by the Board or, if not ranked, the Vice President designated by the Board, perform all of the duties of the President and, when so acting, shall have all the powers of and be subject to all the restrictions upon, the President. The Vice President(s) shall have such other powers and perform such other duties as the Board may prescribe from time to time.

### Section 5.9 Secretary

- a. The Secretary shall keep or cause to be kept, at the principal office or such other place as the Board may order, a book of minutes of all meetings of the Board and its committees, including the following information for all such meetings: the time and place of holding; whether regular or special; if special, how authorized; the notice thereof given; the names of those present and absent, and the proceedings thereof. The Secretary shall keep or cause to be kept, at the



principal office in the State of Florida, the original or a copy of the corporation's Articles of Incorporation and Bylaws, as amended to date, and a register showing the names of all directors and their respective addresses. The Secretary shall keep the seal of the corporation and shall affix the same on such papers and instruments as may be required in the regular course of business, but failure to affix it shall not affect the validity of any instrument.

b. The Secretary shall give, or cause to be given, notice of all meetings of the Board and any committees thereof required by these Bylaws or by law to be given, and shall distribute the minutes of meetings of the Board to all its members promptly after the meetings; shall keep the seal of the corporation in safe custody; shall see that all reports statements and other documents required by law are properly kept or filed, except to the extent the same are to be kept or filed by the Treasurer; and shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

c. The Secretary or President of the corporation shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and business transactions of the corporation, including accounts of its assets, liabilities, receipts and disbursements. The books of account shall at all times be open to inspection by any Director.

d. The Secretary or President shall deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositaries as may be designated from time to time by the Board. The Secretary or President shall disburse the funds of the corporation as may be ordered by the Board, and shall render to the Directors, upon request, an account of all transactions as Secretary or President and of the financial condition of the corporation. The Secretary or President shall present an operating statement and report, since the last preceding regular Board meeting, to the Board at all regular meetings. The Secretary or President shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

## ARTICLE 6 COMMITTEES

### Section 6.1 Board Committees

The Board may, by resolution adopted by majority of the Directors then in office provided that a quorum is present, create one or more standing or ad hoc committees, each consisting of at least two (2) members of the Board, to serve at the pleasure of the Board.

## ARTICLE 7 OTHER PROVISIONS

### Section 7.1 Validity of Instrument

Subject to the provisions of applicable law, any note, mortgage, evidence of indebtedness contract, conveyance or other written instrument and any assignment or endorsement thereof executed or entered into between the corporation and any other person, shall be valid and binding on the corporation, unless the other person has actual knowledge that the signing officers had not authority to execute the same. Any such instruments may also be signed by the Board or designated member of the Board.

### Section 7.2 Construction and Definitions

Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Nonprofit Corporation Law of the State of Florida Shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural as the context requires, and the word

#### Article VIII

##### Dissolution

Upon the dissolution of this corporation, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose.